Public Document Pack

ABERDEEN
CITY COUNCIL

To: Councillor Laing, Convener; Councillor Thomson, Vice-Convener; Councillors Cameron, Carle, Cooney, Crockett, Lesley Dunbar, Greig, Malik, May, McCaig, Noble, Samarai, Jennifer Stewart, Sandy Stuart, Taylor, Townson and Young and 1 vacancy (Independent Alliance Group); and Mr P Campbell, Mr S Duncan, Mr M Maclean, Mr A Nicoll, and Mrs I Wischik and 2 vacancies (Third Religious Representative and Second Teacher Representative).

Town House,
ABERDEEN, 30 May 2012

EDUCATION, CULTURE AND SPORT COMMITTEE

The Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in **the Council Chamber - Town House** on **THURSDAY, 7 JUNE 2012 at 2.00 pm**.

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

B U S I N E S S

1.1 Appointment of Second Teacher Representative - Mr Mike Paul has been nominated by the Teachers' Consultative Forum, to represent the secondary sector (Pages 1 - 2)

REQUESTS FOR DEPUTATION

2.1 None received at present.

DETERMINATION OF EXEMPT BUSINESS

3.1 Members are requested to resolve that the business listed at item 12 on this agenda be considered with the press and public excluded.

MINUTES

4.1 Minute of Special Education, Culture and Sport Committee of 28 March 2012 (Pages 3 - 10)

REFERRALS FROM OTHER COMMITTEES

5.1 Establishment of Sub Committees and Working Groups - Referred from Statutory Council meeting of 16 May 2012 (Pages 11 - 12)

MOTIONS

6.1 There are no reports under this heading.

SERVICE WIDE REPORTS

7.1 Health and Wellbeing Policy (Pages 13 - 34)

7.2 Education, Culture and Sport Workforce Development & Continuous Professional Development Policy (Pages 35 - 50)

EDUCATION

8.1 Primary School Estate Review (Pages 51 - 92)

8.2 *Community Centres (Pages 93 - 106)

8.3 *Community Learning & Development Funded Projects - Request for Exemption from Standing Orders (Pages 107 - 112)

CULTURE

9.1 Cultural Grants 2012/13 (Pages 113 - 124)

9.2 Mary Garden Fund 2012/13 (Pages 125 - 128)

9.3 *Future Delivery of Cultural Services (Pages 129 - 134)

SPORT

10.1 Sports Grants (Pages 135 - 140)

COMMITTEE BUSINESS, MOTIONS AND PERFORMANCE MANAGEMENT

11.1 Committee Business Statement (Pages 141 - 152)

11.2 Motions List (Pages 153 - 154)

11.3 Education, Culture and Sport Performance Report (Pages 155 - 280)

Would Members please note that Appendix B is attached separately as a colour appendix.

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

12.1 New School for Children with Complex Needs - Verbal Report

12.2 Aberdeen Art Gallery Redevelopment (Pages 281 - 292)

12.3 Bon Accord Indoor Bowling Centre and the Bon Accord 2000 Bowling Club (Pages 293 - 300)

12.4 Request for Authority to Tender for a PA System for the Beach Ballroom (Pages 301 - 304)

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

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Should you require any further information about this agenda, please contact Vikki Cuthbert, tel. (52)2520 or e-mail vcuthbert@aberdeencity.gov.uk

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From: Kirsten Foley
To: Vikki Cuthbert
CC: Charlie Penman; David Leng; ECS Director; Grant Bruce
Date: 21/05/2012 09:30
Subject: ECS Committee Teacher Reps

Hi Vikki

This is to confirm that the Teachers' Consultative Forum has confirmed that the Teacher reps for ECS Committee will be Stewart Duncan (Primary) and Mike Paul (Secondary). Stewart is located at Gilcomstoun School and Mike is at St Machar Academy.

Regards
Kirsten

Kirsten Foley
HR Business Partner

HR & OD
Aberdeen City Council
Business Hub 18
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Marischal College
Aberdeen
AB10 1AB

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EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 28 March, 2012. Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor John West, Convener; Councillor Jennifer Stewart, Vice-Convener; and Councillors Allan, Blackman, Boulton, Cooney, Crockett (as substitute for Councillor Collie), Donnelly (as substitute for Councillor Wisely), Greig, Laing, Leslie, McCaig, MacGregor, May, Robertson (as substitute for Councillor Cormack), Townson, Young (as substitute for Councillors Allan and Collie) and Yuill. External Members:- Mr G. Bruce, Mrs. M. Abdullah, Mr. M. Maclean and Mr. A. Nicoll.

The agenda and reports associated with this minute can be found at:-
http://councilcommittees/ieListDocuments.aspx?CId=143&MId=2483&Ver=4

DEPUTATION REQUESTS

1. The Committee had before it, within terms of Standing Order 10, requests for deputations in relation to the report on the agenda on community centres:-

(1) Paul O'Connor
(2) Alex Mess and Reverend Andy Cowie, Powis Community centre
(3) Phil D'Arcy, Wilma Mackland and Brian Allan, Aberdeen Community Learning Centres Forum
(4) Sylvia Davidson, Woodside Community centre

The Committee resolved:-
to hear the deputations, suspending Standing Order 10 to enable it hear request (4) as it had been submitted outwith the timescales prescribed therein.

COMMUNITY CENTRES

2. The Committee had before it (1) article 6 of the minute of its meeting of 23 February 2012 at which time it had been agreed, upon consideration of a report by the Director of Education, Culture and Sport on community centres, that the management agreement and lease be the subject of mediation between representatives of the community centres and Aberdeen City Council with the objective of reaching agreement and reporting the outcome to a special meeting of this Committee; and (2) a further report by the Director in these terms, presenting the management agreement and lease for approval, outlining the areas which remained unresolved at the conclusion of the mediation, and explaining the implications for the Council of amending the agreements in the manner being requested by community centre representatives.

Appendices to the report included the mediation Heads of Agreement, the latest versions of the management agreement and lease, and letters from the Director of Social Care and Wellbeing and Grampian Police highlighting the need for the

agreements between the Council and community centres to take cognisance of child protection responsibilities for volunteers.

The report recommended:-
that the Committee –

(a) notes the mediation Heads of Agreement, and considers the requests from the community centre representatives that (i) that the cost of personal and legal liability insurance cover is provided by the Council, (ii) that the provisions within the agreements for the Council taking legal action against the management committee be removed, (iii) that the requirement for a mutual indemnity in relation to breaches of data protection is removed, (iv) that the ability of the Council to terminate the management agreement in the event of late payment by a community centre is removed, and (v) that the leases and management agreements should be for a duration of twenty years. Decisions in respect to these issues need to consider the following:

(i) The total cost to the Council would be in the region of £25,000. There is no budgetary provision within Education, Culture and Sport to meet this additional recurring cost, therefore if the Committee wished to agree to the principle of this additional funding, the request would require to be referred to the Council meeting on 4 April 2012.

(ii) If these provisions are removed then it will limit the Council's ability to fully recover any losses which it suffers as a result of certain breaches of the Agreement by a Community centre. These cannot be quantified at this time as it will depend on the nature of the breach and the losses which flow from it. If the Committee wished to agree to the removal of this provision, due to the potential financial implications, the request would require to be referred to the Council meeting on 4 April 2012

(iii) If this provision is removed then it will prevent the Council from recovering a fine or damages awarded against the Council in respect of a data protection breach results from and act or omission on the part of a community centre. This cannot be quantified at this time, however the level of fine being imposed by the Information Commissioner is increasing and would be dependent upon the nature of the breach. If the Committee wished to agree to the removal of this provision, due to the potential financial implications, the request would require to be referred to the Council meeting on 4 April 2012.

(iv) If this ability is removed then it would reduce the incentive for Community centres to pay the Council promptly which will impact on the Council's cash flow and lead to increased administrative costs in terms of pursuing outstanding amounts. If the Committee wished to agree to the removal of this provision, due to the potential financial implications, the request would require to be referred to the Council meeting on 4 April 2012.

EDUCATION, CULTURE AND SPORT COMMITTEE
28 March, 2012

(v) The financial implications of this are as yet unquantifiable, but would be expected to run into many millions of pounds, and therefore would require to be referred to the Council meeting on 4 April 2012. To ascertain the costs of this decision would require additional budget of approximately £100,000 (not within existing budgets) for full condition surveys to be carried out in respect of each building (this would also require to be referred to Council meeting on 4 April 2012). To offer a lease of 20 years duration could be considered as a disposal at less than market value (under "The Disposal of Land by Local Authorities (Scotland) Regulations 2010"), so such a decision would require to be referred to Full Council meeting on 4 April 2012;

(b) agrees the proposed management agreement and lease as set out in Appendices B & C, subject to delegating final refinements (including the schedules on janitorial arrangements and community schools) to the Head of Legal and Democratic Services, in consultation with the legal representative of the Community centres, and the Convener and Vice Convener of the Education, Culture and Sport Committee;

(c) notes that the content of the management agreement assumes that the council will be able to meet its requirements for the provision for community-based learning through a future decision that the community wings within 3Rs venues will remain within the responsibility of the Council;

(d) 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;

(e) agrees that the Council will not require community centres to offer residents a discount on charges as part of the Residents' Discount Scheme; and

(f) seeks further reports on the progress of signing community centres up to the Management agreement.

In accordance with the decision at article 1 above, the Committee then heard from the deputations:-

(A) Paul O'Connor

Mr O'Connor expressed thanks to the officers who had been involved in the mediation process; requested that all community centres be allowed to sign the management agreement together; reiterated the request for a 20 year lease for centres incorporating a comfort clause allowing the Council to terminate the lease with a Committee decision to that effect; and listed clauses within the management agreement to which amendments were still being requested.

(B) Powis Community centre

Mr Mess asked the Committee to consider meeting the costs of the community centres' liability insurance and explained the reasons for this request. Reverend Cowie requested that a 20 year lease be given to centres, referred to the child protection

requirements within the management agreement, suggesting that this be replaced with the appointment of a child protection officer within each centre to train volunteers on child protection; and asked for further time to allow community centres to consider the lease.

(C) Aberdeen Community Learning Centres Forum

Mr D'Arcy thanked officers for their role in the mediation process and expressed the view that the management agreement was still within the control of the Council, placed too much responsibility on centre volunteers, and could have been improved upon if additional funding had been available. Mr Allan outlined his own experience of volunteering within a community centre, appealed for consistency for all centres and a 20 year lease, and requested that employees were not prevented from being officer bearers. Mrs Mackland outlined the difficulties with securing management committee volunteers, and suggested that the additional burden of paperwork was unhelpful.

(D) Woodside Community Centre

Mrs Davidson referred to the child protection responsibilities of management committee volunteers and the need for vigilance to be exercised at all times in this role; and explained that the management agreement and lease were confusing for some volunteers, as well as being too onerous.

Members of the Committee asked questions of all deputations.

The Committee also heard from officers in response to questions:-

(1) The General Manager (Asset Management) advised that there was no existing specific budget to allow the maintenance costs of community centre buildings to be met by the Council other than the corporate repair and maintenance budget; that a property maintenance schedule would be individual to each centre, the requirements for each being very much dependent on the lifespan of the buildings; that a 20 year lease and clause allowing the Council to terminate was possible, subject to compliance with the Disposal of Land by Local Authorities (Scotland) Regulations 2010; that condition surveys of community centres would be undertaken by Council staff for a lease of up to five years, beyond which it would be necessary to procure external services due to the more onerous nature of the task and the increased risk to the Council; and that the figure of £100,000 for procuring these services set out in the report was not exaggerated as it must always be assumed that a lease will run for its maximum term notwithstanding any termination clause.

(2) The Legal Manager (Policy and Procurement) advised that insurance cover for individual community centre volunteers would be unlikely to include criminality and gross negligence although it would be for centres to take their own advice on this; in terms of the requirements for competitive tendering procedures to be followed by community centres, that the Council needed to ensure that these were transparent in view of the fact that this involved public funds; in respect of PVG checks, that the organisation performing these was restricted in terms of

the sharing of results with a third party, in this case a community centre; that a longer lease would increase the repairing obligations on the Council; that the management agreement as drafted ensured that the Council would compensate community centres for any data protection breach for which it, the Council, was liable, and vice versa; and that any tenant could seek a variation of lease but that a 20 year lease was potentially fettering the discretion of the Council, particularly as no capital investment would be sought in return. Lease durations were generally dependent on the investment being made by the tenant over the lifespan of the lease.

(3) The Head of Communities, Culture and Sport indicated that the costs of officers undertaking PVG checks was a fresh issue but could be looked at; that there were statutory requirements on the Council to deliver community education and this should form part of any decision on community centres, as should the city's 3Rs estate; that a report to the next meeting would look in more detail at the allocation of hours from within 3Rs buildings; that the term of lease for community centres should be considered within the context of the Council's Service Asset Management Plans and the review of the school estate; and that a 10 year lease would not improve the position for community centres looking to secure external funding, any more than a 5 year lease would.

(4) The Service Manager (Communities) advised that service level agreements would need to be put in place with community centres for the provision of childcare schemes to ensure compliance with the requirements of the Care Inspectorate and the Scottish Social Services Council, and this was currently being negotiated with management committees; that a 20 year lease would tie that the hands of the Council, particularly when considered within the context of the school estate; that the approach being taken by other local authorities was community ownership of assets.

During questions to officers, Councillor Yuill, seconded by the Convener, moved that Standing Order 10 be suspended to enable one of the deputations to respond to a question from a member of the Committee.

On a division there voted:- for the procedural motion (18) – Convener; Vice-Convener; Councillors Allan, Blackman, Boulton, Cooney, Donnelly, Greig, Laing, Leslie, McCaig, MacGregor, May, Reynolds, Robertson, Townson and Yuill; and Mr Alex Nicoll; against the procedural motion (1) – Mr Grant Bruce; absent from the division (1) – Councillor Young.

The procedural motion was carried and Paul O'Connor responded to a question from the Committee.

The Committee received advice from the Head of Legal and Democratic Services and the Legal Manager (Policy and Procurement) in respect of the revised proposals:-

(1) the Council could face challenge that it had fettered its own discretion, if a 10 year lease were to be implemented;

(2) that whilst there was provision to allow the Council to terminate a management agreement with 12 months' notice if certain criteria were met, eg a change in

Council policy, it would be a matter of satisfying one of these conditions which would be entirely dependent on the circumstances at the time.

(3) that limiting the Council's ability to take legal action against a management committee to recover losses incurred by the Council was contrary to legal advice. The recommendation within the report was consistent with legal advice provided to date, and would protect the Council's interests.

The Convener moved, seconded by Councillor Cooney:-
that the Committee –

(a) note the mediation Heads of Agreement and thank both the community centre representatives and officers for their contribution to the mediation process;

(b) in relation to the draft management agreement and lease attached to the report, agree:-

(i) that the Council meet the costs of the community centres' personal and legal liability insurance cover; and refer consideration of the financial implications to Council on 4th April;

(ii) to refer to Council on 4th April for consideration those provisions within the Agreement which, as drafted, enable the Council to take legal action against a management committee; and, in this connection, to instruct the Head of Legal and Democratic Services to provide advice to Council on the implications of it limiting the extent of such legal action to the equivalent or less than the value of the assets of the community centre except in the cases of criminality or gross misconduct;

(iii) to retain the provision within the management agreement which requires a mutual indemnity in relation to breaches of data protection;

(iv) to retain the provision within the management agreement which allows the Council to terminate the Agreement in the event of a late payment by a community centre in relation to debts which are not disputed. However, to require that the management agreement require any disputed debt to be referred to the dispute resolution process outlined therein; and to refer consideration of the financial implications to Council on 4th April;

(v) to suspend Standing Order 22(1) to revoke the decision of the Committee of 23rd February – that there be provision to allow community centres who wish a lease in excess of five years to have such a lease subject to committee agreement – and instead that standard leases be for 10 years, with each request to be considered on a case by case basis and reported back to the Education, Culture and Sport Committee for approval; and to refer consideration of the financial implications to Council on 4th April;

(vi) to agree the proposed management agreement and lease appended to the report as amended above, although subject to approval by Council on 4th April where appropriate; and to delegate final refinements (including schedules on janitorial arrangements and community schools) to the Head of Legal and Democratic Services, in consultation with the legal representative of the community centres

and the Conveners and Vice-Conveners of the Education, Culture and Sport and Finance and Resources Committees;

(c) agree that, until such time as the management agreement is signed, those management committees which continue 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) agree that the Council will not require community centres to offer residents a discount on charges as part of the Residents Discount Scheme;

(e) instruct officers to investigate Council assistance in providing PVG checks, in consultation with management committees, and delegates to the Head of Legal and Democratic Services, in consultation with the legal representative of the community centres, the Conveners and Vice-Conveners of the Education, Culture and Sport and Finance and Resources Committees, any decision on whether the Council carries out checks or provides training and guidance;

(f) seek further reports on the progress of signing community centres up to the management agreement;

(g) otherwise note the report.

DECLARATION OF INTEREST

At this stage, Councillor Donnelly declared an interest by virtue of being the Chairperson of the Management Committee of Ferryhill Community Centre. He did not consider that the nature of his interest was significant enough to require him to withdraw from the meeting.

Councillor Donnelly, seconded by Councillor Yuill, moved as an amendment:-

that the management agreement be amended so that it does not prohibit local councillors from holding officer bearer posts on management committees.

Councillor Boulton, seconded by Mr Nicoll, moved as a further amendment:-

that the Committee reaffirm its previous decision that any request for a lease of more than five years be fully considered by the Committee on a case by case basis.

On a division between the two amendments, there voted:- <u>for the amendment by Councillor Donnelly</u> (5) – Vice-Convener, Donnelly, Greig, Robertson and Yuill; <u>for the amendment by Councillor Boulton</u> (8) – Boulton, Crockett, Cooney, Laing, Leslie and Young; and Mr Grant Bruce and Mr Alex Nicoll; <u>declined to vote</u> (6) – Convener; and Councillors Blackman, McCaig, MacGregor, May and Townson; <u>absent from the division</u> (2) – Mrs Mumtaz Abdullah and Mr Murdo Maclean.

On a further division between the successful amendment by Councillor Boulton and the motion, there voted:- <u>for the motion</u> (15) – Convener, Vice-Convener; and Councillors Blackman, Crockett, Cooney, Donnelly, Greig, Laing, McCaig, MacGregor, May, Townson, Young and Yuill; <u>for the amendment</u> (4) – Councillors Boulton and Leslie;

and Mr Grant Bruce and Mr Alex Nicoll; absent from the division (2) – Mrs Mumtaz Abdullah and Mr Murdo Maclean.

The Committee resolved:-
to adopt the motion.
- JOHN WEST, Convener.

COUNCIL

16 MAY 2012

APPOINTMENT OF MEMBERS TO SPECIFIC SUB-COMMITTEES, GROUPS, COUNCIL SUPPORTED TRUSTS AND BOARDS - CG/12/056

6. The Council had before it a report by the Director of Corporate Governance which sought to assist elected members in making appointments to (a) certain sub-committees, working groups and task groups; (b) Council supported trusts; and (c) other organisations which required elected members to be appointed to them.

The report recommended:-
that the Council -

(a) consider appointing members to the sub-committees, working groups and other groups shaded grey and in bold text within Appendix 1 to the report, by virtue of them requiring to be appointed by Council, or that they have meetings scheduled prior to the next meeting of the relevant committee;
(b) refer the remaining sub-committees, working groups and other groups within Appendix 1 to the first meeting of the relevant committee as detailed in the far right hand column;
(c) consider appointing members to the trusts listed in Appendix 2 to the report, noting the meeting dates detailed; and
(d) consider appointing members to the boards listed in Appendix 3 to the report, noting the meeting dates detailed.

The Council resolved:-

(i) to appoint members to the sub-committees, working groups and other groups shaded grey and in bold text within Appendix 1;
(ii) to refer the remaining sub-committees, working groups and other groups to the first meeting of the relevant committee as detailed in the far right hand column; and
(iii) to defer consideration of the appointment of members to the trusts and boards appended to the report for discussion between Group Leaders.

(Please note - for the purpose of this minute extract, only the groups relevant to the Education, Culture and Sport Committee have been included in the following Appendix)

APPENDIX 1

APPOINTMENT OF REPRESENTATIVES TO SPECIFIC SUB-COMMITTEES AND GROUPS

Group	Council Representatives Required	Additional Information	Relevant Committee
Culture and Leisure Trust Shareholder Monitoring Working Group	7		Education, Culture and Sport

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	24 April 2012
DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Health & Wellbeing Policy
REPORT NUMBER:	ECS/12/022

1. PURPOSE OF REPORT

This policy aims to build on the existing work achieved through Health Promoting Schools and identify the way forward to further embed health and wellbeing. The policy is applicable across the whole directorate as this will have the biggest impact on children and young people as it involves everyone who has a role to play in their life.

It gives a citywide approach for health and wellbeing and identifies the key outcomes and roles and responsibilities to take this work forward. This policy will be supported through the implementation of an action plan.

2. RECOMMENDATION(S)

It is recommended that the committee:

(i) Approve Health and Wellbeing policy.
(ii) Agree to priorities identified in the policy.

3. FINANCIAL IMPLICATIONS

No financial implications.

4. OTHER IMPLICATIONS

None

5. BACKGROUND/MAIN ISSUES

The local government act (2007) gives the local authority the power to promote well being.

Good health is vital to us all, however if we want to improve the health and wellbeing of our nation for future generations we must focus on children and young people. Change will not happen overnight and it has to be a partnership approach. Taking care of children's well-being pre-birth and in early years helps ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Curriculum for Excellence ensures that health and wellbeing is in the heart of the curriculum.

"If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life" – Curriculum for Excellence, Building the Curriculum 1.

The UN Convention Rights of the Child sets out basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. These rights include the right to play, to be healthy and happy, to learn new things and to be looked after and nurtured – whether they live at home or not.

Getting it Right for Every Child is designed to thread through all services that involve children and young people. It is about helping people to ensure children and young people are given the best possible start in life and their rights and well-being are taken care of. It is about seeing the child as a whole person and achieving better outcomes for them.

It is the responsibility of parents/carers to nurture and care for their children's health and well.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with challenging situations they will experience throughout their lives. A healthy lifestyle supports mental, emotional, social and physical wellbeing and underpins learning. Therefore school communities can make a significant contribution to improving the health of children and young people.

Learning in health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Within curriculum for excellence health and wellbeing is the responsibility of every teacher and this policy supports this whole school approach. Learning through health and wellbeing enables children and young people to:

make informed decisions in order to improve their health and wellbeing
experience challenge and enjoyment
experience positive aspects of healthy living and activity for themselves
apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
make a successful move to the next stage of education or work
establish 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
Learning in health and wellbeing also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

In 2006, a 'Framework for the National Accreditation of Health Promoting Schools in Scotland' aimed to establish a consistent and coherent approach to Health Promoting School development throughout Scotland. It identified the process towards all schools becoming health promoting by December 2007 (Scottish Executive target) and how they would develop sustainable approaches to health promotion in the long term.

This policy will also further support the work of Active Schools. Active Schools provides pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Aberdeen Team are responsible for putting in place and driving forward a range of planned activities in both school and community settings to help encourage children and young people's participation in the physical activity and sport.

Each local authority in Scotland developed an accreditation framework and process which was nationally endorsed in line with the nationally agreed criteria. As a result Aberdeen City schools have all participated in the accreditation process with 98% achieving some level of accreditation and seven schools achieving excellence level. A full breakdown of what has been achieved through accreditation is detailed in appendix 1.

More recently, the Scottish Parliament passed the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*. The Act ensures all schools are health promoting and that all food and drink served in schools meets nutritional regulations. Therefore, school communities must now embed and build on what has been achieved through accreditation, with support from Aberdeen City Council and NHS Grampian to make it sustainable in line with the Act and the health and wellbeing outcomes within *Curriculum for Excellence*.

Due to the implementation of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007,* accreditation came to a natural end in July 2010. However, an excellence award still exists for Aberdeen City schools who wish to achieve this.

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and the educational communities they belong to. The experiences and outcomes reflect a holistic approach to promoting health and are consistent with the UN Convention Rights of the Child. Building the Curriculum 3 highlights health and wellbeing as an area there should be continuous focus on and therefore is the responsibility of all staff. *Curriculum for Excellence – Principles and Practice* in conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act* 2007 describes the expectations upon individuals, schools and local authorities for promoting the health and wellbeing of children and young people. This policy brings all of the strands together within the context of curriculum for excellence to enable schools to plan and implement an integrated cross-curricular approach to health and wellbeing.

6. IMPACT

The council's priorities for the next five years to deliver this vision are focused on six key areas, three of which are supported by this policy:

Provide for the needs of the most vulnerable people;

Help to ensure that all schoolchildren reach their potential;
Ensure efficient and effective delivery of services by the Council and with its partners.

7. BACKGROUND PAPERS

Curriculum for Excellence
HEAT Targets
Towards a Mentally Flourishing Scotland (Scottish Government, 2009)
Early Years Framework (Scottish Government, 2008)
Getting It Right for Every Child (GIRFEC)
Childsmile
Scotland's Future is Smoke Free: A Smoking Prevention Action Plan (Scottish Government, 2008)
Changing Scotland's Relationship with Alcohol: A Framework for Action (Scottish Government, 2008)
The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem (Scottish Government, 2008)
Respect and Responsibility : A Strategy and Action Plan for Improving Sexual Health (Scottish Government, 2005)
Let's Make Scotland More Active (Scottish Government, 2003)
Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity (Scottish Government, 2008)
Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight (Scottish Government 2010)

(Policy context diagram in appendix 2 of policy)

8. REPORT AUTHOR DETAILS

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ABERDEEN
CITY COUNCIL

ABERDEEN CITY COUNCIL
Education Culture and Sport

Health & Wellbeing Policy

Version Number: 2.0

Date: March 2012

Review Date: 30 June 2015

Lead Officer: Neil Hendry
Head of Service: David Leng

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1 INTRODUCTION AND PURPOSE OF POLICY (Rationale)

1.1 Background

The local government act (2007) gives the local authority the power to promote well being.

Good health is vital to us all, however if we want to improve the health and wellbeing of our nation for future generations we must focus on children and young people. Change will not happen overnight and therefore a co-ordinated partnership approach is a vital underpinning principle. Taking care of children's well-being pre-birth and in early years helps ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Curriculum for Excellence ensures that health and wellbeing is in the heart of the curriculum.

"If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life" – Curriculum for Excellence, Building the Curriculum 1.

The UN Convention Rights of the Child sets out basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. These rights include the right to play, to be healthy and happy, to learn new things and to be looked after and nurtured – whether they live at home or not.

Getting it Right for Every Child is designed to thread through all services that involve children and young people. It is about helping people to ensure children and young people are given the best possible start in life and their rights and well-being are taken care of. It is about seeing the child as a whole person and achieving better outcomes for them.

It is the responsibility of parents/carers to nurture and care for their children's health and wellbeing.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with challenging situations they will experience throughout their lives. A healthy lifestyle supports mental, emotional, social and physical wellbeing and underpins learning. Therefore school communities can make a significant contribution to improving the health of children and young people.

Within Curriculum for Excellence health and wellbeing is the responsibility of every teacher and this policy supports this whole school approach.
Learning in health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the

future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their health and wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish 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
- learning in health and wellbeing also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Health promotion work has been present in school communities for a number of years, however there was no agreed national criteria to provide a consistent approach across Scotland. This was addressed in 2006, by a 'Framework for the National Accreditation of Health Promoting Schools in Scotland' which aimed to establish a consistent and coherent approach to Health Promoting School development throughout Scotland. It identified the process towards all schools becoming health promoting by December 2007 (Scottish Executive target) and how they would develop sustainable approaches to health promotion in the long term.

Each local authority in Scotland developed an accreditation framework and process which was nationally endorsed in line with the nationally agreed criteria. As a result Aberdeen City schools have all participated in the accreditation process with 98% achieving some level of accreditation and seven schools achieving excellence level. A full breakdown of what has been achieved through accreditation is detailed in appendix 1.

More recently, the Scottish Parliament passed the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*. The Act ensures all schools are health promoting and that all food and drink served in schools meets nutritional regulations. Therefore, school communities must now embed and build on what has been achieved through accreditation, with support from Aberdeen City Council and NHS Grampian to make it sustainable in line with the Act and the health and wellbeing outcomes within *Curriculum for Excellence*.

This policy will also further support the work of Active Schools. Active Schools provides pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Aberdeen Team are responsible for putting in place and driving forward a range of planned activities in both school and community settings to help encourage children and young people's participation in physical activity and sport.

Due to the implementation of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007,* accreditation came to a natural end in July 2010. However, an excellence award still exists for Aberdeen City schools who wish to achieve this.

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and the educational communities they belong to. The experiences and outcomes reflect a holistic approach to promoting health and are consistent with the UN Convention Rights of the Child. Building the Curriculum 3 highlights health and wellbeing as an area there should be continuous focus on and is therefore the responsibility of all staff. *Curriculum for Excellence – Principles and Practice* in conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act* 2007 describes the expectations upon individuals, schools and local authorities for promoting the health and wellbeing of children and young people.

1.2 Purpose and Scope of Policy

This policy aims to build on work achieved to date and identify the way forward to further embed health and wellbeing for all children and young people. The policy is applicable across the whole directorate to achieve maximum impact on children and young people as it involves everyone who has a role to play in their life.

It gives a citywide approach for health and wellbeing and identifies the key outcomes and roles and responsibilities to take this work forward. This policy will be supported through the implementation of an action plan.

2 POLICY PRINCIPLES

We need to improve the health of our children and young people and reduce the significant inequalities in health within our society.

To do this we need all staff to have an understanding of health and what their role is in promoting the health of the children and young people they work with. This will enable the environments we work within and services we provide for children and young people to be health promoting.

By providing health promoting environments children and young people will be enabled to develop the skills to lead a healthy life now and in the future. This is a responsibility everyone shares.

It is more than acquiring knowledge and understanding about health, children and young people should be supported to develop the skills to actively improve their own health and wellbeing for now and in the future.

This policy aims to identify how we build capacity in staff to ensure the health of all children and young people is being promoted within Aberdeen City.

3 EXPECTED OUTCOMES

The outcomes detailed below identify what needs to be put in place to ensure we have health promoting environments. This will enable our children and young people to have the best possible start in life, lead healthier lives, contribute meaningfully to society and ultimately improve the health of future generations.

Priority 1: All staff working with children and young people to promote their health and wellbeing and work towards reducing inequalities in health.

It is the responsibility of all staff to promote the health and wellbeing of all children and young people. To reduce inequalities in health, resources should be targeted where need is greatest.

The key outcomes are:

Partner agencies to work together to improve the health and wellbeing of all children and young people, targeting where there is most need, this includes; Education, Culture and Sport, NHS Grampian, Social Care, Grampian Police and the voluntary sector.
Learning Partnerships to reflect the health needs within their communities and develop priorities for action around health where appropriate, based on identified local needs.
Schools and the Communities team to engage and work in partnership with parents to promote the health and wellbeing of children and young people, particularly with vulnerable groups and in areas of deprivation.

Priority 2: Educational establishments are health promoting environments and all staff are confident and able to take forward health promotion and deliver the health and wellbeing outcomes within *Curriculum for Excellence*.

It is now statutory that schools are 'health promoting' environments. This means they should provide activities and an environment which promote the physical, mental, emotional and social wellbeing of all those in that school community. Health promoting school communities should adopt a whole-school approach to integrating health promotion into every aspect of school life. In conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007,* the Standards in Schools Act 2000 has been amended to require local authorities to include health promotion in their improvement plans. Subsequently school development plans are required to reflect these improvement objectives. NHS Boards are key partners in implementing the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and should ensure the requirements of the Act are reflected in key strategies and plans and that specialist health promotion advice is provided.

Under Curriculum for Excellence health and wellbeing is the responsibility of all staff. Therefore, we must ensure staff have the capacity to enable them to do this.

The key outcomes are:

Senior management to ensure that all staff are delivering progressive and stimulating health and wellbeing programmes through the delivery of Curriculum for Excellence.
Education, Culture and Sport to set the strategic direction for implementing and monitoring the *Schools (Health Promotion and Nutrition) (Scotland) Act.*
All staff in schools will implement the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*.
All staff within Education, Culture and Sport to be aware of the requirements within the *Schools (Health Promotion and Nutrition) (Scotland) Act* 2007 and consider these requirements within their service.
Education, Culture and Sport in conjunction with relevant NHS/health promotion staff to ensure health and wellbeing training needs of staff are identified and programmes are developed/delivered to meet need.
Schools will have a nominated lead for health and wellbeing in their school.
Good practice will be shared through the health and wellbeing network.
Schools in partnership with NHS Grampian will support and participate in national and local programmes to improve health outcomes for children and young people e.g. Child Healthy Weight, Childsmile.
NHS and Education staff to support schools who wish to participate in Aberdeen City's Health Promoting Schools Excellence Award.
The Early Years team to encourage and support early years settings to participate in Aberdeen City's Early Years Health and Wellbeing Award.

Priority 3: Improve mental, emotional and social wellbeing.

By improving the mental, emotional and social wellbeing of children and young people it will help them to be resilient, confident and able to develop fulfilling relationships now and in their future. Mental and emotional wellbeing underpins other aspects of health and wellbeing and cannot be considered in isolation.

Approaches to promoting positive behaviour aim to improve relationships and develop emotional literacy. These approaches include the use of restorative practices and programmes which develop children and young peoples inter-personal skills to help them manage their feelings and responses, and to participate fully in school, at home and in the community.

The key outcomes are:

Education, Culture and Sport and relevant NHS staff to ensure that staff are confident to deliver on mental, emotional and social wellbeing which is now the responsibility of all.
Senior management to ensure the promotion of mental health for all, which includes appropriate signposting to services for those who are experiencing difficulties.
NHS Grampian in partnership with Education, Culture and Sport to develop and implement a mental health improvement framework for children and young people consistent with national mental health strategies/policies, which will include the promotion of a positive ethos for all.

Priority 4: Promote a healthy weight for all.

A balanced diet coupled with an active lifestyle and limited time being sedentary will lead towards children and young people maintaining a healthy weight.

Scottish children and young people still largely eat a diet too high in fat, sugar and salt and too low in fruit and vegetables. This coupled with an in-active lifestyle leads to an energy in-balance which has caused the rates of overweight and obesity to rise within the population in recent years. *Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight* (Scottish Government 2010) aims to have the majority of Scotland's population within a normal weight range and have identified a number of actions including those directed at children and young people to achieve this. UK physical activity guidelines, including for the first time guidelines for the early years, were published in the recent Chief Medical Officers *'Start Active, Stay Active'* report.

Hungry for Success encouraged the adoption of a whole school approach to food and health. This approach is now reinforced through the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and compliments the *Food and Health* organiser within Curriculum for Excellence. The Act ensures all food and drink served in schools complies with nutritional requirements specified by Scottish Government.

Within Curriculum for Excellence, practical food activities feature across the food and health experiences and outcomes so that children and young people can experience a variety of opportunities to apply their knowledge and skills.

Children and young people need to be more active particularly young girls as their activity levels drop off in upper primary. Throughout school life children and young people should have the opportunity to participate and enjoy physical activity and sport; through timetabled physical education, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning, outdoor play and nature nurture groups can all contribute to physical activity and enhance learning in different areas of the curriculum. Active

Schools and Adventure Aberdeen also support work on increasing physical activity levels of young people in our city.

The establishment of a pattern of daily physical activity, reducing time spent being sedentary and a balanced diet will help maintain a healthy weight which will contribute towards a healthy lifestyle into adulthood.

The key outcomes are:

All staff in schools to ensure food and drink served **outwith** the school lunch (either free of charge or at a cost) meets the regulations in the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007,* in line with the Aberdeen City policy.
School Catering to ensure school meals meet the requirements of the *Schools (Health Promotion and Nutrition)(Scotland) Act 2007.*
Provision of food and drink within all services under Education, Culture and Sport i.e. sport centres and community centres should be consistent with the requirements of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and in line with the Aberdeen City policy.
Education, Culture and Sport to ensure uptake of free school meals is encouraged and anonymity of those eligible protected.
Education, Culture and Sport to ensure capacity is built around practical food skills.
NHS Grampian and Education, Culture and Sport to work in partnership to continue implementation of 'Grow Well Choices' and consider options for mainstreaming.
Senior management to ensure schools are providing the national requirements of quality physical education per week.
Schools and key partners in the community including Active Schools to ensure there are increased opportunities for participation in a variety of sports and physical activities for all children and young people, throughout the day.
Education, Culture and Sport to promote active travel, play and outdoor learning.

Priority 5: Raise awareness of the effects of substance misuse.

Substance misuse education provides an opportunity to engage young people using accurate, relevant and up-to-date information that explores attitudes, values and crucially, fosters the requisite skills in order to make informed decisions that can have a positive outcome for young people's overall health and wellbeing.

Substance misuse education involves not only classroom-based teaching, but encompasses a wide range of activity addressing risk and protective factors. This can be addressed through influencing, by example; policy development, professional working practice, programmed and opportunistic initiatives and events all integrated and within the school and community environments, that connect both prevention and education of tobacco, alcohol and drug-related harms.

The evidence is clear that stand alone or one-off approaches to education and prevention in this area have limited impact. Approaches that address multiple domains of influence on risk behaviours (individual, peer, family, school and community) show far greater promise as they reflect the multi-faceted nature of the underlying causes of such risk behaviours.

Effective partnership planning and delivery with health, police and community partners is essential to successful substance misuse education. This involves more emphasis being placed on involving parents or carers in the education of their own families regarding substance misuse.

The key outcomes are:

Education, Culture and Sport in conjunction with relevant NHS and health promotion staff to ensure that all relevant staff (whether involved in formal or informal education), deliver key messages around substance misuse by utilising the appropriate knowledge, skills and confidence required to do so.
Schools implement a three year rolling programme of Alcohol, Drugs and Tobacco Evenings for Parents in each ASG in partnership with the support of NHS Grampian, Grampian Police and other partners.

Priority 6: Improve the oral health of children and young people

To improve Scotland's poor records of oral health a national target has been set to have 60% of all 3 and 4 year olds having twice yearly fluoride varnishing and 60% of all children entering school to have no evidence of dental disease. The Scottish Government have also set up a national oral health improvement programme called Childsmile. Activities include supervised toothbrushing, fluoride varnishing and projects aimed at encouraging healthy eating and better self care.

The key outcomes are:

Education, Culture and Sport to support continued delivery of Childsmile (toothbrushing and fluoride varnish) through nurseries and schools.
All staff in schools to ensure food and drink provided **outwith** the school lunch (either free of charge or at a cost) meets the regulations in the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007,* in line with the Aberdeen City policy.
All staff within Education, Culture and Sport i.e. sport centres and community centres should ensure all provision of food and drink is consistent with the requirements of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and in line with the Aberdeen City policy.
A number of targeted schools to work in partnership with the University of Aberdeen Dental School and Hospital who will identify children not registered with a dentist and provide treatment where appropriate.

Priority 7: Promote positive relationships encouraging respect and responsibility.

It is recommended that schools, in consultation with parents, should provide relationships, sexual health and parenthood education linked to other aspects of the curriculum and delivered by trained and supported staff. Relationships, sexual health and parenthood education should be supported by local sexual health services for young people.

Children and young people attending primary and secondary schools should receive consistent and accurate messages regarding Relationships, Sexual Health and Parenthood education through materials which are age and stage appropriate.

The key outcomes are:

Education, Culture and Sport in conjunction with NHS to ensure all staff have increased knowledge, skills and confidence about relationship, sexual health and parenthood education.
Education, Culture and Sport in conjunction with NHS to encourage schools to have policies in place for Relationship, Sexual Health and Parenthood Education in line with Aberdeen City Council/NHS Grampian's guidelines on Relationship, Sexual Health and Parenthood Education.
Education, Culture and Sport in partnership with NHS Grampian to pilot a broad based health advice service within priority areas in the City.

4 ROLES AND RESPONSIBILITES

Parents/carers have the primary responsibility for the welfare of their children, therefore, should encourage and foster healthy attitudes at an early age. Schools and the wider community have the responsibility to re-enforce these messages in partnership with parents and families.

Within Curriculum for Excellence all children are entitled to develop skills for learning with a continued focus on health and wellbeing. *'These experiences and outcomes also include opportunities to develop a range of skills and attributes that will enable children and young people to pursue a healthy and active lifestyle'* Building the Curriculum 3 – A Framework for Learning and Teaching.

All teachers have the responsibility to deliver on health and wellbeing. In early years and primary schools all staff are responsible for the delivery of health and wellbeing. In secondary schools not all staff are expected to deliver on all of the experiences and outcomes but a number of areas are the responsibility of all. All staff should contribute to a positive ethos and be familiar with key policies relating to health and wellbeing.

Schools should have a nominated lead for health and wellbeing within the school. Senior management and health and wellbeing co-ordinators have overall responsibility for health and wellbeing in schools.

Within Education, Culture and Sport a Quality Improvement Officer with a lead for health and wellbeing has overall responsibility for health. This includes providing a citywide perspective and strategic lead in conjunction with the Head of Service. The Quality Improvement Officer supported by joint funded (with NHS Grampian) Health Improvement Officers are responsible for providing support to schools in their work on health promotion and the delivery of Curriculum for Excellence. The Health Improvement Officers are responsible for co-ordinating the health and wellbeing network to build capacity in staff and share good practice. They also support staff through designated ASGs.

The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and the Communities team. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.

5 LINKS

5.1 To Council Values and Priorities

The council's priorities for the next five years to deliver this vision are focused on six key areas, three of which are supported by this policy:

Provide for the needs of the most vulnerable people;
Help to ensure that all children reach their potential;
Ensure efficient and effective delivery of services by the council and with its partners.

5.2 To Other Policies and Legislation

(Policy context diagram in appendix 2)

A Scottish Framework for Nursing in Schools, Scottish Executive, 2003
Aberdeen City Alcohol and Drug Strategy, 2011-2021
Aberdeen City Play Policy
Achieving our Potential: A Framework to Tackle Poverty and Income Equality in Aberdeen City, Aberdeen City Council, 2009-12
An Action Plan for Improving Oral Health and Modernising Dental Services in Scotland, Scottish Executive, 2005
Changing Scotland's Relationship with Alcohol: A Framework for Action, Scottish Government, 2008
Childsmile
Curriculum for Excellence, Education Scotland
Early Years Framework, Scottish Government, 2008

Early Years Framework Implementation Plan, Aberdeen City, 2012-2014
Equally Well, Scottish Government, 2008
Fit for the Future, Aberdeen City, 2009-2015
Getting It Right for Every Child (GIRFEC), Scottish Government, 2005
Health Improvement, Efficiency, Access and Treatment (HEAT) targets
Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity, Scottish Government, 2008
Let's Make Scotland More Active, Scottish Government, 2003
Policy on Positive Relationships and Anti-bullying Approaches in School, Aberdeen City 2009
Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight, Scottish Government, 2010
Schools (Health Promotion and Nutrition) (Scotland) Act 2007
Scotland's Future is Smoke Free: A Smoking Prevention Action Plan, Scottish Government, 2008
Sexual Health and Blood Borne Viruses Framework, Scottish Framework, Scottish Government, 2011
Start Active, Stay Active: A Report on Physical Activity from the Four Home Counties, Chief Medical Officers of Scotland, England, Wales and Northern Ireland, 2011
The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem, Scottish Government, 2008
The UN Convention on the Rights of the Child
Towards a Mentally Flourishing Scotland, Scottish Government, 2009

6 DISTRIBUTION AND PUBLICATION

This policy document 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.

7 REVIEW

The policy will be reviewed every 3 years

8 ORGANISATION AND RESPONSIBILITY

8.1 Director

The Director is responsible for implementation and monitoring

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

Heads of Service are responsible for:
Service Managers/Head Teachers/Line Managers are responsible for implementation and monitoring

8.3 All Employees

All employees have a responsibility for adherence to the policy

9.0 PLANNING AND IMPLEMENTATION

The Education, Culture and Sport Quality Improvement Officer for Health and Wellbeing citywide has overall responsibility for the policy and its implementation, ongoing planning and provision of supporting documentation.

10.0 COMMUNICATION
Policy to be distributed 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.

11.0 RISKS
No associated risks

12.0 STRATEGIC AND ENVIRONMENTAL ASSESSMENT
A strategic environmental assessment is not required for this policy.

13.0 EQUALITY AND HUMAN RIGHTS IMPACT ASSESSMENT
An Equality and Human Rights Impact Assessment has been carried out and no negative impacts have been identified.

14.0 APPROVAL
Approval for this policy will be requested from Education, Culture and Sport Committee on 07 June 2012

15.0 AGREED REVIEW DATE
This policy will be reviewed on or before 30th June 2015.

16.0 APPENDICES
Appendix 1: Levels of Accreditation
Appendix 2: Context Diagram

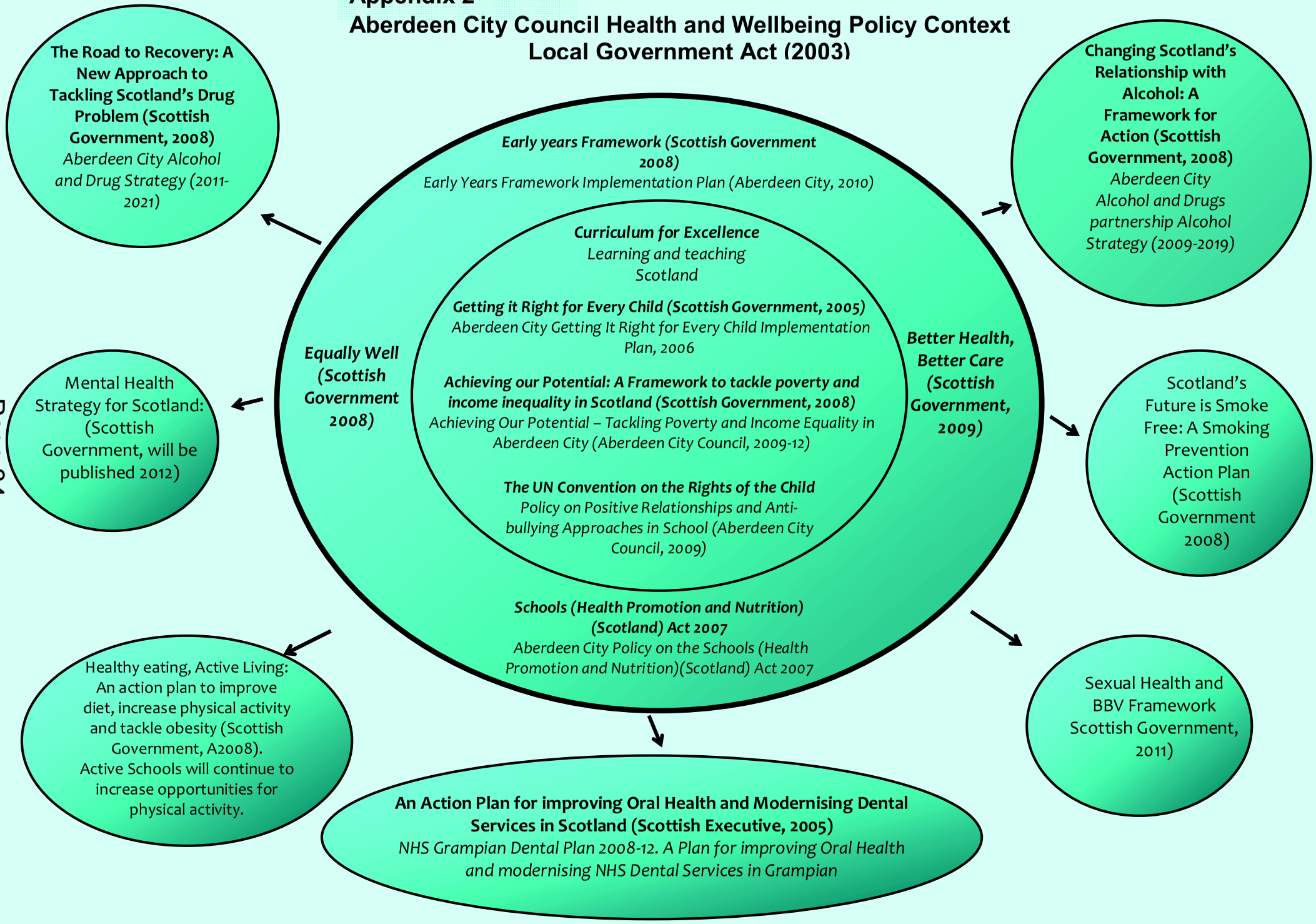
Appendix 1
Levels of Accreditation achieved within Aberdeen City

1st Level – Commitment
2nd Level – Commended
3rd Level – Excellence

School	Level Achieved	
Aberdeen Grammar ASG		
Aberdeen Grammar	Commended	
Ashley Road School	Commended	
Gilcomstoun School	Commended	
Mile-End School	Commended	
Raeden Centre	Commended	
Skene Square School	Commended	
St Josephs R.C. School	Commended	
Bucksburn ASG		
Bucksburn Academy	Commended	
Bucksburn School	Commended	
Kingswells School	Commended	
Newhills School	Commended	
Stoneywood School	Commended	
Bridge of Don ASG		
Braehead	Commended	
Bridge of Don Academy	Commended	
Scotstown School	Commended	
Cults ASG		
Cults Academy	Commended	
Culter School	Commended	
Cults School	Commended	
Milltimber School	Excellence	
Woodlands School	Commended	
Dyce ASG		
Cordyce School	None	
Dyce Academy	Commended	
Dyce School	Commended	
Harlaw ASG		
Broomhill School	Commended	
Ferryhill School	Commended	
Kaimhill School	Commended	
Harlaw Academy	Commended	
Hazlehead ASG		
Airyhall	Excellence	
Fernielea School	Commended	

Hazlehead Academy	Commitment	
Hazlehead School	Commended	
Hazlewood School	Excellence	
Kingsford School	Commended	
Kincorth ASG		
Abbotswell	Commended	
Charleston School	Commended	
Kincorth Academy	Commended	
Kirkhill School	Commended	
Loirston School	Commitment	
Northfield ASG		
Bramble Brae School	Commended	
Holy Family RC School	Commended	
Muirfield School	Commended	
Northfield Academy	Commitment	
Quarryhill School	Commended	
Manor Park	Excellence	
West Park School	Commended	
Heathyrburn School	Commended	
Oldmachar ASG		
Danestone School	Excellence	
Forehill School	Commended	
Glashieburn School	Commitment	
Greenbrae School	Commended	
Middleton Park School	Commended	
Oldmachar Academy	Commended	
St Machar ASG		
Cornhill Primary School	Commended	
Hanover Street School	Commended	
Kittybrewster School	Commended	
Seaton School	Commended	
St Machar Academy	Excellence	
Riverbank School	Commended	
St Peter's R.C. School	Commended	
Sunnybank School	Commended	
Woodside School	Commended	
Torry ASG		
Torry Academy	Commended	
Tullos School	Excellence	
Walker Road School	Commended	

Appendix 2
Aberdeen City Council Health and Wellbeing Policy Context
Local Government Act (2003)



ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**7th June 2012**
ACTING DIRECTOR	**Patricia Cassidy**
TITLE OF REPORT	**EC&S Workforce Development & Continuous Professional Development Policy**
REPORT NUMBER:	**ECS/12/023**

1. PURPOSE OF REPORT

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

2. RECOMMENDATION(S)

Members of the Committee are requested 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 continuing professional development (CPD) opportunities for staff, will be met using existing funds within the directorate's CPD budgets.

4. OTHER IMPLICATIONS

The policy has been planned in order to articulate with existing corporate and service 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 workforce development and CPD.

The Workforce Development and Continuous Professional Development policy will allow us to ensure a consistency of approach across all areas of the Service, and to facilitate collaborative working and joint development opportunities between different professions and staff groups.

Through the policy we will be able to establish an agreed set of principles for workforce development and professional development, which will apply to all employees within the Service, and set out the key responsibilities of all managers and employees in implementing and maintaining those principles.

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 Workforce Development and CPD 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 new corporate performance review and development scheme and the teacher professional review and development scheme, to measure the effectiveness and impact of individuals' professional development.

All CPD events and activities for employees will be evaluated, with a focus on the impact that these activities have on employees' professional practice.

8. BACKGROUND PAPERS

The draft Workforce Development and Continuous Professional 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

Workforce Development and Continuous Professional Development Policy

Draft Version Number: 8.0

Date: April 2012

Review Date: June 2015

Lead Officer: Andrew Jones
Head of Service: Charlie Penman

DRAFT

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1 INTRODUCTION AND PURPOSE OF POLICY (Rationale)

The Education, Culture and Sport Service is committed to establishing and maintaining a highly skilled workforce, with the knowledge, understanding and expertise required to carry out its duties.

This policy sets out the aims and expectations of the Service with regard to developing its staff. It seeks to establish an agreed set of principles for workforce development and professional development which will apply to all employees within the Service, and it explains the key responsibilities of managers and employees in implementing and maintaining those principles.

The Education, Culture and Sport Service consists of a wide range of staff groups and professions. This service wide policy aims to ensure a consistency of approach to workforce development and continuous professional development (CPD) across all areas of the Service, and to facilitate collaborative working and joint development opportunities between different professions and staff groups. The policy applies to all employees within the Education, Culture & Sport Service.

Links with the corporate Employee Development Programme
The corporate Employee Development Policy applies to all Council staff, including those in Education, Culture and Sport. The corporate Employee Development team provides a programme of development opportunities which are aimed at developing the skills of all employees, regardless of their role, profession, or service they work in.

This policy compliments the corporate policy by setting out our specific approach to professional development for employees within the Education, Culture and Sport Service. The Service's CPD Team provides a programme of professional development opportunities which focus on developing the knowledge and skills required by employees to fulfil their specific roles within the Service. The programme therefore compliments, and does not replace, the wider corporate development programme.

2 POLICY PRINCIPLES

The following are the key principles which underpin all work relating to the professional development of the staff within our Service:

- *Commitment to Staff Development*
  The Education, Culture and Sport Service is committed to establishing and maintaining a highly skilled workforce, through providing high quality, appropriate professional development opportunities.

- *CPD is the responsibility of all*
  All employees within the Service have responsibility for their own professional development. Individuals are expected to take ownership of their own learning and, with support, seek out appropriate opportunities for development. Managers

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are expected to support and drive forwards as appropriate the professional development of the individuals within their team, and of their team as a whole.

- *CPD can happen in many different ways*
  It is recognised that there are many different ways to carry out professional development, and CPD should be considered in its widest sense; the narrow view of training and development taking place only in face-to-face workshops should be avoided. Employees should be encouraged and given opportunities to take part in a wide range of appropriate CPD activities, such as coaching and mentoring, job shadowing, academic reading, and action research, in order to help them meet their development needs.

- *Providing employees with the knowledge and skills they need to do their job*
  The Education, Culture and Sport Service comprises a wide range of staff groups and professions, each with their own sets of knowledge and skills which they require in order to carry out their roles effectively. The Service will provide appropriate support to each staff group or profession, to ensure that employees' skills are kept refreshed and up to date and to ensure that high standards of service are maintained.

  A number of external bodies provide guidelines, frameworks and professional standards which specific groups of staff within our Service are expected to adhere to. For posts within the Education, Culture and Sport Service which are governed by external bodies, employees should already meet the relevant minimum standards before taking up their post.

  Should changes be made to the required standards after an employee has taken up post, and which require the employee to undertake further training, the Service will provide support for them to engage in appropriate CPD activities, in order to ensure that they meet the new requirements of the external body.

  In the interests of continuous improvement, colleagues will also be encouraged to undertake CPD activities which take them beyond the minimum required standards for their job, wherever possible. This will help us to maintain a workforce which is highly skilled, well motivated, and able to provide high quality services to the people of Aberdeen.

  Links to relevant external bodies can be found in Appendix 1 of this policy document.

- *Opportunities for development across teams and service areas*
  The wide range of professions and staff groups which exist within our Service provide opportunities for teams and individuals with different experiences, knowledge and skills to work and develop together. Where appropriate, the Service will support and facilitate joint training and development activities, which meet shared CPD needs and which encourage closer partnership working between and across each of the service areas.

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- *Sharing practice and making best use of staff expertise*
  The Education, Culture and Sport Service places great value on the range and high quality of expertise that exists within its workforce. Wherever possible, employees will be encouraged and given opportunities to share their knowledge and skills with colleagues, across all areas of the Service, and thereby contribute to the professional development of others.

- *Access to funding for CPD*
  The Service will hold a dedicated central CPD budget, which will be used to fund centrally organised CPD programmes for staff across the Service. The central CPD budget will also be used to support the CPD activities of individual employees or teams, where it is clear that such activities will bring about benefits for the Service as a whole.

  Where individual employees or teams undertake CPD activities which are intended to help meet specific team or establishment objectives, rather than those of the Service as a whole, then the team or establishment's budget (where a budget exists) will normally be used to fund that activity.

  Where an existing employee is required to carry out specific new training or to undertake a specific new qualification in order to properly fulfil the duties of their post, and/or to meet the requirements of a relevant external governing body, then the cost of this additional training will be met from the Service's central CPD budget.

  Guidelines on the procedures to be used when applying for funding to support a CPD activity will be made available to all staff, and will be regularly updated.

3 EXPECTED OUTCOMES

This policy has been written to help us focus on establishing and maintaining within the Service a skilled workforce with the knowledge, understanding and expertise required to carry out its duties.

Through the development and implementation of the policy, we aim to achieve the following:

- *A consistent and equitable approach to CPD provision across the Service*
  By implementing and maintaining a single CPD policy for the whole service, we will ensure that all members of staff have equal access to appropriate levels of support for their professional development.

- *Expectations and entitlements clearly understood by all members of staff*
  The policy communicates clearly and concisely the entitlements of staff to appropriate professional development, as well as the expectations placed upon them as individuals to seek out, participate in and record relevant CPD activities.

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- *A highly skilled and well motivated workforce*
  Through the successful operation of the policy and supporting guidance materials, employees at all levels will have access to appropriate, comprehensive and high quality CPD activities which will enhance their skills. As a result all employees should feel appropriately skilled, valued and motivated to provide the highest quality of service to the citizens of Aberdeen.

4 ROLES AND RESPONSIBILITES

All employees within the Service have responsibility for professional development.

Specifically, **employees** will:

- Be aware of and adhere to this policy;
- Be aware of the professional development opportunities available to them, make best use of them and actively contribute to the evaluation and on-going improvement of professional development programmes, with a focus on the impact that these have on professional practice;
- Take ownership of their own professional development, and actively seek out opportunities for development;
- Keep a personal record of all significant CPD activities they have undertaken (a suggested format for this can be found in Appendix 2) ;
- Actively engage in the corporate Performance Review and Development or teacher Professional Review and Development scheme as appropriate, and take the opportunities provided by these schemes to share the professional development they have undertaken and their future aspirations with their line manager.
- Be prepared to share their own skills and expertise with colleagues across the Service, and thereby contribute to the professional development of others, on a formal or informal basis;
- Formally share the outcomes of any research related CPD activity, where this has been funded by the Service;
- Embrace a positive culture which recognises the need to learn from mistakes and to celebrate achievement and success.

In addition, **managers** will:

- Promote the principles of this policy and support participation in appropriate development opportunities by all members of their team;

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- Make any appropriate and necessary provision for individuals to undertake minimum levels of CPD activity, where this is a requirement of any relevant external governing body;

- Actively engage in the corporate Performance Review and Development and/or teacher Professional Review & Development (PRD) schemes, ensuring all team members have access to the appropriate process;

- Evaluate and feed back to the Service the impact of professional development activities on the work of their team(s);

- Recognise and celebrate the skills, expertise and achievements of team members, and encourage them to share their skills with others across the Service.

Where managers have responsibility for individuals employed by the Service on a training contract, such as probationer teachers, they will also make appropriate provision to support the development of those individuals in accordance with guidelines issued separately by the Service and any relevant external governing body.

5 LINKS

5.1 To Council Values and Priorities

The aims and objectives of this policy articulate with those in the Strategy for Learning and Service Plan.

5.2 To Other Policies

- *Corporate Employee Development Policy*
  The corporate Employee Development Policy is the overarching document for staff training across the Council. This Education, Culture & Sport policy articulates with and compliments the corporate policy and procedures. The corporate Employee Development Policy can be found on the Zone:
  http://thezone/nmsruntime/saveasdialog.asp?lID=12872&sID=3241

- *ECS Leadership Development Policy and Framework*
  Similarly, the CPD policy is very closely linked to the Service's Leadership Development Policy and Leadership Development Framework. These documents play a key role in supporting the principles of the CPD policy. Both documents can be found on the Zone:
  http://thezone/directorate_zone/education_culture_and_sport/directorate_zone_education_culture_and_sport_home.asp

- *Performance Review procedures*
  Closely linked to any policy for training and development must be the organisation's policy and procedures for managing and reviewing the performance of staff. For staff within the Service not covered by teachers' terms

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and conditions, these are set out in the Council's Performance Review and Development Scheme: (http://thezone/cg/HumanResources/EmpDev/PerformanceReviewandDevelopment.asp).

The equivalent procedures for teachers can be found in the Teacher Professional Review & Development Scheme: (http://thezone/directorate_zone/education_culture_and_sport/directorate_zone_education_culture_and_sport_home.asp).

This policy supports the principles of both review schemes.

Employees who do not have access to the Zone can request copies of the above policies from their line manager.

- *National Guidelines and Professional Standards*
  A number of external national bodies provide guidelines, frameworks and professional standards to support the work of specific groups of staff within our Service. The most significant of these are listed in Appendix 2.

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. All staff are 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 actively seek out and take advantage of appropriate professional development opportunities.

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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 actively seek out and take advantage of appropriate professional 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 actively seek out and take advantage of appropriate professional 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, and all centrally organised CPD programmes which support the policy, are managed and monitored by the CPD Coordinator.

The overall progress of policy implementation is monitored by the Head of Educational Development, Policy and Performance.

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 are asked to ensure the staff for whom they are responsible are aware of its existence.

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11.0 STRATEGIC AND 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 7th June 2012.

14.0 AGREED REVIEW DATE

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

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APPENDICES

Appendix 1 – National Guidelines and Professional Standards

A number of national bodies provide guidelines, frameworks and professional standards to support the work of specific groups of staff within our Service. Some of these frameworks and standards are voluntary, whilst others are compulsory for staff working within specific sectors. The table below shows the principal external bodies and the staff groups within our Service which they relate to. The relevant frameworks and standards can be found on the organisations' individual websites.

This is not an exhaustive list; it is intended only to show the most significant external bodies which relate to staff groups within our Service.

External Body	Staff Groups	Link
Scottish Social Services Council (SSSC)	Nursery nurses and staff working within childcare services	http://www.sssc.uk.com
CLD Standards Council for Scotland	Community Learning and Development practitioners	http://www.cldstandardscouncil.org.uk
General Teaching Council for Scotland (GTCS)	Teachers	http://www.gtcs.org.uk
The Museums Association	Staff working within museums and galleries	http://www.museumsassociation.org
The Chartered Institute of Library and Information Professionals	Librarians and information professionals	http://www.cilip.org.uk
Chartered Institute for the Management of Sport and Physical Activity	Staff working within the sports sector	http://www.imspa.co.uk
British Psychological Society (BPS)	Educational Psychologists	http://www.bps.org.uk
Health Professions Council (HPC)	Educational Psychologists	http://www.hpc-uk.org

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Appendix 2 – Suggested CPD Record format

As stated in Section 4 of this policy, individual employees should keep a personal record of all significant CPD activities undertaken. This should be used at annual corporate Performance Review and Development or teacher Professional Review and Development meetings as part of the discussion around the individual's achievements and development over the previous year.

The following is a suggested format, which individual colleagues could use to keep a record of their CPD activities. Alternative formats, either on paper or in electronic form, could also be used to suit individual or team requirements, or where a relevant external governing body requires that records are kept in a particular way.

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Appendix 2

Aberdeen City Council - Education, Culture & Sport

Employee Personal CPD Record

Name: _____ **Team / Establishment:** _____

Summary of development activity / activities *All significant CPD activity should be recorded – including workshops, research, academic reading, professional exchange, participation in working groups or networks etc.*	**Source** *Please state where the activity originated from or who provided the opportunity*	**Dates** *(where applicable)*	**Duration (hours)**	**Contribution to minimum CPD requirement?** *(Y/N - if applicable)*	**Outcomes** *Please give a summary of the impact of the activity on own practice and on the wider team / establishment / Service*

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ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**7 June 2012**
ACTING DIRECTOR	**Patricia Cassidy**
TITLE OF REPORT:	**Primary School Estates Review**
REPORT NUMBER:	**ECS/12/024**

1. PURPOSE OF REPORT

To raise Councillors awareness of the immediate and long-term challenges relating to the School Estate and request approval to commence a comprehensive public engagement exercise with a view to informing a long-term School Estate Plan which will reflect the changes in demographics, School capacity and the Local Development Plan. In particular the report highlights areas of immediate concern in relation to schools which are likely to go over capacity during the next school session.

2. RECOMMENDATIONS

That the Committee:

a) Instruct officers to undertake a public engagement exercise over summer and autumn 2012, with a view to developing a long term School Estate Plan, which will include proposals on rezoning; rationalisation and development of the school estate to take account of changing demographic factors across the city.

b) Agree proposed solutions to address areas of immediate concern in relation to seven primary schools which are projected to go over capacity during the next school session beginning August 2012 which are set out in section 5.

c) Notes the key data and major challenges relating to the School Estate, (as set out in Appendix 2).

d) Instructs officers to develop a revised methodology for the evaluation of Primary School Capacities, taking account of government guidance on the impact of lower class sizes for composite classes and Primary one classes in regeneration areas.

e) Instructs officers to bring back a further report, summarising the feedback from the engagement exercise, and setting out detailed options and recommendations for a long-term School Estate Plan to the November 2012 Education, Culture and Sport Committee meeting.

3. FINANCIAL IMPLICATIONS

The cost of carrying out the review of the Primary School Estate is currently accommodated within existing revenue budgets for Education, Culture and Sport.

The cost of implementing the outcomes of a School Estate Plan will need to be considered on a school by school basis with funding likely to come from a combination of bids to the Council's Non-Housing Capital Programme; developer contributions; and applications to the Scottish Futures Trust and Scottish Government.

4. OTHER IMPLICATIONS

There are no significant implications in relation to the proposals contained within this report. Engagement with stakeholders will be conducted in accordance with the National Standards for Community Engagement.

5. BACKGROUND/ MAIN ISSUES

Aberdeen City Council undertook a detailed review of the Secondary School estate during 2010, which was reported to a special meeting of the Education, Culture and Sport Committee in October 2010.

A follow-up report to the March 2011 meeting of the Education, Culture and Sport Committee considered the requirement to redefine the catchment areas of Aberdeen Grammar School and Harlaw Academy. The committee approved the next phase of the review of school provision by instructing officers to include the potential re-zoning of these 2 secondary schools in a comprehensive review of the primary school estate.

Over the last year, officers have been working with colleagues to:

Develop the Service Asset Management Plan, which provides the overall context for the Education, Culture and Sport estate;
Update the condition surveys and suitability assessments for primary school buildings;
Compile energy performance data for primary school buildings;
Categorise the anticipated maintenance required for primary school buildings;
Review the school catchment boundaries to identify anomalies;
Consider the implications of the new local plan for educational provision;
Develop the updated school roll forecasts to include the impact of anticipated housing developments up to 2019/20;
Update the Council's Geographical Information System, (GIS), to accurately reflect school catchment boundaries;
Identify schools which it is anticipated will go over capacity, (i.e. not be able to accommodate all the new Primary one intake), for the new school session from August 2012;

Review the current 'effective overall capacities' or maximum capacities in primary schools in order to devise a revised methodology, which takes account of composite classes; and primary one classes in regeneration areas.

The intention is that the research information would be used as the basis for an engagement exercise with pupils, parents, staff and other key stakeholders, in order to seek their views on the future of the City's Primary School Estate. Among other factors, it is intended that the review of Primary Schools will allow us to respond to key challenges including:

significant pressure on school capacity within specific areas of the City;
declining rolls within other areas of the City;
deteriorating condition of some school buildings;
energy inefficient buildings with high running costs;
the changing demands of the new Curriculum for Excellence;
the 5 Year Business Plan options to close up to 5 Primary Schools and redesign of the secondary school estate;
the need to review Roman Catholic school provision across the city;
the implications of the new Local Development Plan, which proposes the development of over 30,000 new homes in Aberdeen over the next 25 years.

The report on the key data and challenges for the Primary School Estate (**Appendix 1)**. The report is arranged by Associated School Groups, (ASG). However, the main issue for the Council is that the status quo is no longer an option for the following reasons:

Capacity

Lack of capacity – In 20 primary schools the rolls are forecast to exceed the capacity of the school buildings within the next four years. This will mean there will be a shortage of just over 1,000 places in these schools, however there is under capacity elsewhere.

This is particularly critical in the following 3 ASGs, which are forecast to exceed their capacity:

Cults Academy ASG - there are 1,230 places in the 3 primary schools, but the demand will exceed 1,400.
Bucksburn Academy ASG - there are 1,050 places in the 4 primary schools, but the demand will exceed 1,250.
Aberdeen Grammar School ASG - there are 1,490 places in the 4 schools, but the demand will exceed 1,600.

Available capacity – currently there is a significant surplus of over 1,400 primary school places across the City's primary schools. However, in the main this available capacity is not located in the right place to address the projected demand for places. This is most apparent in the Northfield and Oldmachar ASGs, where there are over 800 available places.

Condition, suitability and efficiency of school buildings – almost one quarter of our primary schools require upgrading to fully meet standards

required for modern education, particularly when compared with our newly opened 3Rs schools. The City Council therefore requires to agree a prioritised replacement and reinvestment programme to address these deficiencies.

Immediate Lack of School Capacity

Beyond the longer term planning for the overall School Estate, there is immediate lack of capacity at the following schools, which need to be addressed, in order to accommodate the new primary one intake from August 2012. The schools affected are:

Seaton School
Mile End School
Kaimhill School
Manor Park School
Milltimber School
St Peters RC School
Riverbank School

In each case there are slightly different options to mitigate these issues, in general terms these are:

In 3Rs facilities, there is the opportunity to adapt existing adult learning facilities for use as teaching spaces/ classrooms. This is referred to in the report on Community Centres, which is also on the agenda for this Committee. The retention of 3Rs learning centres within the operation of the City Council would retain flexibility in terms of dealing with short term capacity issues at the associated schools

To locate new temporary classroom units on the school site, space and planning permission allowing, at a cost of approximately £50K per annum per unit.

To transport in-zone children to other schools, which have adequate spare capacity.

Proposed solutions:

Seaton School – proposed to redesignate the upstairs adult learning room as a classroom, to accommodate the expanding school roll.

Mile End School – the former school library was converted to a classroom for the 2011/12 academic year, and will continue to be needed.

Kaimhill School – proposed to redesignate daytime use of one adult learning room for timetabled use as general purpose classroom.

Manor Park School – proposed to redesignate daytime use of one adult learning room for timetabled use as general purpose classroom.

Milltimber School – proposed to install a temporary classroom unit on the site, in anticipation of a new school associated with future housing developments in the area.

St Peter's RC School – there is currently a waiting list for August 2012 for children entering primary 1, who have siblings in St Peter's School, but not living in zone. It is proposed to offer places to these children at either Holy

Family or St Joseph's schools. Alternatively the agreement to cap P1 and P1/2 classes to 18 pupils could be suspended.
Riverbank School – The ICT suite is being converted into a classroom for August 2012, in advance of the new extension, (agreed as part of the 2012/13 Capital Programme), being built by August 2013.

School Capacities

The school capacity figures are crucial to the planning for our school estate. They indicate the maximum, 'overall effective' capacity of a particular school and are used to plan accommodation and staffing requirements for schools on a year to year basis. They are also used, as part of the school roll forecasts to help planners and developers assess whether proposed new housing developments can be accommodated within existing schools, or whether developer contributions will be required for new or extended school provision.

The methodology for calculating the current 'functional/ working capacities' for primary schools was agreed by Committee in January 2010 and is based on the number of classroom spaces in the school with an average of 30 pupils per class, (for example, a 10 classroom school, would suggest a capacity of 300 pupils).

However, the true capacity of a school could be significantly lower than this:

Where a school is operating composite classes the capacity is reduced as composite classes have a maximum of 25 pupils compared to 30 or 33 (e.g. in the case of a 10 classroom school operating all classes as composites, the capacity would be 250 not 300).
Where the City Council's policy of capping primary one classes at 18, in the ten schools in regeneration areas, further reduces the overall capacity of these schools.

The implications of the current primary school capacities not adequately reflecting the true position are as follows:

There are a number of primary schools, which according to the current school roll forecasts would appear to have plenty of spare capacity, however in reality they are either over capacity, or projected to go over capacity in the next few years.
In the case where housing developers are applying for planning permission for new housing developments, the school roll forecasts may indicate that the local schools have adequate capacity to accommodate the children which arise from their developments when this is not the case. This can result in a cost to the City Council in providing additional accommodation in these schools.

Revised school capacity figures which reflect the changes in maximum class sizes are required to enable more accurate forward planning and assist in discussions with housing developers in relation to assessing the real impact of their developments on current educational provision.

Further Issues and challenges for consideration

In addition to the issues and challenges mentioned above there are a number of other more detailed issues which will need to be considered as part of the wider review of the school estate. These are set out below on the basis of whether they are likely to impact on a short, medium or long term basis:

Short term issues/ challenges

Urgent need to identify short-term solutions for primary schools which are anticipated to have capacity issues from 2012/13.
Resolve current dual-zoning for Primary pupils, which affects Airyhall; Broomhill; Fernielea; Ferryhill; Hanover Street; Hazlehead; Mile End; Skene Square; Sunnybank; Tullos; Walker Road schools.
Identify solutions to meet increasing demand for primary school places resulting from new housing developments in the Aberdeen Grammar; Bucksburn and Cults ASG, in 2014/15.
Implement actions to address the implications for the Primary School estate arising from the review of Secondary School in 2010, particularly in relation to redefining the catchment areas of Aberdeen Grammar School and Harlaw Academy.
Undertake a comprehensive review of school zones across the City, in order to tidy-up anomalies in current school zones to better reflect demographic trends and new development, as identified in section 3.3 of the attached report.
Development of an investment strategy to support the implementation of the Primary School Estates Review, in line with the Council's capital prioritisation process.
Review of Roman Catholic/ denominational Primary School provision to address concerns about buildings, in conjunction with the Roman Catholic Diocese.

Medium and long term issues/ challenges

Identify the implications of creating new Academies and ASGs to serve proposed large new housing developments, (e.g. Grandholme and Countesswells).

In addressing some of these big issues now it will help address the needs of the School Estate to ensure that it can continue to support high quality learning and teaching over the next 25 years**.**

In order to meet critical deadlines for this process, the following timeline is proposed:

June – September 2012	Engagement process with key stakeholders on the Primary School Estate. (see below)
October 2012	Report to a possible special meeting of the Education, Culture and Sport Committee on outcome of engagement and consideration of proposals and options for both the Primary and

	Secondary School Estate.
November 2012 – March 2013	Statutory consultation on agreed proposals for Primary School estate, including rezoning.
August 2013	Implement agreed proposals.

Public Engagement

It is proposed that engagement on the primary school estate takes place from June through to September 2012, in order that the feedback from this exercise can be considered in advance of detailed proposals being developed and considered by a possible special meeting of the committee in October 2012.

The proposal is that the engagement takes the form of:

an online questionnaire, to gain feedback on the key challenges and priorities for the Primary School Estate;
three initial public meetings prior to the Summer holidays;
twelve public meetings, one for each Associated School Group, between August and mid October 2012, to explain the background, and seek feedback from parents and local stakeholders in the key challenges and potential solutions;
presentations to both the Aberdeen City Parent Council Forum and the City Council's termly Parent Council meeting;
offer to Primary School Parent Councils and Parent Teacher Associations officer input to meetings, due to take place between August and the end of September 2012, in relation to the review of the Primary School Estate.

6. BACKGROUND PAPERS

Report & minutes of the Education, Culture and Sport Special Committee on 28 October 2010, which considered the report on 21st Century Secondary School Provision, ECS/10/096.
Report & minutes of Education, Culture and Sport Committee, 24 March 2011, ECS/11/018
Property Asset Management Plan 2009 (Non-Housing)
Education, Culture and Sport Service Asset Management Plan 2011
A Study of Implications for Educational Provision arising from Development in North West Aberdeen, October 2011

7. REPORT AUTHOR DETAILS

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PRIMARY SCHOOL ESTATE REVIEW

Review of key issues and challenges

February 2012

PRIMARY SCHOOL ESTATE REVIEW

Review of key issues and challenges

Contents

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   4.10) Oldmachar ASG

   4.11) St Machar ASG

   4.12) Torry ASG

Appendix A - Primary School Capacities

Appendix B - Primary School Condition, Suitability, Energy Performance and Maintenance Requirements

1) Executive Summary

A detailed review of the City Council's Primary Schools has taken place to identify the key issues for the Primary School Estate. This considered the following information:

- Condition Surveys
- Suitability Assessments
- Required Maintenance
- Recent investment in school buildings
- Energy Performance Data
- School Roll Forecasts & Capacities

Other factors which have been considered include:

- The potential impact of the new Local Plan
- Experience from the 3Rs programme, which has shown that the new schools have proved very attractive options for parents, resulting in rising school rolls.

The report sets out the key issues for the primary school estate, arranged by the Associated Schools Group (ASG) for each Academy, as well as for the three Roman Catholic primary schools. However, the major 'headline' issues for the Council are as follows:

Lack of capacity – the rolls of 20 of our primary schools are forecast to go over their capacity within the next four years, resulting in a shortage of places in these schools of just over 1,000. This is particularly critical in the Aberdeen Grammar; Bucksburn and Cults ASGs, where the entire ASG is forecast to be over capacity, and urgent action is required.

Spare capacity – there is a significant surplus of over 1,400 primary school places across the City's primary schools. However, in the main this spare capacity is not located in the right place to address the projected demand for places.

Condition, suitability and efficiency of school buildings – almost one quarter of our primary schools do not meet standards required for modern education, particularly when compared with our newly opened 3Rs schools.

In recognition of this information it is critical to identify workable solutions to these issues. Crucial to this will be early engagement with key stakeholders, including parents, pupils, staff, and members of the local community, in order to explain the issues, and seek views on the way forward for the primary school estate.

2) Introduction

Aberdeen City Council undertook a detailed review of its secondary school estate which culminated in a report (21st Century Secondary School Provision – referred to in this report as 21CSSP) to a special meeting of the Education, Culture and Sport Committee on 28 October 2010. On 24 March 2011 the committee considered one of the proposals in 21CSSP, the redefinition of the catchment areas of Aberdeen Grammar School and Harlaw Academy. Given the possible knock-on effects of any secondary school redefinition of catchments on primary school catchments, the committee decided to undertake a comprehensive review of school provision, including the potential rezoning of these secondary schools, within a comprehensive review of the primary school estate.

This report is part of that comprehensive review. It does not set out recommendations or proposals for closure, rezoning, new building or refurbishment of primary schools. It does set out the issues which can form the basis for further detailed consultation and engagement with pupils, parents, staff and other key stakeholders in 2012, in order that detailed proposals can subsequently be developed and considered. The overall aim of the comprehensive review is to ensure that the primary school estate continues to meet requirements in respect of sufficiency, suitability and condition.

The report focuses on P1 – 7 primary provision. Specific provision for children with Additional Special Needs (ASN) will be addressed as part of the city-wide review of inclusion.

The general issues facing the council in respect of its primary schools were set out in a report to the Education, Culture and Sport Committee on 15 September 2011 and are as follows:

pressure on school capacities within specific areas of the city
declining rolls within other areas of the city
deteriorating school buildings
inefficient buildings with high running costs
the changing demands of the new Curriculum for Excellence
the 5 year business plan option to close up to five primary schools
the need to review Roman Catholic school provision across the city
the implications of the new Local Development Plan, which proposes the development of over 30,000 new homes in Aberdeen over the next 25 years.

This report also addresses dual zoning of some streets in the city to two primary schools, and in some cases to two secondary schools.

This report is based on analysis of key council documents, including the 21CSSP report, roll projections for primary and secondary schools, general information on the condition and suitability of primary schools, information on necessary repairs and maintenance for each school, energy efficiency data, committee papers, the Local Development Plan and associated maps.

In line with the Service Asset Management Plan, schools have been categorised into five distinct types of buildings as follows:

Victorian Granite – 14 primary schools, one of which (St Joseph's RC School) is rented from the Roman Catholic Diocese.
1930s/50s – 10 primary schools
1960s/70s – 10 primary schools.
1980s/90s – 7 primary schools.
3Rs – 7 new primary schools.

This report refers to short, medium and long term timescales. Short-term issues are those which will need to be addressed over 2012 - 2015. Medium-term issues cover 2016 -2019 (the furthest date for which detailed roll projections which take account of roll increases arising from development are available). Long-term issues are those becoming current from 2020 onwards up to 2030 as set out in the Local Development Plan. Proposals which would be implemented and completed in the medium or long term may, of course, need to be planned for in the short or medium term. These timescales are therefore adopted for simplicity and broad guidance only. Primary school roll predictions used in this report take planned housing developments into account up to 2019 but not beyond.

This report refers to underuse of capacity to mean that the roll, i.e. the number of pupils in a school, is less than the capacity, i.e. the total number of pupils the school can accommodate. In this report the roll is also expressed as a percentage of the capacity to give an idea of the relative importance of underuse of capacity. The following scale is used.

Capacity

0-9%	Slight underuse of capacity. The available space is utilised efficiently.
10-19%	Minor underuse of capacity. There may not be a serious problem.
20-29%	Moderate underuse of capacity. This may be something that cannot be ignored, particularly in a large school, but may not be a major problem
30-39%	Major under use of capacity. This may need to be addressed.
40% +	Serious underuse of capacity. This may need to be addressed.

These scale points are arbitrary, and use of the terms needs to be interpreted in the context of each school or groups of schools. For example, 'moderate' underuse of capacity could mean that in a school with capacity of 1000 pupils there is an occupation level of 290 pupils, while the same term could mean that in a school of capacity 200 pupils there is an occupation level of 58 pupils. The scale has therefore been adopted for consistency and simplicity in describing under or overcapacity, but it needs to be interpreted carefully. The same scale has not been applied to the situation in which the roll is greater than the capacity, as, strictly speaking, any such 'overuse of capacity' is potentially a problem. A table showing Primary School Capacities is attached as **Appendix A**.

This report uses a four-point scale for condition and suitability of school buildings and grounds, as follows.

Condition

A (good)	performing well and operating efficiently
B (satisfactory)	performing adequately but showing minor deterioration
C (poor)	showing major defects and/or not operating efficiently
D (bad)	life expired and/or serious risk of imminent failure

Suitability

A (good)	performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
B (satisfactory)	performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
C (poor)	showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
D (bad)	does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school.

These scales are the same as the ones used in the 21CSSP report on secondary school provision.

Energy Performance

Data for the majority of primary schools has been compiled in relation to energy performance. This data is taken from the Energy Performance Certificates for each

building, and provides a rating between A to G, where A is excellent and G is very poor in terms of carbon dioxide emissions and energy usage per square metre. Typically older buildings and those with limited insulation perform poorly, and this is may become more of an issue in the future if the government introduce legislation, and/ or taxation for owners of inefficient buildings.

Required Maintenance

The Council has a 4 yearly programme of condition surveys that assesses the required maintenance levels. Required maintenance is defined by the Federation of Property Services (FPS) as "The cost to bring the property from its present state up to the state reasonably required by the authority to deliver the service or to meet statutory or contract obligations and maintain it at that standard". In order to benchmark these costs between different sizes and types of schools, the costs of anticipated maintenance required have been categorised per square metre, as follows:

Low (Green)	£0-50 per square metre
Medium (Amber)	£51-£100 per square metre
High (Red)	£100+ per square metre

An overall table showing Primary School Condition, Suitability, Energy Performance and Required Maintenance is attached as **Appendix B**.

3) City-Wide Issues

3.1) Roman Catholic/ Denominational Schools

There are currently three Roman Catholic schools in Aberdeen, provided by the City Council. These are:

St Peter's RC School, which is a Victorian granite building, located in between St Machar Academy and Seaton;
Holy Family RC School , which is a 1950s building, located in the Summerhill area;
St Joseph's RC School, which is a Victorian granite building, located on Queen's Road, close to Harlaw Academy.

3.1.1) St Peter's RC School

St Peter's RC School is B (satisfactory) for both condition and suitability. Over recent years there has been an increasing demand for places due to its proximity to Aberdeen University, and the growth in Roman Catholic pupils from an Eastern European background, for whom English is an additional language.

There may therefore be opportunities for discussion with Aberdeen University about future provision of Roman Catholic education within this part of the City.

The school roll is predicted to be at or very slightly over the school's capacity in 2012 and 2013 (1 or 2 pupils i.e. around 1% of the capacity of 198). The roll is then predicted to rise to a peak of 17 pupils (8%) greater than the school's capacity by 2016 and then fall back but still be 9 pupils (4%) slightly over the school's capacity by 2019.

3.1.2) Holy Family RC School

Holy Family RC School was until recently C (poor) for condition and B (satisfactory) for suitability. However work has been undertaken which brings the school up to an overall B (satisfactory) condition. There are however elements of the roof and some windows that are in D condition (Bad). There is therefore a cost pressure in the short term.

The school roll for Holy Family School is likely to be 54 pupils (30%) less than the school's capacity of 180 pupils in 2012. This major underuse of capacity is predicted to remain broadly steady or increase slightly to 62 pupils (34%) under capacity by 2019.

3.1.3) St Joseph's RC School

St Joseph's RC School is leased from the Convent of the Scared Heart, which creates a significant ongoing revenue requirement for the City Council. The building is converted from three former private houses which have been connected together. There are significant disability access issues, which impact on its suitability, though overall St Joseph's RC School is rated as B (satisfactory) for both condition and suitability.

The roll of St Joseph's School is likely to be 123 pupils (29%) less than the school's capacity of 420 pupils in 2012. This underuse of capacity, at the borderline between moderate and major, is predicted to remain broadly steady, falling to 26% in 2015 as the roll rises and then, as the roll falls again, rising slightly to 125 pupils (30%) under capacity by 2019.

As part of a city-wide review of provision of Roman Catholic primary schools, it may be appropriate to consider the proportion of the roll in each of the three schools that are not of the Roman Catholic faith, as there has been a trend of non-Catholic parents opting for a Catholic style education for their children.

3.2) Dual Zoning

Across the city there are a number of streets that for various historical reasons are zoned to two different schools. This means that parents have the choice of which of the two zoned schools they wish to send their child to. This can complicate planning, lead to confusion for parents and make the arrangements for pupil's transition to Academies difficult. The situation has largely arisen following previous school closures, and should ideally be resolved. The schools affected by dual zoning are as follows:

Primary

- Mile End and Skene Square Schools
- Ferryhill and Broomhill Schools
- Fernielea and Hazlehead Schools
- Airyhall and Broomhill Schools
- Hanover Street and Sunnybank Schools
- Tullos and Walker Road Schools

Secondary

- Northfield and St Machar Academies
- Hazlehead and Harlaw Academies

3.3) School Zones

There are currently a number of anomalies within school catchment zones, which need to be addressed. In some cases these have arisen as new development has taken place. In others, they are as a result of previous school rationalisation.

As shown above, there are streets which are zoned to more than one school, both primary and secondary. In others, streets are not zoned to the nearest school, as in a portion of the Braehead School catchment zone.

As the City has expanded, new school catchment zones have been created to accommodate developments. In many cases, this has involved annexing a portion of an existing school zone to create a new school, which was purposely built to accommodate that development. This happened when a portion of Scotstown School catchment zone was redesignated to the newly built Greenbrae School. However this now means that the new development proposed to the north of the Greenbrae zone, at Dubford, sits within the Scotstown School zone, when it is much closer to Greenbrae School.

Many school catchment zones sit within naturally defined boundaries, such as Kaimhill School, which is bounded on the south by the River Dee, on the north by the

former Deeside railway line, and to the east by North Anderson Drive. Others have much less clearly defined boundaries, which can lead to a lack of clarity or confusion.

Primary schools are grouped into Associated School Groups (ASGs), which reflect the Academy to which they feed, and are usually geographically surrounded by. However, this is not the case in Harlaw Academy, which actually sits in the catchment for Ashley Road School, which feeds to Aberdeen Grammar School, and therefore creates a confusing anomaly.

Given the scale of proposed future housing development on the outskirts of the city, the local development plan has identified that a number of new schools will be required. This will both have an impact on existing zones, as well as requiring new zones and ASGs to be created.

As the City Council has been changing its Geographical Information System (GIS), there has been a need to ensure that the new system accurately reflects the current school zones, and this has highlighted a number of anomalies with boundaries, as well as opportunities to try to create safer routes to school for pupils.

All of the above indicates that a comprehensive review of school zones across the City is required.

4) Issues for Primary Schools by ASG

The remainder of the report considers primary schools grouped by the secondary school with which they are associated, i.e. the 'associated school group' (ASG). Links are made between and across the ASG sections as appropriate.

Under each ASG heading, the context of the ASG, including any related secondary school matters, is described. This is done to emphasise the cross-city comprehensive nature of the report. The next sub-section sets out facts about the condition, suitability and roll of each school. Finally there is a section which sets out a range of key issues, with the aim of taking forward discussion about capacity, condition and suitability of the primary school estate.

4.1) Primary Schools within Aberdeen Grammar School ASG

4.1.1) Context

The four primary schools in this ASG are

Ashley Road School (Victorian granite building which has had significant recent investment),
Gilcomstoun School (Victorian granite building),

Mile End School (new 3Rs building with community and NHS facilities)'
Skene Square School (Victorian granite building).

The 21CSSP report contained the proposal that the catchment area of Aberdeen Grammar School be redefined to maximise the number of in-zone pupils attending the school, enabling a more equitable and efficient distribution of pupils across this and adjacent schools. This proposal was linked to an identical one for Harlaw Academy.

Harlaw Academy is located in the catchment zone of Aberdeen Grammar School. The roll of Aberdeen Grammar School is likely to be 53 pupils (5%) under its capacity of 1141 pupils in 2012. This marginal underuse of capacity is predicted to remain fairly steady, rising to 97 pupils (9% under) by 2018 and falling back to 51 pupils (4%) by 2019.

A few streets in the ASG catchment are dual zoned to Mile End School and Skene Square School and then on to Aberdeen Grammar School.

4.1.2) Condition, Suitability and Capacity of the Primary Schools

Mile End School is A (good) for condition and for suitability.

Ashley Road School, Gilcomstoun School and Skene Square School are all B (satisfactory) for condition and C (poor) for suitability. Ashley Road School is rated E (satisfactory) for energy performance. Skene Square School is rated E (satisfactory) and Gilcomstoun School is rated E (satisfactory).

Ashley Road School roll is likely to be 38 pupils (9%) less than the school's capacity of 415 pupils in 2012. This minor underuse of capacity is predicted to be broadly steady, falling slightly to 5% by 2017 and then rising slightly to 7% by 2019.

The Gilcomstoun School roll is likely to be 2 pupils (1%) less than the school's capacity of 240 pupils in 2012. Essentially full, the roll is predicted to rise, going over capacity of 16 pupils (7%) by 2016, which will then fall back to being full i.e. 0% under/over capacity in 2018 and 2019.

The Mile End School roll is likely to be 42 pupils (10%) less than the school's capacity of 415 pupils in 2012. This minor underuse of capacity is predicted to fall by 2017, when the school will in fact be 3% over capacity, a situation which will then fall back to 0% under/overuse by 2019.

The roll of Skene Square School is likely to be 66 pupils (16%) less than the school's capacity of 420 pupils in 2012. This minor underuse of capacity is predicted to fall as the roll rises by 2014 (13 pupils = 3% underuse) and then the roll will continue to rise, giving over capacity of 4% to 19% (78 pupils) between 2015 and 2019.

4.1.3) Issues

It is forecast that the rolls three of the four primary schools in this ASG will be over capacity in the medium term, and there will insufficient capacity within the ASG from 2015. This overuse of capacity is particularly pronounced in Skene Square School which will be of the order of 20% (80 pupils). It is therefore critical that early action is taken to address these issues.

The three granite schools in this ASG, Ashley Road, Gilcomstoun and Skene Square schools are all rated C (poor) for suitability, mainly due to issues of access, and represent a short term issue which the council may wish to address. Any upgrading and maintenance will, of course, need funds.

4.2) Primary Schools within Bridge of Don Academy ASG

4.2.1) Context

There are two primary schools in this ASG:

Braehead School which is a new 3Rs building,
Scotstown School which is a 1970s prefabricated construction.

As noted in the section on Oldmachar ASG, Bridge of Don Academy is linked to that school in the 21CSSP report, which contained the proposal that the Oldmachar Academy and Bridge of Don Academy buildings be maintained to the minimum standard in order to make them serviceable until longer term options linked to the Local Development plan can be implemented. The indicative cost of this was noted as £0.5 to £1.0 million. The report also recommended that the council instruct officers to develop fully detailed proposals for the longer term management and provision of secondary schools, including the consolidation of Oldmachar and Bridge of Don Academies into one single larger school of up to 1500 capacity on an appropriate site, distributing pupils as appropriate between the recommended new academy at Grandhome and the consolidated school.

Development is also proposed in the Scotstown School catchment which will take it over capacity. However there is spare capacity in Braehead School.

The Dubford development also borders Greenbrae School which is in the Oldmachar Academy catchment.

The Bridge of Don Academy roll is likely to be 185 pupils (23%) below its capacity of 799 pupils in 2012. This underuse of capacity is predicted to rise to 236 pupils (30%) by 2015, and then fall back to 147 pupils (18%) under capacity by 2019.

4.2.2) Condition, Suitability and Capacity of the Primary Schools

Braehead School is A (good) for condition and suitability. The Braehead School roll is likely to be 107 pupils (38%) less than the school's capacity of 279 pupils in 2012. This major underuse of capacity is predicted to drop slightly but the roll will still be 83 pupils (30%) less than the school's capacity in 2019.

Scotstown School is B (satisfactory) for condition and for suitability and is rated E+ (satisfactory) for energy performance. The school's roll is likely to be 90 pupils (30%) less than the school's capacity of 300 pupils in 2012. This major underuse of capacity is predicted to improve as the roll increases over the period to year 2016 and the roll will become greater than the school's capacity from 2016 to 2019 (50 pupils (17%) over capacity by 2019).

Longer term issues are related to the scope of developments and the consequent need for funding for new primary and secondary schools.

4.2.3) Issues

Part of the current catchment zone for Braehead School is closer to Scotstown School, and means that pupils have to walk past their nearest school to their zoned school.

The proposed development at Dubford is geographically a long way from Scotstown School, which it is zoned to, and much closer to Greenbrae School.

As noted above, the school roll of Scotstown School is forecast to go over capacity.

4.3) Primary Schools within Bucksburn Academy ASG

4.3.1) Context

The four primary schools associated with Bucksburn Academy are:

Bucksburn School (60s/70s flat roofed),
Kingswells School (1990s),
Newhills School (1970s panelled building),
Stoneywood School (Victorian, granite).

Bucksburn Academy is linked to Dyce Academy in the 21CSSP report. It is a new school built under the 3Rs initiative and it is currently A (good) for condition and for suitability. Unused capacity in Bucksburn Academy will be 164 pupils (24%) in 2012 but as the school roll rises that moderate underuse of capacity is predicted to drop steadily and the school will be slightly over capacity by 38 pupils by 2019.

A proposal to build a new school to replace Bucksburn and Newhills schools on the Newhills site was allocated £4.125m funding from the Scottish Government.

Major housing developments are proposed in this ASG. The Muggiemoss development will create 900 new houses, Stoneywood will produce 500 and there are some smaller developments. Developer contributions for both of these developments have been agreed.

The Newhills expansion proposes to build 4,440 new homes and the Local Development Plan indicates that this will require a further three new primary schools and one new secondary school in the longer term.

4.3.2) Condition, Suitability and Capacity of the Primary Schools

Kingswells School is A (good) for condition and B (satisfactory) for suitability. The school roll is likely to remain close to the school's capacity of 450 pupils to 2019, and be slightly greater than (18 pupils, 4% over) the school's capacity in 2016 and 2017.

Stoneywood School is B (satisfactory) for condition and C (poor) for suitability. In 2012 the school roll is likely to be 50 pupils (28%) less than the school's capacity of 180 pupils. However, the school roll is predicted to rise steadily and the school roll will be 30 pupils (17%) greater than the school's capacity by 2019.

Bucksburn School and Newhills School are both C (poor) for condition and B (satisfactory) for suitability.

The Bucksburn School roll is likely to be 37 pupils (20%) less than the school's capacity of 180 pupils in 2012. The roll is predicted to become slightly over capacity in 2014 (13 pupils, 7%) and to grow steadily to 2019, when it will be 161 pupils (90%) over capacity.

Newhills School roll is likely to be 74 pupils (31%) less than the school's capacity of 240 pupils in 2012, but this major underuse of capacity is predicted to drop as the roll rises and the school roll will become 15 pupils (6%) over the school's capacity by 2019.

Both Bucksburn and Newhills Schools are rated F (poor) for energy performance. Stoneywood is rated E (satisfactory) and Kingswells is a C+ (good).

4.3.3) Issues

There is a short term issue about the condition of Bucksburn School and of Newhills School. Both are rated as C (poor) overall, and some aspects, for example mechanical heating, are rated as D (bad) for both schools. However, this should be addressed by the proposal to build a new school to replace these two schools on the Newhills site, which has already been agreed and is awaiting match funding. Within Stoneywood school's C (poor) rating for suitability, accessibility is rated as D (bad).

There is a short/ medium term issue about capacity in this group of primary schools. By 2015/2016 it is predicted that there will be insufficient capacity to meet demand for places at Bucksburn and Kingswells schools, of order of 75 and 123 pupils respectively. Taking peak rolls into account over the period to 2019, there is overall shortfall in capacity in this ASG's primary schools of around 200 pupils.

The council will need to plan for the provision of three new primary schools and one new secondary school in the longer term. Developer contributions may not meet the total cost of the new schools.

4.4) Primary Schools within Cults Academy ASG

4.4.1) Context

The three primary schools in this ASG are:

Culter School (Victorian granite building),
Cults School (1970s single storey building with community facilities),
Milltimber School (1970s panelled building).

There were no proposals in the 21CSSP report concerning Cults Academy.

Cults Academy is a new 3Rs building. The school is as large as could be built on the site and is larger than the school it replaced. The school is one of the top performing Scottish state schools. It attracts pupils from outwith the zone.

There are three large developments proposed in the area. These are Oldfold at Milltimber, Friarsfield, at Cults and a large proportion of the Countesswells development. Based on the current catchment areas Cults Primary, Milltimber Primary and Cults Academy will not be able to absorb all of the pupils generated by these developments.

The Local Development Plan indicates that the development at Countesswells will require two or three new primary schools and one new academy. The development is expected to generate 1,500 primary and 600 secondary aged pupils. The Friarsfield development is for 280 houses. This is expected to generate 140 primary and 56 secondary aged pupils.

The Oldfold development at Milltimber will be for 550 houses and is estimated to generate around 250 pupils. The Local Development Plan indicates that a new primary school will be needed as a result of the development. The existing Milltimber School is a flat roofed 1960's building.

Cults Primary School is one of the largest primary schools in the city and it is forecast to go over capacity in 2014.

4.4.2) Condition, Suitability and Capacity of the Primary Schools

Culter School and Cults School are both B (satisfactory) for condition and for suitability. Milltimber School is B (satisfactory) for condition and C (poor) for suitability. Culter and Cults both rate very poor and poor for energy performance respectively F+ and G.

Culter School roll is likely to be 121 pupils (29%) less than the school's capacity of 420 pupils in 2012. This moderate underuse of capacity is predicted to fluctuate between 19% and 22%, finishing at 105 pupils (25%) underuse of capacity by 2019.

The roll of Cults School is likely to be 80 pupils (15%) less than the school's capacity of 540 pupils in 2012. This minor underuse of capacity is predicted to fall to zero by 2014 as the roll rises, and the school is predicted then to become over capacity, with the over capacity increasing steadily until 2019 (236 pupils = 44% over capacity).

The roll of Milltimber School is likely to be 48 pupils (18%) less than the school's capacity of 270 pupils in 2012. This minor underuse of capacity is predicted to fall fairly steadily, becoming zero by 2017 and the school is then predicted to become over capacity in 2018 and 2019 (37 pupils = 14% over capacity).

4.4.3) Issues

The main issue is that the primary schools within the ASG will not be able to accommodate the anticipated increase in pupil numbers resulting from the proposed housing development.

A large part of the proposed development at Countesswells currently sits within the catchment zone. The local development plan indicates that this development will require two or three new primary schools and one new academy. The development is large enough to potentially support a new ASG.

A short term issue is the C (poor) rating for Milltimber School for suitability. This issue is, of course, closely linked to the medium term issues of Milltimber and Cults schools becoming overcapacity (Cults School significantly so and in the short/medium term).

Longer term issues are about the provision of, and funding for new primary schools and a secondary school in the ASG area to accommodate rising rolls consequent upon new housing developments.

4.5) Primary Schools within Dyce Academy ASG

4.5.1) Context

There are two primary schools in this ASG. They are:

> Dyce School,(a 60s/70s flat-roofed construction with some unused accommodation and a community wing)
> Newmachar School, an Aberdeenshire Council primary school, which is zoned to Dyce Academy.

The analysis of Dyce Academy which was set out in the 21st Century Secondary School Provision Report (21CSSP) noted that the closure of the school and rezoning pupils to adjacent schools could be achieved, but with the possibility of incurring additional costs for transport of pupils. The report recommended that the council instruct officers to fully develop proposals including, in the case of this secondary school, that the existing secondary school building be maintained to the minimum appropriate standard, at an indicative cost of between £100k and £500k.

The Dyce Academy roll is likely to be 77 pupils (12%) less than the school's capacity of 620 pupils in 2012. As the roll falls this minor underuse of capacity is predicted to increase steadily to 126 pupils (20%) underuse of capacity by 2019.

4.5.2) Condition, Suitability and Capacity of the Primary Schools

Dyce School is rated as B (satisfactory) for condition and for suitability, but it rates an F (poor) for energy performance.

In 2012, Dyce School roll is likely to be 159 pupils (30%) less than the school's capacity of 523 pupils. This major underuse of capacity is predicted to stay broadly steady, rising slightly to 174 pupils (33%) by 2019.

4.5.3) Issues

Since Dyce School is under capacity, the fact that pupils from outside the Aberdeen City Council area attend would not seem to be a serious issue. Nevertheless, this aspect of the school's roll may be something which the council could review, if only to confirm that the council is content to continue with the arrangement.

While Dyce School is rated as B (satisfactory) overall for condition and suitability, the school is rated as C (poor) for several sub-headings of suitability, including accessibility. Some external aspects, for example accessibility and safety and security, are rated as D (bad). There may therefore be some accommodation issues which need to be addressed in the short term, with an associated cost.

4.6) Primary Schools within Harlaw Academy ASG

4.6.1) Context

The three primary schools in this ASG are:

Broomhill School (Victorian granite building),
Ferryhill School (Victorian granite building),
Kaimhill School (new 3Rs building with community and police facilities and a public library).

As noted above under the Aberdeen Grammar ASG, the 21CSSP report contained the proposal that the catchment area of Harlaw Academy be redefined to maximise the number of in-zone pupils attending the school, enabling a more equitable and efficient distribution of pupils across this and adjacent schools. This proposal was linked to an identical one for Aberdeen Grammar School.

Harlaw Academy sits within Aberdeen Grammar School catchment zone. The school is in the city centre with its feeder primary schools in the south of the city.

Broomhill and Ferryhill are both Victorian primaries and Harlaw is a Victorian city centre secondary. These schools are in a highly populated residential area of granite houses built around the turn of the century. There are few, if any, development opportunities in this area for building any new schools.

Pupils from the Ashley Road School area walk past Harlaw Academy to get their zoned school, Aberdeen Grammar.

Some streets in the area are dual zoned to Broomhill and Ferryhill schools and on to Harlaw Academy. As mentioned under Hazlehead Academy ASG, some streets are dual zoned to Airyhall and Broomhill schools and then to Hazlehead or Harlaw Academy.

The Harlaw Academy roll is likely to be 42 pupils (5%) under its capacity of 907 pupils in 2012. This underuse of capacity is predicted to increase to 207 pupils (23%) by 2016 before falling to 72 pupils (8%) by 2019.

4.6.2) Condition, Suitability and Capacity of the Primary Schools

Kaimhill School is A (good) for condition and for suitability.

Broomhill School is B (satisfactory) for condition and for suitability, and F (poor) for energy performance, while Ferryhill School is B (satisfactory) for condition, C (poor) for suitability and D (satisfactory) for energy performance.

The roll of Broomhill School is likely to be 93 pupils (21%) less than the school's capacity of 450 pupils in 2012. This moderate underuse of capacity is predicted to fall steadily to year 2016 as the roll rises (56 pupils under capacity = 12% underuse) and then to rise again to 76 pupils (17%) under capacity.

Ferryhill School roll is likely to be 66 pupils (17%) less than the school's capacity of 387 pupils in 2012. This minor underuse of capacity is predicted to fall steadily to 2017 (16 pupils = 4% under capacity) as the roll rises and then to rise slightly to 2019 (32 pupils = 8% under capacity) as the roll falls slightly again.

The roll of Kaimhill School is likely to be 13 pupils (7%) greater than the school's capacity in 2012. This slight over capacity is predicted to increase steadily to 2016 (51 pupils = 26% over capacity) and then fall back slightly by 2019 (48 pupils = 24% over capacity).

4.6.3) Issues

One short term issue is the C (poor) rating for suitability for Ferryhill School, particularly in relation to access.

The issue of Harlaw Academy being located in the catchment of Aberdeen Grammar School is addressed above under the section for that ASG.

There is a short and medium term issue about the roll of Kaimhill School being greater than the school's capacity. The peak overcapacity will be around 50 pupils

There is a need to address dual zoning between Ferryhill and Broomhill schools.

4.7) Primary Schools within Hazlehead Academy ASG

4.7.1) Context

The four schools in this ASG are:

Hazlehead School (new 3Rs building with community and police facilities),
Airyhall School (new 3Rs building with community and police facilities),
Fernielea School (1960s building),
Kingsford School (1950s building).

As noted for the Northfield ASG, the 21CSSP report contained the proposal that Northfield Academy be closed and the pupils reallocated to Hazlehead Academy until proposals for a new school to replace Northfield Academy could be implemented. In the report, that proposal was linked to another proposal to replace Hazlehead Academy with a new school, and to the proposal to re-zone the catchment areas of Aberdeen Grammar School and of Harlaw Academy.

As noted under Northfield Academy ASG, Hazlehead Academy attracts a large number of pupils zoned to neighbouring Northfield Academy, currently around 250.

Hazlehead Academy borders the proposed new development at Countesswells of 3,000 new houses which will generate in the longer term enough pupils for two or three new primary schools and one new secondary school. Some of the Countesswells development sits within the Airyhall Primary School catchment zones.

Part of the Maidencraig North development sits within the Kingsford zone, while the south part sits largely in the Fernielea zone. Kingsford borders Westpark and Muirfield schools which both have falling rolls and excess capacity. These schools are currently zoned to Northfield Academy.

Some streets in the ASG area are dual zoned to Fernielea and Hazlehead schools and on to Hazlehead Academy. Others are dual zoned to Airyhall and Broomhill schools and on to Hazlehead Academy or to Harlaw Academy.

The roll of Hazlehead Academy is likely to be 116 pupils (12%) below its capacity of 1008 pupils in 2012. This underuse of capacity is predicted to fluctuate with a peak of 169 pupils (17%) in 2016 and a low of 81 pupils (8%) under capacity by 2019.

4.7.2) Condition, Suitability and Capacity of the Primary Schools

Hazlehead School and Airyhall School are both A (good) for condition and for suitability.

Fernielea School is B (satisfactory) for condition and suitability, and D+ (satisfactory) for energy performance, while Kingsford School is B (satisfactory) for condition and C (poor) for suitability and D (satisfactory) for energy performance.

Hazlehead School roll is likely to be 46 pupils (15%) less than the school's capacity of 306 pupils in 2012. This minor underuse of capacity is predicted to reduce steadily to almost zero by 2017, and the school roll is predicted to be 17 pupils (6%) greater than the school's capacity by 2019.

The Airyhall School roll is likely to be 33 pupils (9%) less than the school's capacity of 360 pupils in 2012. This slight underuse of capacity is predicted to fall to 6% by 2016 and then rise slightly to 49 pupils (14%) less than the school's capacity by 2019.

Fernielea School roll is likely to be 63 pupils (21%) less than the school's capacity of 300 pupils in 2012. This moderate underuse of capacity is predicted to fall steadily as the roll rises until the school is at capacity in 2017 and 7 pupils (2%) over by 2019.

The Kingsford School roll is likely to be 64 pupils (17%) less than the school's capacity of 387 pupils in 2012. This minor underuse of capacity is predicted to remain fairly steady, falling slightly to 55 pupils (14%) under capacity by 2019.

4.7.3) Issues

While Fernielea School is rated overall for condition as B (satisfactory), some aspects including roof drainage, floors and stairs, ceilings, internal walls, roads and car park have been assessed at Grade C (poor) and as requiring upgrading in the short term. Kingsford School's C (poor) rating for suitability may need to be addressed.

There are no major issues in relation to the capacities of primary schools in this ASG. The total capacity and the total roll of the four schools are broadly in line with each other and there are no major discrepancies within these totals. Hazlehead and Fernielea school rolls are predicted to be slightly greater than capacity over the medium term.

The proposed Countesswell development is adjacent to the Hazlehead ASG, with a relatively small portion of this sitting within Airyhall catchment zone.

4.8) Primary Schools within Kincorth Academy ASG

4.8.1) Context

The four primary schools in this ASG are:

Abbotswell School (1950s building),
Charleston School (1990s single storey building),
Kirkhill School (1950s building),
Loirston School (1980s single storey).

As noted above under Torry Academy ASG, the 21CSSP report contained two proposals relating to Kincorth Academy. The first was that Torry and Kincorth academies be consolidated under a single management structure, with S1-S2 pupils taught on the Torry Academy site and S3-S6 pupils taught on the Kincorth Academy site. The second proposal was for a single new amalgamated school of capacity up to 1300 pupils to accommodate pupils from each school and any pupils generated by the proposed development at Loirston. There is currently no money in the Capital Programme for this, nor has any site has been identified.

New developments at Loirston cross into the Abbotswell and Kirkhill zones but the majority of the development is in the Charleston zone. The development will be for 1500 houses and the Local Development Plan indicates that a new primary and a

new secondary School will be required. The development is estimated to generate 375 primary and 150 secondary aged pupils.

Charleston School cannot be enlarged due to site restrictions. There is scope for Loirston School to be expanded. The school is part of a community hub.

15% of Kincorth Academy zoned pupils opt to attend a different school – mainly Aberdeen Grammar or Harlaw Academy.

The 2012 roll of Kincorth Academy is likely to be 304 pupils (33%) less than the school's capacity of 930 pupils. This major underuse of capacity is predicted to remain broadly steady with a peak of 324 pupils (35% under capacity) in 2013 and a low of 277 pupils (30% under capacity) by 2019.

4.8.2) Condition, Suitability and Capacity of the Primary Schools

Charleston School is A (good) for condition and B (satisfactory) for suitability and C (good) for energy performance. Loirston School is B (satisfactory) for condition and for suitability, but it is G (very poor) for energy performance.

Abbotswell School and Kirkhill School are both B (satisfactory) for condition and C (poor) for suitability, which in particular is a result of poor disabled access. Abbotswell is rated F (poor) for energy performance, while Kirkhill is D+ (satisfactory).

The roll of Abbotswell School is likely to be 98 pupils (33%) less than the school's capacity of 300 pupils in 2012. This major underuse of capacity is predicted to improve to 25% by 2016 and be broadly steady at that until 2019 (77 pupils = 26% underuse of capacity).

Charleston School roll is likely to be 79 pupils (26%) less than the school's capacity of 300 pupils in 2012. This moderate underuse of capacity is predicted to fall steadily and the school roll is predicted to become greater than the school's capacity in 2016 (32 pupils = 11% over capacity) rising to 104 pupils (35%) over capacity by 2019.

Kirkhill School roll is likely to be 110 pupils (33%) less than the school's capacity of 330 pupils in 2012. This major underuse of capacity is predicted to remain broadly steady to 2019 (120 pupils = 36% underuse of capacity).

Loirston School roll is likely to be 134 pupils (28%) less than the school's capacity of 480 pupils in 2012. This moderate underuse of capacity is predicted to improve steadily to 20% (97 pupils under capacity) by 2015 and remain broadly steady until 2019 (93 pupils = 19% underuse of capacity).

4.8.3) Issues

There is a short term issue about the C (poor) suitability rating of Abbotswell and Kirkhill schools.

In the medium term the main issue is the roll of Charleston School becoming greater than capacity by around 100 pupils. The peak roll of Loirston School, whose catchment is adjacent to that of Charleston School, is predicted to be around 80 pupils less than the school's capacity.

The local plan indicates the need for the provision of a new primary school to serve the proposed development of 1,500 houses at Loirston.

The main issue in the long term is funding for provision of a new primary and a new secondary school as set out in the Local Development Plan.

4.9) Primary Schools within Northfield Academy ASG

4.9.1) Context

The six schools associated with Northfield Academy are:

Bramble Brae School (1950s granite building with modern extensions),
Heathryburn School (3Rs),
Manor Park School (new 3Rs building with community and police facilities),
Muirfield School (1950s granite built with extensions),
Quarryhill School (1950s two storey),
Westpark School (1950s granite, recently refurbished).

The 21CSSP report contained the proposal that Northfield Academy be closed and the pupils reallocated to Hazlehead Academy until proposals for a new school to replace Northfield Academy could be implemented. In the report, this proposal was linked to another proposal to replace Hazlehead Academy with a new school, and to the proposal to re-zone the catchment areas of Aberdeen Grammar School and of Harlaw Academy.

Almost half of pupils zoned to Northfield Academy opt to go to other schools, with around 250 attending Hazlehead Academy. The 3Rs project rationalisation of the schools in the Northfield ASG resulted in the closure of three schools and provision of two new schools, Heathryburn and Manor Park.

The Greenferns development is mainly in the Westpark School zone though some of it sits in Heathryburn School catchment. Northfield Academy roll is likely to be 286

pupils (33%) below its capacity of 857 pupils in 2012. This underuse of capacity is predicted to increase and be 346 pupils (40%) by 2019.

Manor Park School is dual zoned to Northfield Academy and to St Machar Academy.

4.9.2) Condition, Suitability and Capacity of the Primary Schools

Heathryburn School and Manor Park School are A (good) for suitability and for condition.

Bramble Brae School, Muirfield School, Quarryhill School and Westpark School are all B (satisfactory) for condition and for suitability.

Bramble Brae and Westpark are both rated E (satisfactory) for energy performance, while Quarryhill and Muirfield are rated D+ (satisfactory).

Manor Park School roll is likely to be close to, but slightly greater than the school's capacity (1% in 2012 rising to a peak of 9% over in 2016 then falling back to 4% over capacity by 2019).

Bramble Brae School roll is likely to be 38 pupils (19%) less than the school's capacity of 198 pupils in 2012. This minor underuse of capacity is predicted to be fairly steady up to 2017 and then to become 50 pupils (25%) less than the school's capacity by 2019.

The roll of Heathryburn School is likely to be 34 pupils (12%) less than the school's capacity of 279 pupils in 2012. This minor underuse of capacity is predicted to fall to 3% by 2016 and remain thereabouts (5% less than capacity) by 2019.

Muirfield School roll is likely to be 99 pupils (27%) less than the school's capacity of 360 pupils in 2012. This moderate underuse of capacity is predicted to remain broadly steady to 2019 when it will be 113 pupils (31% under use of capacity, just tipping into 'major').

Quarryhill School roll is likely to be 178 pupils (46%) less than the school's capacity of 390 pupils in 2012. This serious underuse of capacity is predicted to remain broadly steady to 2019.

The Westpark School roll is likely to be 133 pupils (37%) less than the school's capacity of 360 pupils in 2012. This major underuse of capacity is predicted to reduce steadily to year 2019 as the roll rises. The roll will, however, still be a fairly significant 77 pupils (21%, moderate in relative terms) less than the school's capacity in 2019.

4.9.3) Issues

The main issue in this ASG group of primary schools is surplus capacity. Over the short and medium term and taking capacities and peak rolls for each school into consideration, the underuse of capacity can be estimated as 370 places, which is more than the combined peak roll of several combinations of the schools taken in pairs. The overall figure for surplus suggests the possibility that one or two primary schools in this ASG could be closed and the rolls and catchments rezoned to other schools. .

The proposed Greenferns development of 1,350 houses sits mainly in the Westpark school catchment zone, though it is adjacent to Heathryburn school. The Local Development Plan indicates that a new primary school will be required to serve this development and it will be necessary to ensure funding if developments go ahead.

4.10) Primary Schools within Oldmachar Academy ASG

4.10.1) Context

The five primary schools in this ASG are:

Danestone School (1980s building),
Forehill School (1980s panelled building),
Glashieburn School (1980s panelled),
Greenbrae School (1970s building),
Middleton Park School (1980s, single storey building).

The 21CSSP report contained the proposal that the Oldmachar Academy and Bridge of Don Academy buildings be maintained to the minimum standard in order to make them serviceable until longer term options linked to the Local Development Plan can be implemented. The indicative cost of this was noted as £0.5 to £1.0 million. The report also recommended that the council instruct officers to develop fully detailed proposals for the longer term management and provision of secondary schools, including the consolidation of Oldmachar and Bridge of Don academies into one single larger school of up to 1500 capacity on an appropriate site, distributing pupils as appropriate between the recommended new academy at Grandhome and the consolidated school.

The Local Development Plan indicates that the development will result in a need for three new primary schools and a new secondary school in the longer term. It is likely that the Oldmachar Academy roll will be 237 pupils (21%) less than the school's capacity of 1104 pupils in 2012. This moderate underuse of capacity is predicted to increase fairly steadily to 365 pupils (33%) by 2019.

4.10.2) Condition, Suitability and Capacity of the Primary Schools

Danestone School, Greenbrae School and Middleton Park School are all B (satisfactory) for condition and for suitability. Forehill School and Glashieburn School are both B (satisfactory) for condition and C (poor) for suitability.

Forehill, Glashieburn and Middleton Park Schools are all rated E (satisfactory) for energy performance, Danestone is rated F+ (poor) and Greenbrae D+ (satisfactory).

In 2012, Danestone School roll is likely to be 140 pupils (42%) less than the school's capacity of 330 pupils. This serious underuse of capacity is predicted to drop slightly but the roll will still be 126 pupils (38%) less than the school's capacity by 2019.

Forehill School roll is likely to be 153 pupils (42%) less than the school's capacity of 360 pupils in 2012. This serious underuse of capacity is predicted to drop slightly but the roll is predicted to be 132 pupils (37%) less than capacity by 2019.

Glashieburn School roll is likely to be 183 pupils (44%) less than the school's capacity of 420 pupils in 2012. This serious underuse of capacity is predicted to remain at around 40-44% over the period to 2019.

The Greenbrae School roll is likely to be 70 pupils (31%) less than the school's capacity of 225 pupils in 2012. This major underuse of capacity is predicted to increase steadily to 85 pupils (38%) by 2019.

The Middleton Park School roll is likely to be 71 pupils (29%) less than the school's capacity of 240 pupils in 2012. This moderate underuse of capacity is predicted to remain fairly steady until 2015. From 2016 to 2019 the roll is predicted to increase, and the under capacity will disappear, with the roll being 31 pupils (13%) greater than the school's capacity in 2019.

4.10.3) Issues

Within this ASG there is a serious over capacity with Danestone, Forehill and Glashieburn schools operating at under 60% of their capacities.

In the short, medium and long term there is an issue of major underuse of capacity in this ASG. Taking roll peaks between 2012 and 2019 into account, the underuse of capacity equates to around 450 pupils.

While Forehill School is rated as C (poor) for suitability, internal social areas are rated as D (bad). The C (poor) ratings for Forehill School and for Glashieburn School for suitability are about general learning and teaching spaces, and internal and external social areas. If these schools are retained then there will be a need for maintenance in the short term.

The Grandholme development of 7,000 new houses, which is the largest development within the City, sits mainly in the Middleton Park and Bucksburn school catchment zones, but a small amount sits within the Glashieburn zone.

The Local Development Plan indicates that the Grandholme development will result in a need for three new primary schools and a new secondary school in the longer term. The development is large enough to potentially support a new ASG, and it will be necessary to ensure funding if developments go ahead.

Development is also proposed at Dubford, which is in the Scotstown school catchment zone, though it is geographically much closer to Greenbrae school.

4.11) Primary Schools within St Machar Academy ASG

4.11.1) Context

The seven primary schools in this ASG are:

Cornhill School (1960s single storey building with significant unused accommodation and community wing),
Hanover Street School (Victorian granite building refurbished in 2008 at a cost of around £8million),
Kittybrewster School (Victorian granite),
Manor Park School also zoned to Northfield Academy.
Riverbank School (1950s recently partially refurbished),
Seaton School (new 3Rs building with community and police facilities),
Sunnybank School (Victorian granite including community facilities and recently partially refurbished),
Woodside School (Victorian granite).

The 21CSSP report recommended that officers be instructed to monitor brown field developments, the progression of any other relevant developments and the annual school roll forecasts to provide a review of the potential need for additional accommodation at Harlaw Academy, Aberdeen Grammar School and St Machar Academy.

Riverbank School is forecast to go over capacity in 2013. A bid was made to the Capital Programme to extend the school, which has been agreed for 2012/13.

Sunnybank School has the lowest relative usage of capacity in the ASG but the building also houses the School for the Deaf, the English as an Additional Language Service and community facilities.

The St Machar Academy roll is likely to be 186 pupils (18%) below its capacity of 1035 pupils in 2012. This underuse of capacity is predicted to get slightly worse by year 2016 (229 pupils = 22% under) and then to drop to 45 pupils (4% under) by 2019.

Some streets in the ASG area are dual zoned to Hanover Street School or Sunnybank School.

Within a number of the schools in the ASG, spare building capacity has been used to accommodate educational support functions, including the English as an Additional Language service, the School for the Deaf and Reading Bus at Sunnybank School and Pupil Support service at Kittybrewster. It is recognised that as part of any review, these arrangements may need to be reconsidered over time.

4.11.2) Condition, Suitability and Capacity of the Primary Schools

Manor Park School is A (good) for condition and for suitability. The roll is likely to be close to, but slightly greater than its capacity of 252 pupils (1% over in 2012 rising to a peak of 9% over in 2016 then falling back to 4% over its capacity by 2019).

Seaton School is A (good) for condition and for suitability, while Hanover Street School is A (good) for condition and B (satisfactory) for suitability. Cornhill School, Kittybrewster School, Riverbank School, Sunnybank School and Woodside School are all B (satisfactory) for condition and C (poor) for suitability.

Woodside School is rated F (poor) for energy performance, Cornhill, Kittybrewster and Riverbank Schools and all rated D (satisfactory) and Hanover Street School is rated B+ (good).

The Cornhill School roll is likely to be 94 pupils (22%) below its capacity of 420 pupils in 2012. This moderate underuse of capacity is predicted to improve over the following two years as the roll increases. Underuse is predicted to rise again to be 96 pupils (23%) less than the school's capacity by 2019 as the roll falls over that period.

The Hanover Street School roll is likely to be 36 pupils (15%) less than the school's capacity of 240 pupils in 2012. This minor underuse of capacity is predicted to get better as the roll increases over the period to year 2015 and then the school is predicted to become very slightly over capacity by 2019 (4 pupils, 2% of capacity).

Kittybrewster School roll is likely to be 98 pupils (33%) less than the school's capacity of 300 pupils in 2012. This major underuse of capacity is predicted to improve to only around 31 pupils (10%) less than the school's capacity by 2019.

The Riverbank School roll is likely to be 59 pupils (20%) less than the school's capacity of 300 pupils in 2012. This moderate underuse of capacity will quickly drop and the school roll is predicted to then become greater than the school's capacity, rising from 8 pupils over in 2014 to 79 pupils (26%) over the school's capacity by 2019.

Seaton School roll is likely to be 13 pupils (6%) less than the school's capacity in 2012. This slight underuse of capacity will become the next year a slight over capacity, and the roll is predicted to growing to be 59 pupils (30%) greater than the school's capacity by 2019.

The Sunnybank School roll is likely to be 123 pupils (34%) less than the school's capacity of 360 pupils in 2012. This major underuse of capacity is predicted to improve fairly steadily as the roll increases, and underuse of capacity is predicted to become only 31 pupils (9%) less than the school's capacity by 2019.

Woodside School roll is likely to be 74 pupils (18%) less than the school's capacity of 420 pupils in 2012. This minor underuse of capacity is predicted to improve fairly steadily as the roll rises and is predicted to be only 39 pupils (9%) less than the school's capacity by 2019.

4.11.3) Issues

Short term issues include the fact that five of the primary schools are only rated as C (poor) for suitability. There will be short or medium term costs associated with upgrading and maintenance.

The roll of Riverbank school is likely to become greater than the school's capacity in 2013, and a bid for funding to extend the school has been submitted for the 2012/13 Capital Programme

The total capacity of schools in this ASG matches fairly closely the predicted total roll. However, three schools, Hanover Street, Riverbank and Seaton, are predicted to over capacity by 2019, by 145 pupils in total and urgent action will need to be taken to address this.

The other four schools are predicted to have around 190 spare places by 2019, a figure which indicates that they could possibly absorb the pupils over capacity in the other schools.

4.12) Primary Schools within Torry Academy ASG

4.12.1) Context

The two primary schools in this ASG are:

Tullos School (1950s Art Deco style building),
Walker Road School (Victorian granite building).

The 21CSSP report contained two proposals relating to Torry Academy. The first was that Torry and Kincorth academies be consolidated under a single management structure, with S1-S2 pupils taught on the Torry Academy site and S3-S6 pupils taught on the Kincorth Academy site. The second proposal was for a single new school of capacity up to 1300 pupils to accommodate pupils from each school and any pupils generated by the proposed development at Loirston. There is currently no money in the Capital Programme for this, nor has any site has been identified.

The roll of Torry Academy is likely to be 174 pupils (27%) under its capacity of 638 pupils in 2012. This moderate underuse of capacity is predicted to increase steadily to 2016 (239 pupils = 37% under, major underuse) and then decrease slightly by 2019 (184 pupils = 29% under capacity).

Many streets in the area are dual zoned to Tullos and Walker Road schools and on to Torry Academy.

4.12.2) Condition, Suitability and Capacity of the Primary Schools

Walker Road School is B (satisfactory) for condition and for suitability and a C (good) for energy performance, while Tullos School is B (satisfactory) for condition, C (poor) for suitability and E (satisfactory) for energy performance. Particular challenges for both schools relate to disabled access and security issues.

The roll of Tullos School is likely to be 66 pupils (18%) less than the school's capacity of 360 pupils in 2012. This minor underuse of capacity is predicted to improve steadily to 2017 (3 pupils = 1% underuse, school essentially full) and then rise slightly by 2019 (13 pupils = 4% underuse).

Walker Road School roll is likely to be 19 pupils (5%) less than the school's capacity of 420 pupils in 2012. This minor underuse of capacity is predicted to fall to zero by 2016 and then increase again slightly by 2019 (38 pupils = 9% underuse).

4.12.3) Issues

One short term issue is the C (poor) rating of Tullos School for suitability.

The two primary schools in this ASG do not have issues of roll being less than capacity.

APPENDIX A

Aberdeen City Council Primary School Estate

Primary School Capacities

	Over Capacity	The school roll is forecast to go over 100%	Action is required
	Slight to Moderate under use	The school is operating at over 70 % capacity	No action is required
	Major to Serious under use	The school is operating at less that 70% capacity	Action is required

School	Capacity	Roll Peak 2012 -19	Difference No	Difference %	Current Roll and Forecast Trend
Bucksburn	180	341	-161	-89	67% rising to 190% reaching 107% in 2014
Charleston	300	404	-104	-35	73% rising to 135% reaching 96% in 2015
Cults	540	776	-236	-44	84% rising to 144% reaching 101% in 2014
Fernielea	300	307	-7	-2	74% rising to 103% reaching 97% in 2016
Gilcomstoun	240	256	-16	-7	92% rising to 102% in 2016
Hanover	240	247	-7	-3	76% rising to 103% in 2017
Hazlehead	306	323	-17	-6	82% rising to 106% reaching 99% in 2017
Kaimhill	198	249	-51	-26	100% rising to 126% in 2016
Kingswells	450	468	-18	-4	91% rising to 104% in 104% in 2016 reaching 1-1% in 2015
Manor Park	252	274	-22	-9	97% rising to a peak of 109% in 2016
Middleton Park	249	271	-22	-9	69% rising to 113% reaching 99% in 2018
Mile End	415	428	-13	-3	89% rising to 103% (102% in 2015)
Milltimber	270	307	-37	-14	84% rising to 114% reaching 99% in 2017
Newhills	240	255	-15	-6	67% rising to 106% in 2019
Riverbank	300	380	-80	-27	74% rising to 126% reaching 103% in 2014
Scotstown	300	350	-50	-17	67% rising to 117% reaching 100% in 2016
Seaton	198	263	-65	-33	82% rising to 130% reaching 108% in 2013
Skene Square	420	504	-84	-20	75% rising to 120% (104% in 2115)
Stoneywood	180	210	-30	-17	72% rising to 117% reaching 99% in 2016

School	Capacity	Roll Peak 2012 -19	Difference No	Difference %	Current Roll and Forecast Trend
Abbotswell	300	228	72	24	63% rising to 76% in 2018
Airyhall	360	338	22	6	85% stable peaking at 94% in 2016
Ashley Road	415	393	22	5	90% - stable rising to 95% in 2017
Braehead	279	205	74	27	60% rising to 74% in 2017
Bramble Brae	198	168	30	15	85% dropping to 75% by 2019
Broomhill	450	394	56	12	75% rising to 88% in 2016
Cornhill	420	344	76	18	73% - steady peaking at 82% in 2014
Culter	420	326	94	22	73% and stable peaking at 78% in 2015
Ferryhill	387	371	16	4	79% rising to 96% in 2017
Heathryburn	279	270	9	3	82% rising to 97% in 2015
Kingsford	387	332	55	14	82% stable peaking at 86% in 2019
Kittybrewster	300	279	21	7	57% rising to 93% in 2016
Loirston	480	393	87	18	69% rising to 82% in 2019
Muirfield	360	271	89	25	71% stable
Sunnybank	360	329	31	9	57% rising to 91%
Tullos	360	357	3	1	76% rising to99% in 2016
Walker Road	420	419	1	0	94% steady peaking at 100% in 2016
Westpark	360	283	77	21	64% rising to 79%
Woodside	420	384	36	9	78% rising to 91% in 2018
Danestone	330	209	121	37	58% stable peaking at 63% in 2019
Dyce Primary	523	375	148	28	67% stable peaking at 72% in 2013
Forehill	360	235	125	35	56% stable peaking at 65% in 2016
Glashieburn	420	252	168	40	58% stable peaking 60% in 2017
Greenbrae	225	162	63	28	72% dropping to 62% in 2019
Kirkhill	330	227	103	31	67% stable
Quarryhill	390	227	163	42	58% falling to 51% in 2115

Roman Catholic/ Denominational Primary Schools

Holy Family	180	126	54	30	65% stable peaking at 70% in 2012
St Josephs	420	311	109	26	69% stable peaking at 74% in 2015
St Peters	198	214	-16	-8	101% stable peaking at 108% in 2016

APPENDIX B

Aberdeen City Council Primary School Estate

Condition, Suitability, Energy Performance & Required Maintenance

KEY	Condition	Suitability	Energy Performance	Required Maintenance
	Poor - Showing Major defects and or not operating efficiently.**(C)**	Poor -Showing major problems and or not operating optimally. **(C)**	High energy use per square metre and high carbon dioxide emissions. **(F,G)**	Total maintenance required costs per square metre are high.**(H)**
	Satisfactory - Performing adequately but showing minor deterioration.**(B)**	Satisfactory - Showing major problems and or not operating optimally. **(B)**	Medium energy use per square metre and medium carbon dioxide emissions. **(D, E)**	Total maintenance required costs per square metre are medium.**(M)**
	Good - Performing well and operating efficiently.**(A)**	Showing major problems and or not operating optimally. **(A)**	Low energy use per square metre and low carbon dioxide emissions.**(A,B,C)**	Total maintenance required costs per square metre are low.**(L)**

School	Condition	Suitability	Energy Performance	Required Maintenance
Airyhall	A	A	B+	L
Braehead	A	A	B+	L
Hazlehead	A	A	B+	L
Heathryburn	A	A	B+	L
Kaimhill	A	A	B+	L
Manor Park	A	A	B+	L
Mile End	A	A	B+	L
Seaton	A	A	B+	L
Hanover	A	B	B	L
Charleston	A	B	C	L
Kingswells	A	B	C+	L
Walker Road	B	B	C	L
Sunnybank	B	B	D	M
Fernielea	B	B	D+	H
Muirfield	B	B	D+	H
Quarryhill	B	B	D+	H
Greenbrae	B	B	D+	M
Middleton Park	B	B	E	H
Westpark	B	B	E	H
Bramble Brae	B	B	E	M
Scotstown	B	B	E+	H
Dyce	B	B	F	L
Culter	B	B	F	H

School	Condition	Suitability	Energy Performance	Maintenance Required
Broomhill	B	B	F+	H
Danestone	B	B	F+	M
Cults	B	B	G	H
Loirston	B	B	G	M
Cornhill	B	C	D	L
Kingsford	B	C	D	L
Ferryhill	B	C	D	M
Kittybrewster	B	C	D	M
Riverbank	B	C	D	M
Kirkhill	B	C	D+	H
Tullos	B	C	E	L
Glashieburn	B	C	E	H
Stoneywood	B	C	E	H
Milltimber	B	C	E	M
Gilcomstoun	B	C	E	M
Forehill	B	C	E	H
Abbotswell	B	C	E	H
Woodside	B	C	E	H
Ashley Road	B	C	F+	L
Skene Square	B	C	G	L
Bucksburn	C	B	F	H
Newhills	C	B	F	H

Roman Catholic / Denominational Primary Schools				
St Peters	B	B	D	H
St Josephs	B	B	E+	H
Holy Family	B	B	G	H

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ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**7 June 2012**
ACTING DIRECTOR	**Patricia Cassidy**
TITLE OF REPORT	**Community Centres**
REPORT NUMBER:	**ECS/12/029**

1. PURPOSE OF REPORT

This report provides an update on the current position in relation to moving community centres to the "leased" type model, and provides a number of recommendations to facilitate that process.

The committee report also provides an update and recommendations in relation to Rosemount Community Centre and brings back feedback from consultation with Management Committees working in 3Rs Community Schools about the proposal to retain 3Rs facilities within the management of the Council.

2. RECOMMENDATION(S)

It is recommended that the Committee:

a. Suspend Standing Order 22 to revoke the decision of the Committee on 28 March 2012 – that each lease and management agreement be reported back to the Education Culture and Sport Committee for approval – and instead that individual leases and management agreements will only be brought back to committee if a Management Committee requests a lease for more than 10 years, or for any other exceptional reason.

b. Notes that the following centres are being supported to become leased centres within the short term:
   (i) Old Torry Community Centre
   (ii) Mastrick Community Centre
   (iii) Northfield Community Centre
   (iv) Loirston Community Centre
   (v) Kincorth Community Centre

c. Note the progress of photographic condition surveys for the community centres that are progressing to leased centre status.

d. Note the requirement of approximately £60,000 of work required at Loirston Community Centre to carry out repairs to the car park and install a disabled toilet within the building, and to refer this to the Finance and Resources

Committee with a recommendation that funding is identified to progress these works.

e. Note the potential liabilities at Rosemount Community Centre in relation to the potential requirement for repairs to the roof and other wind and watertight works and health and safety requirements, and to refer this to the Finance and Resources Committee with a recommendation that funding is identified to progress identified works up to £100,000.

f. Note the approach from the Grampian Police Joint Board to occupy part of the Rosemount Community Centre; formally note that the space is surplus to the requirements of the Education Culture and Sport and instruct the Head of Legal and Democratic Services and Head of Asset management and Operations to negotiate final terms and conclude a 10 year lease/ license agreement for the area of Rosemount Community Centre as set out in the report.

g. Agrees that the lower hall area of Rosemount Community Centre be declared as Surplus to the immediate requirements of Education Culture and Sport and authorise the head of asset management and operations to market the space for lease on Commercial terms for a period of up to 10 years.

h. Agrees that due to the unique circumstances of this building, Rosemount Community Centre will not transfer to the leased community centre model, but will remain within the responsibility of the Council, with a local Management Committee inputting into the programming of the building.

i. Agrees that the community wings within 3Rs schools, and the community rooms within Torry Youth Centre will remain within the responsibility of the Council, as set out within section 5.4, to ensure that the lifelong learning requirements of communities continue to be met, and the Council continues to be able to meet its statutory requirements.

j. Give consideration to retaining community wings within Community Schools within the responsibility of the Council, operating in the same way as community wings within 3Rs schools.

k. Agrees that Management Committees connected to 3Rs schools, Community Schools and Rosemount Community Centre be provided with a grant of £625 per year, for the purpose of purchasing indemnity insurance, and public liability and employers insurances.

l. Agrees to refer the Centre at Hillylands to the Corporate Asset Group as surplus to the requirements of the Education, Culture and Sport Service.

3. FINANCIAL IMPLICATIONS

The provision of Community Centres by the Council represents a cost to the public purse of approximately £3.3million of revenue funding per year. This includes buildings costs such as repairs and energy costs that are covered by the Council, as well as the annual development grant of £10,565 plus and additional £500 per year for indemnity insurance. The community centres also draw on the corporate

Repairs and Maintenance budget on a prioritised basis. There are also capital funding implications.

4. OTHER IMPLICATIONS

4.1 Legal Implications

The legal relationship between the Council as funding body and owner of the Community Centres and Management Committees as the operators of Community Centres are governed via a Management Agreement and Lease. The model Management Agreement and Lease was arrived at following a considerable period of negotiation, and was approved at the Full Council meeting on 4 April 2012.

5. BACKGROUND/MAIN ISSUES

5.1 Transition to new Lease and Management Agreement

A standard Lease and Management Agreement was agreed at Full Council on 4 April 2012. It was agreed that the duration of the standard lease would be for 10 years, with each request to be considered on a case by case basis and reported back to the Education, Culture and Sport Committee for approval. For practical reasons, Community Centres will transfer to the new Lease and Management Agreement in phases, and to assist in the smooth progression of this, this report recommends that the decision to bring each lease and management agreement to committee is revoked and committee approval is only sought by exception (i.e. if there is a request to significantly change the model Lease and Management Agreement as previously approved by committee). The early phases will include stand-alone former Community Education Centres with constituted Management Committees which have the requirements of the Management Agreement in place, and Community Centres which have been operating as a leased centre, but in the absence of any lease being in place.

Accompanying the lease for each property there will be a photographic schedule of condition. Whilst these inspections for this are purely to record the current condition of the buildings it is possible that immediate repairing issues may be identified by these inspections. There are no budgets available for any works that may be required. These surveys were undertaken during week commencing 21st May and are currently being written up.

5.1.1 Old Torry Community Centre

Old Torry Community Centre is situated within Old Torry and is a traditional community hall. The Management Committee are now established and constituted and consider themselves ready to sign up to the Lease and Management Agreement.

5.1.2 Mastrick Community Centre

Mastrick Community Centre have an established Management Committee in place and consider themselves ready to sign up to the Lease and Management Agreement. The centre is connected to the library which means that there are some centre specific considerations in relation to the interconnection of systems between the two buildings.

5.1.3 Northfield Community Centre

Northfield Community Centre have an established Management Committee in place and consider themselves ready to sign up to the Lease and Management Agreement. The centre is connected to the library which means that there are some centre specific considerations in relation to the interconnection of systems between the two buildings.

5.1.4 Cairncry Community Centre

This community centre has been operating for some time as a leased community centre, however there are no legal documents in place between the Council and the Management Committee in place. Signing up to the new agreements will ensure clear accountability and governance systems.

5.1.5 Loirston Annexe Community Centre

The Management Committee of Loirston Annexe Community Centre have indicated that they feel that they are ready to sign up to the Lease and Management Agreement, however they are not prepared to, until repairs are carried out to the car park and toilets. The costs for carrying out these repairs have been estimated at £60,000. There is no budget available for these works, which would not be identified as a high priority within the corporate repairs and maintenance budget. If the Committee wishes these works to be progressed, it is recommended that the Committee refer this item to Finance and Resources committee to source an appropriate budget for these works.

5.2 **Community Centres with existing leases**

The following table shows community centres which have existing leases with the Council which have outrun their original leases, which are now continuing through Tacit Relocation:

Name of Centre	**Date of lease expiration**
Altens Community Centre	28 March 2003
Balnagask Community Centre	28 November 2005
Balgownie Community Centre	28 November 2006
Catherine Street Community Centre	28 November 2004
Cummings Park Community Centre	15 May 2008
Froghall Community Centre	28 November 2003
Inchgarth Community Centre	28 November 2009
Sheddocksley Community Centre	28 November 2003
Tillydrone Community Centre	28 November 2004
Ruthrieston Community Centre	12 April 2012

For leases continuing under tacit relocation, if the Management Committees agree to renounce the leases voluntarily then this can be done at any time. If not then the leases running on tacit relocation can only be brought to an end at the end of each successive year with a minimum 40 days written notice in advance of the termination date requiring to be given. It would therefore be intended to write to all centres with a lease expiration date in November to inform them that their existing lease will not continue to be renewed this year, and that to continue to occupy the

building they will require to sign up to the new Lease and Management Agreement prior to the 28 November 2012. (The same approach will also apply to those centres with end dates in March, April and May in 2013.)

In order to facilitate this, the report recommends that the previous committee decision of 28 March 2012 that all leases and management agreements be considered on a case by case basis by the Education, Culture and Sport Committee be revoked.

There are also 6 Community Centres which have an ongoing lease with some years yet to run. These are Airyhall Community Centre, Danestone Community Centre, Ferryhill Community Centre, Hanover Community Centre, Kingswells Community Centre and Hilton Community Centre. The Management Committees for these centres will be approached to discuss a voluntary renunciation of their existing leases and a replacement with the new style of lease. The outcomes of these discussions will be reported to a future committee.

5.3 **Rosemount Community Centre**

Rosemount Community Centre is a particularly large and complex building, which has been identified as not being appropriate to run as a traditional leased centre. Officers and the former Rosemount Management Committee have been developing a vision for the centre which would see it as a hub for community, learning and creative activities within the Rosemount area of the city.

The Management Committee recently became inquorate, and consequently agreed to dissolve. Since that time a visioning session has been arranged for local residents with the aim of attracting local residents onto a steering group which would work to become a Management Committee.

Prior to the dissolution of the Management Committee, officers had been working in partnership with the Management Committee and associated steering group to deliver a workable and sustainable model for the building. This included providing accommodation to the police, and putting in place a commercial lease for the lower hall area of the building, as well as using the building to house the Council's Arts Development team and developing relationships with other potential partners.

5.3.1 <u>Rosemount Proposals for Grampian Police</u>

Discussions have been ongoing with the Grampian Police Joint Board (GPJB) about a lease for part of the top floor of Rosemount Community Centre (and some car parking spaces) for the local community police unit.

In return for a ten year lease, Grampian Police would be prepared to pay for the significant capital investment required to bring this area of the building up to the standard that they would require. Within the Grampian Public Sector Strategic Asset Management Group there is an agreement that partners will not charge each other a commercial rent but merely an allocation of holding costs and charges for the building. Agreement has been reached over a suitable sum to cover the costs for GPJB exclusive use of the designated area. This would mean that part of the top floor of Rosemount Community Centre along with a number of car-parking spaces would be dedicated to the use of the police, and they would also have access to communal areas of the building including stairs and corridors.

The benefits of this proposal include developing stronger partnerships with Grampian Police, capital improvements to the building, and a significant long term sustainable income stream into the building. The former Management Committee were in favour of this proposal.

Along with the benefits into entering into such an agreement there are some risks to the Council in entering into such an agreement. In particular given the condition of the building it is unreasonable to achieve anything other than tenants internal repairing and insuring terms on the building. In agreeing a lease the Council may at some point be obliged to undertake as yet unknown internal repairs, which in other circumstance they may have delayed. Agreeing a lease with another organisation may reduce the Councils flexibility with the property in the event that say, they wished to dispose of the asset at some point in the future.

This report recommends that the Head of Asset Management and Operations is instructed to conclude this deal.

5.3.2 Proposals to enter into a commercial lease

An opportunity has arisen for a commercial lease to be entered into in respect of the lower hall of the Rosemount Community Centre. The commercial usage would require to align with the vision for the centre as a hub for community, learning and creative activities. In line with procurement requirements, the area will require to be marketed.

The implications of entering into a commercial lease in respect of this area of the building would mean that the lower hall and associated changing rooms would be allocated as dedicated space to the successful bidder. The successful bidder would also have access to communal areas of the building including stairs and corridors.

The benefits of this proposal include potential capital investment to the building and a significant long term sustainable income stream into the building. The former Management Committee were in favour of this proposal.

The risks of this proposal are as identified in the preceding section.

This report recommends that the Head of Asset Management and Operations is instructed to progress and conclude this proposal.

5.3.3 Condition of Building

A recent review of the condition of the building has identified some roof leakage and potentially other wind and watertight, and health and safety repairs that are required. While costs for these works have not been costed or fully specified at the time of writing this report, it is suggested that it would be prudent to recognise that costs are likely to be required and an initial budget of £100,000 should be identified. In order not to delay the agreements with the police and potential commercial operators, it is recommended that the Education, Culture and Sport Committee refer this report to the Finance and Resources Committee, recommending that up to £100,000 be sourced to allow any immediately required works to proceed. (Note: Asset Management have advised that it is unlikely that these works would be allocated a high enough priority to allow them to be funded from the corporate

Repairs and Maintenance budget, and there is no suitable budget within Education, Culture and Sport for these works.) It is noted that a full feasibility study for the future of the building is intended will continue to be developed to identify capital and revenue costs and income possibilities.

5.3.4 Implications for Management Committee

Due to the unique nature of this building including the additional cleaning and operational management responsibilities that will be required, recent difficulties within the Management Committee, and the complex arrangements that are being progressed with a range of other providers being based within the building, officers do not recommend that the Council progresses this facility as a traditional leased centre, but a different operational model be developed for the building.

This alternative model would include the Council retaining overall operational responsibility for the building, and working in partnership with the Management Committee to programme the community learning elements of the building (in a similar way to what is proposed in respect of 3Rs Learning Centres.)

Officers intend to discuss this proposal with volunteer members of the community who are currently associated with the building (note that there is currently no steering group or Management Committee in place.) These discussions will take place prior to the committee.

5.4 Lifelong Learning Provision

During the consultation process in relation to the Management Agreement for the "leased" type community centres, it emerged that a wide area of disagreement related to a proposed clause that required a set number of hours within each centre to be allocated for the provision of Community Learning and Development activities. It is highlighted that the final Management Agreement was developed on the assumption that the Community Wings within 3Rs schools will remain within the operation of the Council, for the provision of learning activities.

The Education, Culture and Sport Committee on 23 February 2012, noted the position in relation to 3Rs buildings and Torry Youth Centre and instructed officers to discuss with management committees and others the best way to deliver community benefit using these buildings and to report back to a future committee on this.

5.4.1 There are 5 Learning Centres within 3Rs facilities with Management Committees. These are Mile End, Hazlehead, Seaton, Cults and Beacon Centres. Efforts were made to meet with each of these Management Committees and these meetings have taken place with Mile End Management Committee, Hazlehead Management Committee and Seaton Management Committee. At the time of writing the report, discussions are ongoing in relation to meetings with the Beacon Management Committee, and the Lower Deeside Management Committee (Cults).

The meetings that have taken place have been positive, with the general feedback that the proposed operational arrangements would be workable and less onerous for the individual volunteers on the Management Committees. In response to these meetings Draft Operational Proposals for the Learning Centres within 3Rs schools

has been produced (Appendix A), and this has been sent to the five Management Committees for consideration and comment. Initial feedback has been fairly positive.

5.4.2 The Committee on 23 February 2012, also acknowledged "the unique circumstances surrounding the Beacon Centre, and instructed officer to enter into negotiations with Sport Aberdeen to ensure the continuation of community activities within the Beacon Centre."

The existing Services Specification between Aberdeen City Council and Sport Aberdeen sets out the following in respect of the Beacon Centre for community use:

> *Prior to submitting and proposals to change the programme which is in place at transfer, the Company should be able to evidence that it has evaluated current usage as well as having taken account of the needs of the community both locally and city-wide in order to justify that alternative programmes would better address these needs.*
>
> *Exercise flexibility to address local needs and circumstances through discounted rates.*
>
> *Actively engage with the local community (possibly through a Beacon Centre users forum) to ensure that programmes at the Beacon Centre continue to meet local needs.*
>
> *Where the Beacon Centre programme, including use of particular rooms or facilities, incorporate significant non-sports activities, including youth work, adult learning and non-sports activities, these will be programmed in liaison with the Council Community Learning and Development staff.*
>
> *The Council's Community Learning and Development Service to have use of the facilities at the Beacon Centre (at no cost to the Council) as follows:*
>
> - *Youth Centre – exclusive use 7 days per week throughout the opening hours of the Beacon Centre (with potential use of vacant time by the Company, to be negotiated with senior Community Learning and Development staff.)*
> - *Various office spaces – exclusive use 7 days per week as a community learning and development staff office.*
> - *First floor large board room – priority use on 4 mornings (Monday – Thursday) between 9.30am – 12.00pm, and 3 afternoons, (Tuesday – Thursday) between 12.30 – 4.30 for community learning and development classes.*
> - *GP Room 3 – priority use for Community Learning and Development organised adult learning programmes (including existing dressmaking class) for up to 4 mornings, 4 afternoons and 2 evening sessions per week (each session of up to 2.5 hours.)*
> - *First floor dance studio – priority use for Community Learning and Development organised activities on one weekday afternoon from 1.30 –*

3.30pm and one weekday evening from 6 – 8pm each week for youth dance type activities.

- *Games hall – priority use for Community Learning and Development organised youth work activities of half games hall on 2 evenings per week for one hour sessions between 7 and 10pm.*

- *Youth Discos – on one Friday evening per month (dates to be agreed), Community Learning and Development will have use of the first floor dance studio, GP Room 3 and the Coffee bar area, for youth disco events, between 7 and 10pm.*

Regular liaison to take place on an ongoing basis with Council Community Learning and Development staff to ensure the smooth operation of Community Learning and Development use and exploit opportunities for joint working wherever possible.

At the time of finalising this report, officers are awaiting confirmation of a suitable date to meet with the Beacon Management Committee to discuss proposals for the use of the spaces at the Beacon Centre for Community Learning and Development usage. There are ongoing partnership meetings between Sport Aberdeen and Aberdeen City Council, and there have been no requests to change the current allocation of space as set out above. It is noted that most of the community areas within 3Rs schools consist of 2 community rooms, and the space available within the Beacon Centre for Community Learning and Development use is significantly greater than some other 3Rs centres.

5.4.3 It is noted that retaining the 3Rs centres within the responsibility of the Council for the provision of community learning and development will cover many areas of the city, but not all areas.

5.4.4 It is also highlighted that the school use requirements are changing as a result of new developments and changes in demographics. This may lead to short term capacity issues within some schools schools, and this report should be considered in conjunction with the report on the Primary School Estates review, which is also on the agenda for this Committee.

5.4.5 With the above in mind, it is the view of officers that consideration should also be given to retaining community wings within all schools (3Rs and non 3Rs community schools), within the responsibility of the Council. This would mean that the community wings in non-3Rs schools would operate in the same way as that proposed for 3Rs schools (see appendix A.) This decision would also help ensure that there were adequate spaces for the provision of community learning and development for communities within Torry, Bridge of Don and Dyce.

5.5 Hillylands Centre

When the Summerhill Centre was closed in 2010, it had been planned that the Mastrick Young People's project would relocate to a new development at Hillylands. Since that time, budget decisions have resulted in a significant reduction in the number of staff available to deliver the service. In addition, since prior to the closure of Summerhill, the focus of planning of local youth activities by the Mastrick Young

People Committee has reduced, with local youth activities primarily being planned and delivered by the Council. This is now being addressed through the local Learning Partnership, which includes young people, working towards planning the overall youth development activity within the local area.

At the Education, Culture and Sport Committee of 24 November 2011, officers recommended that the centre was declared surplus to the requirements of Education, Culture and Sport. The Committee resolved to "instruct officers to refer the Hillylands Centre and Mastrick Young Peoples Project to the budget process for consideration in the 2012/13 budget."

The potential financial implications of using the Hillylands Centre as a staffed youth centre are as follows:

Staffing - £80k - £100k per year
Premises Costs - £10k per year (plus £13k rates)

Total revenue budget - £90k - £110k per year

Initial capital budget requirements - £20,000

Note - all figures are approximate.

There was no specific budget identified within the 2012/13 budget for this purpose. Officers therefore recommend that this property is declared surplus to the requirements of Education, Culture and Sport and reverts to the Corporate Asset Group.

5.6 Protecting Vulnerable Groups (PVG) Scheme

The Protecting Vulnerable Groups (PVG) Scheme was introduced by the government to replace and improve on the previous Disclosure scheme.

At the Special Education, Culture and Sport Committee on 28 March 2012, Management Committee volunteers stated how onerous the process was for Management Committees to check their volunteers and asked whether this would be something that the Council could take on. At the committee, the following decision was taken: "To instruct officers to investigate Council assistance in providing PVG checks, in consultation with management committees, and delegates to the Head of Legal and Democratic Services, in consultation with the legal representative of the community centres, the Conveners and Vice-Conveners of the Education, Culture and Sport and Finance and Resources Committees, any decision on whether the Council carries out checks or provides training and guidance."

Since this decision, officers have contacted Disclosure Scotland and have held discussions with the Council's legal advisors regarding the possibility of Aberdeen City Council acting as an "umbrella organisation" for PVG checks for volunteers working in leased community centres.

ACC as an umbrella body could process PVG checks on behalf of management committees, however, in processing these, the Council would need to enter into a

formal agreement to ensure that a management committee (this could be included within or as an addition to the Management Agreement):

1. Abides by the Code of Practice issued by Scottish Ministers regarding the correct handling. holding and destroying of Disclosure information as per Part v of the Police Act 1997.

2. complies with the Code of Practice and provide and assurance that those individuals for whom a PVG check is being sought, under the PVG Act 2007, that disclosure information will be used properly and fairly.

3. complies with the requirements of the Rehabilitation of Offenders Act 1974.

The Management Agreement, containing these amendments would require to be in place before applications could be processed.

The current cost of a new PVG membership is £59.00; an update report for an existing scheme member costs £18.00. Volunteers can have their application processed at no cost.

There would however be the cost of the internal administration processing time.

If the Council were to carry out PVG checks we would also need to ensure that each centre informed the Council of who their volunteers were and ensured that these volunteers and any new volunteers did not work at the centre until their PVG check had been obtained. This requirement would require to be included within the Management Agreement, or where Management Agreements are already in place/ until they are signed, be included within the conditions of the Development Grant funding.

It is noted that Council officers have been working closely with Management Committees to encourage them to carry out PVG checks on their staff and volunteers, however some centres state that they are struggling to carry out this requirement and resultantly there are some volunteers and staff working in community centres with access to children and vulnerable adults, who have not yet been checked.

6. IMPACT

This report relates to the Combined Community Plan and Single Outcome Agreement as follows:

- Protecting children and vulnerable adults
- 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

23/2/12 Education, Culture & Sport Committee, Community Centres
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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APPENDIX A:

Draft Operational Proposals for 3Rs Lifelong Learning Centres with existing Management Committees:

Management Committee

- Existing Management committees can choose to become area based or centre specific.
- The Management Committee will be independent to the Council, but will have close communication with the council.
- The Management Committee will have their funds transferred to their bank account and will be responsible for managing and maintaining their accounts, including getting these accounts appropriately checked on a regular basis. The MC will not require to send their accounts to the Council.
- The Management Committee will require to have their own constitution. This constitution should be shared with the Council.
- The Management Committee will not require to sign up to the Management Agreement that will apply to other community centres.
- It is anticipated that a brief partnership agreement will be entered into between the Council and the Management Committee.
- The Management Committee may choose to employ tutors or other staff to run specific learning classes. The Management Committee would be responsible for its own staff and volunteers.
- The Management Committee would be required to abide by the Council's bookings and lettings rules. This would include having appropriate insurance in place if they are running classes and ensuring that all their employees and volunteers are appropriately trained and checked.

Programming

- The Council will have overall responsibility for the programme.
- The Council will work in partnership with the Management Committee when developing the programme.
- The programme will require to meet the learning and development needs of the local community. The needs of the local community will be identified through the Learning Partnership.
- Given that existing programmes, developed through the Management Committees have been set up to meet the needs of the local community, it would not be anticipated that there would be significant changes to the existing programmes.
- The Council will work with the Management Committee to develop this existing programme.
- The Management Committee and the School Head Teacher will be encouraged to discuss how the programmes of the school and community learning align during the planning stage.
- The programme for the school and community learning will require to be submitted to bookings and lettings each Spring.
- The programme for the school and community learning will take precedence over external lets.
- There will be opportunity to develop the community learning programme throughout the year, depending on remaining space available.

Learning Partnership

- The Management Committee will be entitled to have a seat on the local Learning Partnership.
- The role of the Learning Partnership is to determine what the learning needs of the local community are, review what provision is already there, and work together as partners to seek to address gaps and areas of duplication.
- The Learning Partnership consists of a range of partners with access to a range of different spaces to deliver learning requirements.
- The spaces available through the Council will include the local 3Rs learning centre.

Links with School

- Strong partnership and effective communication with all partners, and particularly between the school, Communities team staff and the Management Committee is important to ensure that learning opportunities are maximised.
- The Management Committee will be encouraged and supported to maintain an effective dialogue with the school. Particularly in relation to effective programming, which includes ensuring that different programmed activities are compatible.

Insurance

- Under the proposal, it is not intended that a Development Grant will be provided to the Management Committees.
- However, if a Management Committee is employing staff or using volunteers to provide learning opportunities, then it is recognised that having suitable insurance is recommended.
- With this in mind, officers would be recommending that Management Committees are provided with an annual sum of £625 to be used for the purposes of procuring indemnity insurance, and public and employers liability insurance.

Staffing

- It is intended that the Council will put in place a Learning Centre Supervisor to oversee all the programmes within Learning Centres and deal with any operational issues, and a part time receptionist/ administrative assistant within each centre.
- The number of hours allocated for each receptionist/ administrative assistant will depend on the nature of the specific centre.
- The programming of hours for the receptionist/ administrative assistant will be done in consultation with the Management Committee, and to fit in with the specific needs of each programme.
- The receptionist/ administrative assistant will be employed by the Council, and will use Council systems.
- There may be opportunity for the receptionist/ administrative assistant to assist the Management Committee, for example in relation to the managing of learning class administration (which may include booking people onto course and receiving fees for classes for passing on to the Management Committee). Where specific activities are agreed to be done by the receptionist/ administrative assistant on behalf of the Management Committee, these will be agreed in writing in advance.
- The receptionist/ administrative assistant will not be available to manage the finances of the Management Committee or to minute meetings of the Management Committee.

ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**7 June 2012**
ACTING DIRECTOR	**Patricia Cassidy**
TITLE OF REPORT	**Community Learning & Development Funded Projects**
REPORT NUMBER:	**ECS/12/032**

1. PURPOSE OF REPORT

The purpose of this report is to note the decision under Standing Order 1(6)(b) for an exemption from the Council's Standing Orders on contracts and procurement in relation to the various external organisations which provide community learning and development services, commissioned by the Council. These organisations are: WEA, Aberdeen Lads Club, Printfield Project, Fersands and Fountain Community Project, Middlefield Project and St Machar Parent Support Project.

2. RECOMMENDATION(S)

It is recommended that the Committee:

(a) To note the decision to provide an exemption from the Council's Standing Orders on contracts and procurement, which was sought in order to allow the funding of community learning and development services from the following organisations: WEA; Aberdeen Lads Club; Printfield Project; Fersands and Fountain Community Project; Middlefield Project; and St Machar Parent Support Project (the "Funded Projects").

(b) Approve the allocation of the 2012/13 budget for the Funded Projects as set out in the Financial Implications section of this report.

3. FINANCIAL IMPLICATIONS

The total budget for these commissioned projects for 2012/13 is £659,408. This amount is contained within the approved budget for the service, however the expenditure for these projects has not yet been approved by Committee. The projects have been funded at comparable levels for a number of years.

The funding for each organisation is as follows:

WEA:	£39,780
Fersands and Fountain Community Project:	£232,677

Middlefield Project:	£104,766
Printfield Project:	£65,812
Aberdeen Lads Club:	£103,957
St Machar Parent Support Project	£112,416

This report asks the committee to note the decision to continue to fund these organisations while the Service Level Agreements continue to be finalised, and to approve the allocation of the budget as set out above.

The organisations listed above, include the budgeted income from the Council within their business plan for 2012/13. Any delay to the payments could result in cash flow difficulties for these organisations.

4. OTHER IMPLICATIONS

4.1 Legal Implications

Formal noting of the extension of the Service Level Agreements and the continuation of funding for these organisations is required to comply with the Council's Standing Orders.

The Council's Standing Order 1(3) states: *No tender shall be invited or contract entered into unless the total estimated expenditure has been previously approved by the Council. This requires specific Committee approval or the use of appropriate delegated powers. The allocation of a budget as part of the Council's budget setting process is insufficient.*

To comply with this standing order, the expenditure for the funded projects under these SLAs has been approved under delegated powers.

The review of the SLAs will ensure that they contain clauses required by the Standing Orders. It is anticipated that the new Service Level Agreements will be in place from the 1st July 2012.

5. BACKGROUND/MAIN ISSUES

5.1 Funded Projects

The service has historically provided funding to a number of organisations to deliver community learning and development activities on behalf of the Council. These organisations are all unincorporated charitable bodies.

As part of the decision to reduce the Community Learning and Development budget in February 2011, which included the budgets allocated for these projects, the Council decided that the budget reductions should not affect "effective funded projects". Although all these projects were "effective" in terms of delivering the outputs as agreed by the Council at that time, the significant budget decisions taken meant that there was a risk that the support for community, learning and development was not being delivered equitably across the city.

The services provided by the funded projects include childcare, youth work, adult learning and capacity building.

Within these funded projects an element of the funding received is used for under-pinning management and administrative costs which enable these projects to access funding/services beyond that of the funding from ACC into their areas of work.

WEA (Workers Educational Association Scotland) – This organisation provides adult and family learning opportunities for adults and families across Aberdeen. The funding is used across several areas of their work: parenting and family learning; an element of the Reach Out programme working with marginalised adults; work with the elderly; and community adult learning classes.

Fersands and Fountain Community Project – Two funds are provided; one for Fersands Community Project, one for Fersands Mini-Family Centre. The organisations provide a range of childcare and parent & child services. They organise a wide range of youth work activities for primary & secondary aged young people and young adults. They run some adult learning groups in partnership with a range of agencies. They provide support to the local community, including their management committee, to engage in community development. They run an after school club and support Woodside Network in partnership with Printfield Project.

Middlefield Community Project – This project organises extensive youth work activities, for primary & secondary aged young people and young adults. They run some adult learning groups in partnership with a range of agencies. They provide support to the local community, including their management committee, Middlefield Area Residents Action Group and a range of volunteers, to engage in community development. The project also runs an extensive range of childcare services which are primarily funded from another ACC service.

Printfield Project – This project provides childcare services. They provide youth work activities including clubs and playschemes for 5-16 year olds, mostly with primary aged children. They support some adult learning groups in partnership with a range of agencies and run a social enterprise charity shop. They provide support to the local community, including their management committee and Printfield Forum, to engage in community development. They run an after school club and support Woodside Network in partnership with Printfield Project.

Aberdeen Lads Club – This project provides childcare services including after school care. They provide youth work activities including clubs and play schemes for 5-18 year olds, with the largest groups being with primary aged children. They organise a community café. They lead the partnership that runs Feeling Great events across several regeneration areas. They provide support to the local community to engage in community development. The Club is run by an Executive Committee.

St Machar Parent Support Project – Provides support to pupils attending St Machar Academy or any of its feeder primaries and their parents/carers/families and to parents/carers/families living within the

catchment of the St Machar Learning Community whose child has additional support needs and attends a school run by Aberdeen City Council. This support aims to improve pupil attendance and attainment and improve parent's engagement with schools and their children's learning. The Project is run by a Management Committee.

5.2 **Review**

Officers have now commenced a comprehensive review of all funded activity, which is scheduled to be concluded around the end of 2012. This review aligns with the root and branch review currently underway for all Culture and Sport commissioned work.

As part of the early part of this work, officers have started to review the Service Level Agreements (SLAs) which are in place with each of these organisations. This has highlighted issues which require significant amendment and updating of the SLAs to improve the clarity of, and to modernise, the relationship between the providers and the Council.

This work is being carried out in conjunction with the Commercial and Advice Legal Team and is anticipated to be complete by the end June 2012. Legal have identified that all but one of the projects are run by unincorporated associations ("UAs"). A UA does not exist independently from its members and where a UA enters into an SLA with the Council its members are exposed personally to liabilities under the SLA. The UAs have therefore been given an opportunity to consider their legal status and some may choose to incorporate before they enter into the new SLA.

5.3 **Extension of current SLA periods**

Extension of current SLA periods, and approval to continue funding the organisations during this extension, is required to provide time to amend SLAs in line with policy and consult with service providers as necessary whilst ensuring that the contractual relationships are formalised in writing.

In line with Standing Orders, approval under delegated powers was sought from the Chief Executive, Head of Finance, Head of Legal and Democratic Services and Head of Procurement.

6. IMPACT

This report relates to the Combined Community Plan and Single Outcome Agreement as follows:

- Protecting children and vulnerable adults
- 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 the budget decision.

7. BACKGROUND PAPERS

None

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th June 2012
ACTING DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Cultural Grants 2012/13
REPORT NUMBER:	ECS/12/019

1. PURPOSE OF REPORT

To present to Elected Members the recommendations for Cultural Grants for the financial year 2012/13.

2. RECOMMENDATION(S)

It is recommended that members of the Committee agree:
(i). The allocation of cultural grants to the total value of £217,414.00 as presented in the appendix to this report.
(ii) The establishment of further application opportunities later in 2012/13
(iii) The 2012/13 'themes' for cultural grants as presented in the background/main issues section of this report.

3. FINANCIAL IMPLICATIONS

A total of £365,819.00 is available within the 2012/13 budget to support the Cultural Grants programme. Applicants were invited to be considered for support of up to 50% of the costs towards a cultural project or initiative, showing either match funding or an in kind contribution.

Forty eight applications were received, requesting funds of £336,131.70. At this time it is recommended to allocate cultural grants to the value of £217,414.00. This leaves a total of £148,405.00 remaining for this financial year.

In order to avoid any potential duplication of funding, applications were considered in the context of cultural provision across Aberdeen and, where possible, against other relevant funding opportunities provided by Aberdeen City Council. By providing up to a maximum of 50% of the project funding, the Council's proportionate level of exposure is reduced. The grant scheme is designed to encourage partners to

carefully examine the opportunities for a range of alternative funding streams, consider the further development of self sustainability within their projects and encourage partnership working and innovative approaches to the delivery of cultural opportunities for the community.

4. OTHER IMPLICATIONS

Officers considered a number of factors when presenting recommendations:

Reducing the level of dependency on Council grants which could result in organisations not being able to continue to operate should Council funding not be granted.

Where external funds will not be brought to the City if matching funds are not made available by the City Council.

Funds not being used by organisations for the purposes for which they were granted.

These risks have and will be continue to be managed through a robust assessment of each application and through systems to monitor and review funded activities throughout the year.

There are no additional legal, resource, personnel, property, equipment, environmental or health and safety implications arising from this report at this time.

5. BACKGROUND/MAIN ISSUES

5.1 Grants to Cultural Organisations

A table is attached as an appendix presenting the applications and the recommendations of the Cultural Grants Selection Panel for funding. The criteria for which the selection panel made the attached recommendations for the dispersal of funds included:

• Evidence of impacts on the objectives in Aberdeen's Single Outcome Agreement
• Evidence of links to 'Vibrant Aberdeen' – the Cultural Strategy for Aberdeen
• 50% match funding (in kind or financial contribution)
• Evidence of beneficial partnership working, and best value to the Council
• Evidence of best value to the City Council
• Evidence of activity happening within Aberdeen City and being for the benefit of Aberdeen City residents
• Where relevant, a report back on the use of last years funding.

5.2 Ineligible Applications

Four applications received did not meet the stated terms and conditions and have been deemed ineligible. This includes applications which had no match funding pending or secured, inappropriate legal status or requesting funding for the promotion of activity which would not have been available to all. Each ineligible applicant will be supported by officers to resubmit their application should a second application process be open and through the proposed restructure of the application process. For reasons for rejection please see appendix 1.

5.3 Review of External Investment for Culture and Sport

The PBB option ECS C_10, Root and branch review of commissioned arts and sports services is currently being conducted by Officers in the Education, Culture and Sport Directorate. Recommendations relating to this review, designed to achieve significant budget savings and to improve the return on the City's investment in external culture and sports providers, will be presented to Elected Members in Spring 2013. The cultural grants programme is subject to that review, and as such, Officers are working with several of the Cultural Grant supported organisations to assess the impacts of their work in the City, and will make recommendations accordingly.

5.4 Conditional Recommendations

Highlighted in the appendix 2 are applications which have been provisionally recommended for a grant. The provisional nature of these recommendations is based on the organisations ability to meet a number of different requirements. This includes confirmation of matching funding and providing further evidence on the impact and sustainability of the organisation or project.

Several of these organisations have funding applications or decisions pending from other external funders. Should these provisional recommendations be approved by Committee, only when these conditions have been met will funding be confirmed.

5.5 Restructuring of the Cultural Grants Applications Framework

Officers have identified a need to support unsuccessful applicants in their desire to develop stronger and more robust funding requests, and also design an application process which attracts new applicants and addresses clear gaps in the types of cultural provision in Aberdeen. Officers propose to use the following themes for future 2012/13 funding rounds:

> **Access and Participation** – to support organisations and projects that will breakdown barriers to cultural engagement, for those who are currently less likely to engage in cultural activity. This theme will seek to attract hard to reach groups, including those from disadvantaged communities.

Aspire – this theme will support innovative, high quality work, raising the profile of Aberdeen as an attractive and vibrant place to live and work. This programme will seek to support collaboration and partnership proposals, international and national opportunities, and the production of new work whilst enhancing the quality work already being made in the city.

Cultural Support – many of the applications received evidenced a need for additional support and training, both to improve the quality of their submissions and for more specialised input. This would include a need to improve fundraising initiatives, organisational structures, audience development, and community engagement, marketing and volunteering.

Previously, the scheme has supported a number of support agencies, to offer specialist cultural business, marketing and networking support. Unfortunately this is considered to have limited impact. By introducing a more tailored approach, organisations will receive support based on their needs as opposed to the current generic offering.

Public Art – The existing public art scheme was established in 2011/2 and has proven to be an effective way to engage city residents in cultural activity in public spaces. The fund supports the aims of the public art tool kit, encouraging and empowering residents, communities, artists and organisations to use public art as a key driver in developing the City. The tool kit, which is currently hosted on the council server with its own domain, www.publicartaberdeen.com, is an easy to use guide, providing information on the production of public art, contacts, funding sources and good practice.

This fund in 2011 supported the City's Olympics public art project 'Lightspeed' which will be presented as part of Aberdeen's Olympic torch relay celebrations. The fund also supported two community commissions, allowing communities a first time opportunity to commission public art. The EU funded 'Lively Cities' project has also benefited from the establishment of the fund.

There are significant benefits to restructuring the cultural grants scheme, including:

A greater incentive to organisations to develop higher quality applications and proposals.

Developing a wider range of quality engagement opportunities.

Ensuring more equitable access across the sector

Increasing the wider awareness and profile of Aberdeen City Council's priorities, cultural objectives and commitment to investment in culture.

Developing a stronger evidence base, performance indicators and more robust monitoring process.

Increasing the opportunities for new organisations to apply for support.

Reduced dependency on Aberdeen City Council funding.

Improved partnership and collaborative practice and a reduction in duplication

Improving accountability in the sector whilst supporting organisations to become stronger independent bodies.

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Organisations currently supported will be eligible to apply to the restructured investment scheme, but will be asked to consider where best they fit within the new themes and how they can develop further.

5.5 Internal Applications

As previous years, applications from council services have been assessed separately to ensure a fair and equitable process. Separating the internal and external applications provides Officers with an overview of circumstances where internal services could potentially support or work in partnership with external organisations or groups, providing better value and leading towards a more cohesive sector. The level of funding provisionally allocated to internal projects is based on an average of internal grant awards over the past five years.

6. IMPACT

All successful applicants must illustrate how their projects meet the key objectives of 'Vibrant Aberdeen' the City's Cultural Strategy.

'Vibrant Aberdeen' has five objectives:

- Establish a cohesive cultural sector.
- Increase community engagement in cultural activity.
- Improve the city's cultural profile.
- Increase investment in culture.
- Effectively monitor and evaluate the impact of culture.

Successful applicants must evidence a connection to one or more of the local outcomes in the Single Outcome Agreement. The projects proposed directly relate to strands of the following Local Outcomes:

Outcome 2, 'Aberdeen will have high quality employment opportunities for its citizens',

Outcome 3, 'People of all ages take an active part in their own learning to achieve their full potential' and 'Learning and training is appropriate and accessible to learner's needs.

Local outcomes for National Outcome 4, 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'.

Outcome 7. 'Improve the quality of life in our most deprived areas.'

Outcome 12, 'Aberdeen is widely recognised as a City with high quality natural assets, biodiversity, architecture and heritage which instill civic pride in its citizens.'

Outcome 13 'We take pride in a strong and inclusive national identity'.

Outcome 15, 'Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs.' Guidance for Community Planning partnerships, from the Scottish Government entitled 'Culture Delivers' states: 'Cultural provision and infrastructure is part of the drive for best value. High quality should be promoted, continually seeking to improve its impact on communities and taking account of local aspirations and needs. Cultural activity can also help other sectors and services deliver in ways more closely matched to peoples wishes, and can assist in engaging citizens with civic life'.

7. BACKGROUND PAPERS

Root and Branch Review of Commissioned Arts and Sports Services EC&S Committee March 2011. Cultural Grants applications 2012-13 lodged in Members Library.

Appendix 1 and 2

9. REPORT AUTHOR DETAILS

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Appendix 1

Cultural Grants – Please see below for frequent reasons for resubmissions, deferral or rejection of funding applications.

No match funding
Applications not fully completed or illegible
Projects with no or limited cultural component
Projects do not have clear outputs or outcomes
The group is not constituted as required by the grants criteria
Projects which were of limited value to the residents of the City, or primarily benefited those out with the City
The organisation has outstanding debt with Aberdeen City Council
The group cannot meet FTPP (Following the Public Pound) guidance and/or has not submitted the required reports against previous grant applications
No clear evidence of need and/or duplication of existing initiatives
Projects which included unrealistic costs or which were either over ambitious or unachievable
Projects with recurring costs which were not sustainable (ie, staffing)
Funding requested to cover a shortfall in previous revenue without demonstrating any benefits.
Evidence that the projects can be delivered without requiring additional financial support from Aberdeen City Council.
Inadequate or no monitoring or evaluation plans.

Council officers from a variety of backgrounds and knowledge work together to asses the wider value to the cultural sector of each application. All organisations who have been rejected for funding are contacted with individual feedback and supported, where necessary, to resubmit.

Feedback and additional support

Where time allows, Aberdeen City Council officers will contact organisations on receipt of their applications to seek further clarification or further information when appropriate. This is not always possible when applications are received close to the deadline for Committee reports. Applicants are offered a telephone call or face to face meetings to help improve their applications: a pre-submission meeting with the Cultural Policy and Partnership Officer is a criteria requirement for an application for funding support over £10,000.

In addition, officers provide advice and support to arts organisations with applications to Awards for All, Creative Scotland and other small grant funding streams.

Appendix 2
2012/13 Cultural Grant Recommendations

Category A – Up to £1,000
Category B- £1,000 - £10,000
Category C -£10,000 +

Category	Applicant	Project	Grant Requested	Award
A	Aberdeen Chamber Music Club	Concert Series 2012/13	£900.00	£675.00
A	Aberdeen Folk Club	50th birthday of Abdn Folk Club	£1,000.00	£750.00
A	Fersands & Fountain Community Project	Youth Festival & Gala Day	£992.00	£0
A	Fleeman Productions	David Toulmin Plays	£765.00	£765.00
A	Gordon Highlanders Museum & Piping Arts Ltd	Pipe Academy	£1,000.00	£1,000.00(Cond)
A	Grampian Festivals	Annual Highland Dancing Championship	£900.00	£500.00
A	Kim Walker & Limousine Bull Artists' Collective	Project Doocot Exchange	£760.00	£0
A	Learig Orchestra	Open Orchestra	£999.00	£0
A	Lemon Tree Writers	Cultural Event & Production of Chapbooks	£806.70	£480.00
A	Morven Singers	Contributing to the musical life of the City of Aberdeen	£100.00	£0
A	SCDF	Scottish Country Dance Festival 2013	£999.00	£0
B	AB+ Steering Group	Establish new cultural organisation to co-ordinate, champion and advocate the arts in Aberdeen	£10,000.00	Ineligible
B	Aberdeen Action on Disability Ltd	Musicability	£3,535.00	£0
B	Abdn & N-E Scotland Music Festival Assoc.	Annual Competitive Music Festival	£2,500.00	£0

B	Aberdeen Choral Society	General planning & performance of 2 concerts	£2,000.00	£1,000.00
B	Aberdeen Hindu Association	Core activities & year round religious festivals	£5,955.00	Ineligible
B	Aberdeen Sinfonietta	Music Hall Concert Series 2012-12	£6,000.00	£3,000.00
B	Aberdeen Youth Choir	Ongoing work of Aberdeen Youth Choir	£3,400.00	£2,000.00 (Cond)
B	Aurora	International Folk Dance & Music Festival	£1,500.00	£0
B	BeCause	Festival of Handel culminating in the production of oratorio	£3,300.00	£0
B	Bethany Christian Trust in partnership with Peacock Visual Arts	Home	£2,582.00	£2,582.00
B	Cultural Enterprise Office	Delivery of Cultural Enterprise Office services	£4,721.00	£0
B	Film Fund Initiative	Film Programme	£2,000.00	£0
B	Gordon Highlanders Museum & Arts Development	Battalion Bling	£2,900.00	£0
B	Granite City Highland Dancing Association	Granite City Highland Dancing Festival	£1,700.00	£1,000.00
B	Interesting Music Promotions	Music Promotion	£5,000.00	£0
B	N-E Scotland Music School Ltd	Development grant to allow continuation of existing work	£7,500.00	£2,500.00 (Cond)
B	Nigerians in the Diaspora Organisation Europe	Bringing Nigeria to UK North	£4,000.00	Ineligible
B	NEAT	Present professional touring theatre in Aberdeen City, Aberdeenshire, Angus & Mora	£3,000.00	£1,500.00 (Cond)
B	Pushing Out the Boat	Issue 12	£1,200.00	£1,000.00 (Cond)
B	Scottish Ballet	2 programmes of ballet and associated educational activities	£5,000.00	£0
B	SCO	Series of Concerts	£2,100.00	£0
B	Scottish Community Drama Association	Annual Programme	£3,000.00	£1,000.00 (Def)

B	Scottish Ensemble	Aberdeen Concert Series, Year 5	£10,000.00	£10,000.00
B	Scottish Opera	Performance & education activity in Aberdeen	£5,000.00	£4,000.00 (Cond)
B	Torry Arts Forum	Torry Arts Community Programme	£9,100.00	£6,825.00
B	Woodside Writers	Writers Group Book Publication	£2,000.00	£0
C	Aberdeen Artists Society	Cultural growth & expansion of Aberdeen Artists Society	£15,000.00	£0
C	Aberdeen Arts Centre	Programme of participatory arts	£42,000.00	£42,000.00 (Cond)
C	Aberdeen International Youth Festival	The Port	£15,000.00	£3,760.00 (Cond)
C	Creative Cultures Scotland	Ongoing work	£15,000.00	£0
C	Jazz Scotland	Aberdeen Jazz Festival	£20,000.00	£11,250.00 (Cond)
C	Limousine Bull Artists Collective	Promote contemporary art in Aberdeen	£10,530.00	£0
C	Peacock Visual Arts	3 Projects: Global Reach Inc; Shale Stories; Animation Festival	£11,980.00	£11,980.00 (Cond)
C	SC&T	Core activities	£20,000.00	£10,000.00 (Cond)
C	Sound	Sound Festival 2012	£18,000.00	£10,000.00 (Cond)
C	Station House Media Unit	shmu SOUND	£16,000.00	£10,000.00 (Cond)
C	University of Aberdeen	Flagship Programmes	£17,500.00	£7,000.00 (Cond)
C	Scottish Ballet	Dance Parallel	£16,907.00	£16,907.00
		total grant requested	**£336,131.70**	
			Total Recommended for Award	**£163,474.00**

Internal Grant Recommendations

Team	Project	Award
Aberdeen Art Gallery	House of Annie Lennox Exhibition	£10,000.00
Aberdeen Art Gallery	Lunchtime Concert Series	£8,000.00
City Moves Dance Space	Dance Live	£10,350.00
City Moves Dance Space	Step Forward	£3,600.00 (deficit)
City Moves Dance Space	Dance-A-Mazin	£0
Aberdeen City Libraries	Creative Writing Festival	£1,995.00
Arts Education	Arts Across Learning Festival	£13,000
Arts Development	100 Words	£4495.00
Arts Development	Faces of Political Heritage	£2,500.00
	Total	**£53,940**

Other Recommendations

Public Art Fund (inc community commissions)	£50,000
Cultural Support and Professional Development	£30,000
Access to Participation Scheme	£30,000
Aspire – new work/ showcases /events programme	£38,405

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th June 2012
ACTING DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Mary Garden Fund 2012/13
REPORT NUMBER:	ECS/12/020

1. PURPOSE OF REPORT

This report brings to the attention of the Committee a proposal from the Aberdeen International Youth Festival (AIYF) in relation to the Mary Garden Fund which is already agreed within the Common Good Fund budget. Up to five fully funded placements will be funded from the Mary Garden fund to local young singers, subject to application and audition.

2. RECOMMENDATION(S)

It is recommended that the Committee agrees the AIYF proposal to use the Mary Garden Fund to support up to five young promising singers from Aberdeen to attend an opera residency.

3. FINANCIAL IMPLICATIONS

The allocation towards the Mary Garden Fund within the Common Good fund is £1,500. There are no other financial implications.

4. OTHER IMPLICATIONS

There are no additional legal, resource, personnel, property, equipment, environmental or health and safety implications arising from this report at this time.

5. BACKGROUND/MAIN ISSUES

Within the Common Good fund, £1,500 is allocated to the 'Mary Garden Opera Fund'. In 2009, following Resources Management approval, the fund was utilised by AIYF for the first time in a number of years. Previously, and more traditionally, it was used as a cash award and for a

silver medallion which was presented to outstanding opera singers at AIYF.

5.1 The AIYF and Mary Garden Opera Fund partnership aims to:

- Provide the young students with a range of artistically challenging and creatively rewarding opportunities.
- Explore ways of making opera more accessible and to produce high quality performance opportunities for a range of audiences.
- Provide vocal and technical workshops for both student participants, the general public and local young singers.

5.2 Report back on 2011 Activity

In 2011, with the support of the Mary Garden fund, AIYF were able to accommodate 5 full placements to local students. This included expert tuition from senior Royal Scottish Academy of Music and Drama (RSAMD) musicians and directors and with local and internationally acclaimed opera singer Lisa Milne, including bespoke sessions for this particular group. Further to this the participants were given the opportunity to be part of productions during the residency period, such as working with the BBC Scottish Symphony Orchestra at the Proms in London. All the singers received a certification of award for their participation.

The placement student element has now become an important part of the project for a number of reasons that go beyond just enabling young singers to experience the opportunity of working in this intense way.

- It challenges the young singers from RSAMD
- It keeps the project fresh and outward looking and more than a change of scenery for the RSAMD performers and staff
- It allows more variety in the programming
- It offers more contact for AIYF to the local education and music sectors

It builds another key relationship with the University of Aberdeen Music department through the Opera society

5.3 2012 Proposal

For 2012 AIYF propose to continue the work they have developed to date and the Mary Garden fund will support

- 5 Subsidised placements to local singers, subject to application and audition.

- Expert tuition for the placement singers from the senior Royal Conservatoire of Scotland.

- Opportunities to be part of productions as part of the residency programme.

- A certificate and award memento in recognition of their participation

- Opportunities to see other festival shows

- Subsistence for the period of the residency

5.4 Promotion of the residencies

The Opera and Song residency will be promoted through a number of formal and informal sectors including:

- The University of Aberdeen Music department including the Opera Society
- North East Scotland Music School
- Aberdeen City Music School
- The Instrumental Music service manager, and through the school music service
- Private schools and singing teachers
- Creative cultures and Aberdeen City websites
- AIYF website
- General press release.

6. IMPACT

The proposal will involve up to five placements being made available to young people from the City to participate in a residency, with expert tuition and opportunities to perform during the Youth Festival. The Mary Garden Fund supports the delivery of Single Outcome Agreement National Outcome13: 'We take pride in a strong and inclusive national identity'. The project proposed also directly relate to strands of the following Local and National Outcomes:

Outcome 3, 'People of all ages take an active part in their own learning to achieve their full potential' and 'Learning and training is appropriate and accessible to learner's needs.

Additionally, the initiative relates to both local outcomes for National Outcome 4, 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens', and Outcome 12, 'Aberdeen is widely recognised as a City with high quality natural assets, biodiversity, architecture and heritage which instill civic pride.'

The Aberdeen City Cultural strategy, 'Vibrant Aberdeen' has five objectives:

• Establish a cohesive cultural sector.
• Increase community engagement in cultural activity.
• Improve the city's cultural profile.
• Increase investment in culture.

• Effectively monitor and evaluate the impact of culture.

7. BACKGROUND PAPERS

Mary Garden Opera Fund Resources Management Committee 050509
Mary Garden Opera Fund Finance and Resources Committee 060510
Mary Garden Opera Fund Education, Culture & Sport Committee 240311

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**7th June 2012**
ACTING DIRECTOR	**Patricia Cassidy**
TITLE OF REPORT	**Future Delivery of Cultural Services**
REPORT NUMBER:	**ECS/12/026**

1. PURPOSE OF REPORT

As part of the Budget decisions for the 2011/12 financial year, officers were instructed to assess the appropriateness of the Museums and Galleries Service "moving to a cultural trust" to effect savings throughout the third year onwards of the Five Year Business Plan. The Committee agreed at its meeting in March 2011 that this work be undertaken through an options appraisal, and include the related budget decision in respect of catering services managed by Education, Culture and Sport (catering in Museums and Galleries, and the Beach Ballroom).

Using the corporately procured partner for the implementation of a number of budget-led decisions, KPMG, the options appraisal has now been concluded. Officers received a briefing on the findings on 6th February. The final report has now been received.

2. RECOMMENDATION(S)

1. To note the findings of the KPMG Strategic Outline Case, in particular that the projected recurring annual savings would be less than the required PBB savings identified by the Council.

2. To instruct officers to continue discussions with partners as to the viability of more formal arrangements to delivery cultural services in the city, including the undertaking of a joint options appraisal.

3. To instruct officers to report to a future meeting of the Committee on the outcome of the discussions and appraisal.

3. FINANCIAL IMPLICATIONS

3.1 The savings from PBB were £229,000, calculated on the potential savings to be achieved from the reduction in the Non Domestic Rates liability for both Museums and Galleries, and the Beach Ballroom.

3.2 The sum of £250,000 has been budgeted in 2011/2012 and was included in the Service Options ECS C_3 and £100,000 in ECS C_22, in order to cover the costs of externalisation, which includes the options appraisal, and all the necessary legal and financial work required on the part of the Council to manage the move to an arms-length body. Further work can be funded within the sum still available.

4. OTHER IMPLICATIONS

Legal and policy context:

Local Authorities have a wide-ranging statutory role to ensure cultural provision.

The specific legislation relating particularly to museums includes:

- The Public Libraries Consolidation (Scotland) Act 1887, Section 10, gives local authorities power to purchase, rent or construct libraries, museums and galleries, and to maintain and furnish those buildings. Section 21 gives authorities power, amongst other things, to purchase books, works of art, maps and other articles, to lend out books and other items and preserve and sell books and other items. The Act also requires local authorities to *"manage, regulate and control all libraries or museums or galleries"* and creates restrictions as to how they may charge for these facilities.
- The Local Government and Planning (Scotland) Act 1982; Sections 14 to 17. Section 14(1), as amended by Section 128 of the Local Government etc. (Scotland) Act 1994, places upon local authorities a duty to "ensure *that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural, and social activities".*
- The Local Government etc. (Scotland) Act 1994, Section 53, requires local authorities to make *"proper arrangements"* for the preservation and management of their records, in consultation with the Keeper of the Records of Scotland. Section 54 addresses the use, acquisition and disposal of records (which will include culturally significant archives). Section 54(1)(d) in particular gives authorities power to hold exhibitions of records and conduct lectures about them.
- The Local Government in Scotland Act 2003 deals with arrangements for Community Planning, which embraces planning for cultural activities The Act also places a duty on local authorities to achieve Best Value, to initiate and facilitate community planning and gives them the power to advance community well-being (section 20) in the context of Community Planning.

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

- Preparing an authority-wide cultural strategy and action plans
- Ensuring the strategy and plans meet reflect the cultural needs of its area

- Create a supportive infrastructure, providing adequate facilities for cultural, sporting activities etc in line with statutory responsibilities
- Provide services, either directly or by commissioning them from voluntary or private sector bodies
- Contribute to the strategies and plans of other bodies, acting in partnership.[1]

In addition, Museums Galleries Scotland has a sector-specific *Quality Improvement System for Museums and Galleries* and the Scottish Government has introduced a quality improvement framework, *How Good is Our Culture and Sport* – developed to help the government and local authorities, and others engaged in making provision for culture to self-evaluate the provision with regard to quality and inclusiveness.

5. BACKGROUND/MAIN ISSUES

KPMG were contracted to undertake the options appraisal and officers provided an update report to Committee in February. At that time, a draft report had been received from KPMG, and their final report has now been received. The update to Committee reported that the options appraisal would be realised as a Strategic Outline Case as a result of KPMG's findings and as detailed below.

The KPMG Executive Summary is included below:

"Introduction

Aberdeen City Council (ACC) is seeking to deliver better and greater levels of service from a lower resource base. Consequently the Council's Directorates have been investigating alternative delivery models (ADMs) that allow both greater commercial flexibility and enable the delivery of the Council's priorities and objectives.

In this context, the Council has been exploring the potential service and financial benefits which could accrue from an alternative means of delivering a range of cultural services that in the main are currently managed by the Directorate of Education, Culture and Sport.

ACC has commissioned KPMG to advise on:

a) Which Council services, in addition to the Museums and Galleries Service, should be included in the scope of any arms-length organisation;

b) The merits or otherwise of the Council creating an arms-length organisation for the delivery of cultural services – including a qualitative and quantitative assessment of costs, benefits and risks;

c) The most appropriate governance arrangements for the arms-length organisation, including the possibility of community ownership of assets (e.g. a Social Enterprise or Community Interest Company; a Company Limited by Guarantee; an Industrial and Provident Society; a Scottish Charitable

[1] Implementation of the National Cultural Strategy: Guidance for Scottish Local Authorities, March 2003.

Incorporated Organisation) and contracting out delivery of service, along with integration within any of the existing City Council Trust structures;

d) The viability of any new body, or other partnerships envisaged, including its ability to reduce its dependency on the Council over a period of time; and,

e) Whether the Council should retain ownership of the collections held by Museums and Galleries, and any other relevant collections.

…This document represents the final deliverable for the engagement. It is presented as a Strategic Outline Case and covers the case for change, an analysis of a range of options available and the indicative financial and non financial benefits which may be gained. "

"Findings

Our findings are as follows:

- An ADM for cultural services has strong alignment with both the Council's and other organisations' business strategies and there is a strong case for change.
- Our recommendations are that in addition to the Museums and Galleries Service (including catering), the Beach Ballroom; Arts Development; Arts Education; Citymoves; City Archives and the Libraries and Information services should be included within the scope of an ADM for cultural services.
- Following evaluation of a long list of options, a new Arms Length External Organisation (ALEO) for the in-scope culture services was deemed to be the preferred option. It was therefore agreed to further investigate the option of an ALEO for cultural services.
- A preliminary cost-benefit analysis, undertaken on an incremental basis (i.e. considering those items of income and expenditure which are likely to change as a direct consequence of the creation of an ALEO) suggests that the creation of an ALEO for the in-scope cultural services would realise a recurring net financial benefit of £44,800 from the second year of operation. The net present value of the benefit over the first five years is £67,297. The recurring net financial benefit of £45,800 is less than the figure included in the PBB assumptions (£229,000). Therefore, to achieve the PBB targets other changes to the operation of cultural services within the ALEO to either reduce operating costs or increase income would be required.
- Non-financial benefits include an improvement to outcomes as a result of the additional focus and specialism a sector specific organisation can bring; the potential to recruit a Board that can increase business opportunities and community involvement; the potential to bring in additional professional expertise; the potential for decisions to be quicker and more reactive to the needs of the business, and the creation of a new organisational 'mindset' that encourages and rewards entrepreneurial approaches. In addition, there is also the role that an ALEO may play in contributing towards a number of social and economic outcomes within the City.
- Our recommendation for the most appropriate governance arrangement for the Culture ALEO is a Company Limited by Guarantee with charitable

status. The Council has used this form of corporate structure previously in the context of ALEOs and is therefore familiar with the structure.

- The viability of the ALEO will be dependent on strong leadership; having the right balance of skills and experience for the efficient and effective administration of the ALEO; a strong business plan and risk management strategy; the ability to generate extra income from trading; access to external funding and continuously seeking to improve performance and efficiency and learn new and better ways of delivering activities.
- We recommend that the Council retains ownership of the collections, rather than transfer them to an ALEO. The Council and the ALEO can enter into a collections agreement to permit the ALEO to make use of the collections in the provision of its services and to oblige the ALEO to maintain and conserve the collections on the Council's behalf. "

"Overall Summary

The case for change is more convincingly made with regard to the instrumental effects a Cultural ALEO may have in terms of improved service provision and in the ability to address some of the long standing challenges identified by consultees, such as the need for more effective collaborative networks and coherent strategic delivery across several services and agencies.

The economic case is less compelling in terms of direct savings made by ACC, however it is worth noting the consequent additional economic impact to the City that might arise from strategic cultural planning that focuses on, for example: arts graduate retention, creative industries development and using the cultural offer to market the city-region to visitors.

The City of Culture (CoC) bid 2017 was cited by many as an opportunity to advance the creation of a new ALEO, however we are clear that the benefits of the CoC bid and a new ALEO are not synonymous – rather the CoC bid could be seen as a means to catalyse the creation of an ALEO should it be acknowledged that such a vehicle would be in the long term interest of cultural service delivery in the City."

The Executive Summary from the Report by KPMG is in the Members Library.

While carrying out the options appraisal, KPMG met with a number of the Council's partners, some which it supports financially and some with whom it works on an ongoing basis. As a result, they found that there was interest from a number to explore possible more formal arrangements, to either include aspects of the Council's cultural services, or to establish a new body to include both services which they operate, with those of the Council.

Officers have begun to ascertain the willingness of these organisations to make public their interest and also to jointly discuss what proposals might have merit to investigate in more detail. These organisations will require to undertake their own internal decision-making. To ascertain the viability of any different formal arrangements a specification for an options appraisal will be agreed and work carried out by KPMG, within the terms of their contract with the Council.

Funding for the work is available from the budget already agreed for the project and the Council will pay an equal share with the other organisation(s) also involved. The recommendations instruct officers to continue these discussions in order to be able to report back to Committee as soon as possible.

6. IMPACT

The report relates to Outcome 13 in the Single Outcome Agreement, 'We take pride in a strong, fair and inclusive national identity'. Museum collections are held in trust for all of society.

The report also relates to the key aims set out in the Arts, Heritage and Sport strand of the Community Plan, in particular:

- To encourage access to and participation in the City's cultural life
- To support cultural activities which have a positive impact on the social, economic and cultural development of the City
- To strengthen support for and ownership of the city's distinctive cultural character

The report is consistent with the City's cultural strategy, 'Vibrant Aberdeen' as the proposals seek to increase community engagement in cultural activity, to improve the city's cultural profile and through working with partners to increase investment in cultural activity.
This report is likely to be of interest to the public as it includes a number of key and unique city centre institutions (in particular, the Art Gallery and the Maritime Museum) with local heritage, national and international profiles.

The proposal is likely to have a neutral affect on most citizens; the perception of the issues highlighted above potentially having a negative impact on the *Older* and *Others (Poverty)* equalities target groups will be positively dealt with within the options appraisal and other work.

7. BACKGROUND PAPERS

Future Delivery of Cultural Services, Strategic Outline Case, Final Report, KPMG, April 2012
Report to Council 10th February 2011, Revenue Budget
Report to ECS Committee 24th March 2011, "Move to a Cultural Trust"
ECS Committee Information Bulletin February 2012

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	7th June 2012
ACTING DIRECTOR:	Patricia Cassidy
TITLE OF REPORT:	Sports Grants
REPORT NUMBER:	ECS/12/021

1. PURPOSE OF REPORT

This report brings before the Committee applications for financial assistance from three sports organisations and makes recommendations for these applications.

2. RECOMMENDATION(S)

(i) That the Committee considers these applications and approves the following recommendation:

Aberdeen Rugby League Club	£640
Aberdeen Youth Rugby Association	£13,000
Stoneywood – Dyce Cricket Club	£0

3. FINANCIAL IMPLICATIONS

The sports grants budget for the 2012/13 financial year is £98,181. Assuming that the recommendation is approved there will be £84,541 remaining in this budget.

An additional sum of £25,000 was agreed by Council in February to support sports activity for young people. This will be the subject of future reports to Committee and is not covered in this report.

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 2012/13 has been set by the Council at £103,703.00. Sports Grants application forms and guidelines are available on the Aberdeen City Council website www.aberdeencity.gov.uk/sportsgrant. These documents are also available in hard copy upon request.

The grant criteria are 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.

Officers support organisations with feedback and information about how to improve the quality of their application, where deadlines allow, and if it is requested. For more information about frequent reasons for resubmission, deferral or rejection please see appendix 1.

5.1 Aberdeen Rugby League Club

Aberdeen Rugby League Club (ARLC) are a newly constituted club which aim to provide opportunities for residents to participate in the sport. The club have a vision to become Scotland's top Rugby League side and attract national fixtures to the city. They currently have one adult team and two junior team competing at under 15 and 17 age group and are looking to create two additional squads this year.

The main outcomes of the project are to:

- Increase participation through provision of coaches to run sessions in schools
- Increase female participation via provision of coaching for a ladies squad
- Increase club participation through running additional under 17 and adult squads
- Increase the number of qualified coaches and volunteers leading to a better quality coaching and volunteer base and a more sustainable club.

The purpose of the funding request is for financial assistance towards helping the club to expand during 2012 and beyond. This will be through supporting the purchase of new kit, equipment, travel costs and by funding individuals to attend coach education.

The full amount requested on the application was £4895. It is recommended that the sports grant funding provide financial assistance of £640 towards the equipment purchase and coach education level 2 costs elements. The full request is not recommended for approval as it is does not fully meet the criteria of the sports grant, does not evidence impact on development of sport locally and can be supported by other funding streams such as **sport**scotland.

In return for this the club will support the delivery of rugby league coaching to senior 1 and 2 pupils at the Aberdeen Grammar school and continue to work towards ClubCAP, Aberdeen city's club accreditation scheme.

Funding Requested	Funding Recommended
£4895	£640

5.2 Aberdeen Youth Rugby Association

Aberdeen Youth Rugby Association (AYRA) has submitted an application seeking support for continued partnership funding in support of a Rugby Development Officer in the City.

The main aim of AYRA is to provide physical activity opportunities and promote and develop rugby as a readily accessible and fully inclusive sport to boys, girls, men and women within Aberdeen City. This will be achieved through the employment of a dedicated full time rugby development officer. The players introduced to the sport will have pathways to continue their rugby development through the local city rugby clubs.

The main outcomes of this project are to:

Increase the number of participants at schools and clubs participating in rugby
Increase in the number of secondary schools playing rugby and participating in local, regional and national levels of competition.
Increase in the number of quality of coaches in Aberdeen City to improve the quality and safety of coaching at all age groups in schools and clubs.

The Development Officer will work closely with the City's Active Schools Network and secondary PE departments to support an enhanced programme of school based curricular and extra curricular activities, including the promotion of after school rugby clubs and the development of school teams and competitions.

Pupils will have the opportunity to experience rugby with school friends at an assessable environment. These clubs also give the pupils the opportunity to develop skills and experience which will allow them to join an established junior club within the City without feeling intimidated by their lack of knowledge.

Outside school there will be development of participation and involvement through the local clubs by encouraging and supporting young people to become active members of the club youth and adult sections as players, coaches, referees or volunteers.

The Development Officer will be the link with the junior clubs in the City and will act as the "known" face at the club to assist the transition from school to club involvement on club evening and weekend sessions. Player development programmes will be planned and implemented through the clubs to increase

player enjoyment, improve playing standards and promote lifelong involvement in the sport.

The sport will be played in safe, fun, community based environments at local rugby clubs and community venues closely linked to local schools, colleges and the wider community. There will be a particular drive to make the game accessible through identifying appropriate locations for activities and to promote activity among underrepresented groups such as teenage girls and women, economically disadvantaged and marginalised people and ethnic minority groups.

AYRA is currently being reviewed by Officers as part of PBB option ECS C10, the Root and Branch Review of Commissioned Arts and Sports services. The findings related to this budget saving will be reported to Elected members in March 2013. This will provide comprehensive recommendations for the future allocation of budgets to local sports organisations that have received a significant investment from Aberdeen City Council over the past few years and may result in some realignment of the City's investment in the sport of rugby.

Funding Requested	Funding Recommended
£13,000	£13,000

5.3 Stoneywood – Dyce Cricket Club

Stoneywood Dyce Cricket Club was formed in 1991 from an amalgamation of neighbouring Stoneywood Cricket Club and Dyce Cricket Club with the club currently occupying an area adjacent to the airport.

The club has three adult teams and alongside this has been creating a vibrant junior section who compete at under 11, 13, 15 and 17 level.

The application received from the club seeks a substantial amount of financial support towards the installation of a two bay fixed practice area and the upgrading of junior changing facilities.

Elected members may be aware that Aberdeen City Council has recently invested in the installation of three artificial cricket pitches in the city at Harlaw Road Playing Field, Hazlehead Academy and finally Harlaw Academy playing fields. These pitches show a commitment to the development of cricket in the city for all.

Unfortunately the application submitted by Stoneywood Dyce Cricket Club does not meet the criteria of the sports grants as budgets cannot used for capital work. Should this funding recommendation be agreed, Officers will meet with the club to support them to identify other funding streams which may be more appropriate to their needs.

Funding Requested	Funding Recommended

£10,000	£0 application does not meet criteria

5.4 Review of External Investment for Culture and Sport

The PBB option ECS C_10, Root and branch review of commissioned arts and sports services is currently being conducted by Officers in the Education, Culture and Sport Directorate. Recommendations relating to this review, designed to achieve significant budget savings and to improve the return on the City's investment in external culture and sports providers, will be presented to Elected Members in Spring 2013. The sports grants programme is subject to that review, and as such, Officers are working with several of the sports Grant supported organisations to assess the impacts of their work in the City, and will make recommendations accordingly.

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 relates closely to the objectives of "Fit for the Future, the sport and physical activity strategy for Aberdeen City (2009-2015)". These objectives are:

Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
Provide a comprehensive and high quality range of sports facilities in Aberdeen.
Maximise social, educational, health and economic benefits of sport and physical activity in Aberdeen.
Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
Raise the profile of sport in Aberdeen.

7. BACKGROUND PAPERS

Grant applications from AYRA, Aberdeen Youth Rugby Association and Stoneywood-Dyce cricket club lodged in the Members Library.

8. REPORT AUTHOR DETAILS

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Appendix 1

Sports Grants – Please find below frequent reasons for resubmission, deferral or rejection of funding applications

- Application forms not fully completed or illegible
- The benefits of the initiative do not clearly show the primary benefit is to residents of the City, but to a wider demographic
- Projects do not have clear outputs or outcomes
- Match funding is either not confirmed (in which case an application is deferred) or indicated.
- There is no evidence of need ascertained, of wider benefit, and/or there is evidence of duplication of services already supported by Aberdeen City Council
- The organisation or Club has outstanding debt with Aberdeen City Council
- The club cannot meet FTPP (Following the Public Pound) guidance and/or has not submitted reports against previous grant allocations
- The group or club is not constituted as required by the grants criteria
- The group or club does not have a bank account with two authorised signatories
- Applications for transport represent a significant proportion of the grant with no evidence of participants subsidising travel
- Requests to visit or train at facilities out with the City may be rejected if similar facilities are available locally
- Projects or requests for staffing do not evidence any forward planning recognising future stability
- Standards of coaching or volunteering do not meet acceptable standards
- There are inadequate or no monitoring and evaluation plans

Feedback and additional support

Council Officers from a variety of backgrounds and knowledge work together to assess the wider value to the sports sector of each application.

Where time permits, Aberdeen City Council staff will contact organisations on receipt of their applications to seek clarification or further information. This is not always possible when applications are received very close to the deadline for Committee reports. Organisations are offered a telephone call or a face to face meeting to help improve their applications.

Where applications are recommended for deferral or rejection, organisations are contacted and offered verbal or written feedback to support a resubmission.

In addition, Officers provide advice and support to sports organisations with application to Awards for All, and other small sports grants funding streams.

EDUCATION, CULTURE AND SPORT COMMITTEE - COMMITTEE BUSINESS
7 JUNE 2012

Please note that this statement contains a note of every report which has been instructed for submission to this Committee. All other actions which have been instructed by the Committee are not included, as they are deemed to be operational matters after the point of committee decision.

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
1.	Special Education, Culture and Sport 28 October 2010 Article 2	**Learning Estate Strategy (Schools) – Rezoning Exercise (Secondary)** At its meeting of 28 October 2010, the Committee resolved, amongst other things:- 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. 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.	**A report on the primary school estate is included on the agenda.**	Head of Educational Development, Policy and Performance	**Early 2012**	
2.	Policy & Strategy	**Strategic Music Partnership – Big Noise: Sistema Scotland**	**An update is included in the Information Bulletin.**	Head of Communities,	**24.11.11**	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
	(Education) 9 June 2009 Article 11 Education, Culture and Sport 8 October 2009	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 committee bulletin on 15 September 2011.		Culture and Sport		
3.	 Education, Culture and Sport 24 March 2011 Article 19	**Reduced Communities Team / Leased Community Centres –** The following decisions for further reports remain outstanding. All implemented decisions have been removed from the statement - 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	**Updates are noted against individual decisions and a further report is included on the agenda.** **(i) Detailed analysis of all funded activity – this work is ongoing and it is planned**	Head of Communities, Culture and Sport	Various – see below	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
		into consideration a social and economic impact analysis of each activity, reporting back to an appropriate Committee; and (ii) 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.	**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 interim report will be brought to committee in May/ June 2012.**			
	Education, Culture and Sport 15 September, 2011 Article 13	The Committee agreed, amongst other things, to receive reports as follows:- (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; (ii) Hillylands – To take no action at present, and officers instructed to report back to the Committee on Mastrick Young People's Project.	**On 24 November, 2011, the Committee agreed:-** **(i) To note the ongoing work in relation to Rosemount Community Centre;** **(ii) To refer the Hillylands Centre and Mastrick Young People's Project to the budget process for consideration in the 2012/13 budget.**			
	Education, Culture and Sport 23 February 2012 Article 6	The Committee agreed, amongst other things, to receive reports as follows:- (i) on the best way to deliver community benefit using the 3Rs buildings and Torry Youth Centre, after discussing the matter with management committees.				

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
	Education, Culture and Sport 28 March 2012 Article 2	The Committee agreed, amongst other things:- (i) that each community centre lease be reported to the Committee on a case by case basis for approval; and (ii) to receive further reports on the progress of signing community centres up to the management agreement. In relation to (i) immediately above, the Council, on 4 April, 2012, noted that the examination on a case by case basis by the Committee will prevent any fettered discretion, and instructed that management committees seeking to make amendments to the management agreement for local considerations should be able to do so at the point of the lease being examined by the Education, Culture and Sport Committee.				
4.	Education, Culture and Sport Committee 24 March 2011 Article 10	**Provision for Children With Additional Support Needs – Raeden** 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. 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	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	Head of Educational Development Policy and Performance	**02.06.11**	**June 2012**

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
		principle to the closure of Raeden Nursery; the allocation of children to the 3 proposed developmental nurseries; the temporary decant of children to the former Braeside School, to enable the construction of the new school and campus on the site of the Raeden Centre, subject to the approval of the business case by the Finance and Resources Committee. 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:- (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; (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; (iii) appropriate officers continue to consider other funding arrangements; (iv) a full report is submitted to the next Finance and Resources Committee on the outcome of the above; and (v) to instruct that everyone with an interest be advised immediately that a decant in the summer recess was unlikely.	presented to the Finance and Resources Committee on 16 June 2011. **A verbal report is included on the agenda.**			

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
5.	Education, Culture and Sport 15 April 2010 Article 20	**Cordyce Project** 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. The Committee received an oral update at its meeting on 18 November 2010, and resolved:- (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; (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 A bulletin update was provided to Committee on 2 June 2011, and officers	**This has been incorporated within the Inclusion Review, and officers recommend that the item is removed from the statement.**	Head of Educational Development Policy and Performance	**18.11.10**	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
		will aim to provide a full report to the September meeting, following discussion with the architects involved.				
6.	Finance and Resources 17 June 2010 Article 34	**Tullos Swimming Pool – Internal Works** The Committee had under consideration a request from Education, Culture and Sport Committee to consider urgent funding from the Capital Plan to carry out works to the interior of the Tullos Swimming Pool. Members expressed their concern that not enough detail was included within the report, and questioned why the repairs had not been carried out at a much earlier date. The Convener expressed his concern that the Service Committee was requesting capital funding for the repairs and intimated that Service Committees should take ownership of their Non Housing Capital 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. 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	At its meeting on 18 November 2010, the Committee resolved:- **(15)** to note that the review of water in the city would take approximately a year to complete, and to therefore amend the "report expected" column to September 2011; and (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. **The Committee on 24 November 2011 agreed, amongst other things:-** **(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**	Director of Education, Culture and Sport	**07.06.12**	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
		benchmarking of Aberdeen against Dundee, Edinburgh and Glasgow.	**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** **(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.** **This item is <u>recommended for removal</u> in light of the decision taken at the budget meeting in 2012 to reopen the pool.**			

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
7.	Education, Culture and Sport 27 May 2010 Article 14	**Progress report on proposals to redevelop Aberdeen Art Gallery and report on improving access to the Museums and Galleries collections** **The Committee resolved:-** to instruct officers to prepare a capital business case for further consideration and report to the Education, Culture and Sport Committee on 16 September 2010, and Finance and Resources Committee on 28 September 2010, to include recommendations on the most appropriate option to redevelop the Art Gallery, and on the commitment the Council is being requested to make at that stage. At its meeting on 18 November 2010, the Committee agreed that a fundraising campaign be progressed at no net cost to the Council.	**A report is included on the agenda.**	Head of Communities, Culture and Sport	**15.09.11**	24.11.11
8.	Council Budget 10 February 2011 Education, Culture and Sport Committee 15 September 2011	**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 (PSAs). 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.	**A report was submitted to the Committee on 23 February, providing the outcomes of an impact survey on the reduction of PSA hours. This was noted with concern, and officers were instructed to conduct a further educational impact assessment in consultation with schools, parents, trade unions and PSAs, reporting back to Committee by Autumn, 2012.**	Director of Education, Culture and Sport	September 2012	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
9.	Education, Culture and Sport Committee 24 March 2011 Article 15	**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. 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.	**A report is included on the agenda.**	Head of Communities, Culture and Sport	**24.11.11**	**23.02.12**
10	Education, Culture and Sport 15 September 2011 Article 15	**Newhills Primary School** 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	**A verbal report was provided to the Committee on 23 February, and officers were instructed to continue to progress the matter in discussion with Scottish Futures Trust, and report back on progress and timelines to a future meeting.**		September 2012	

No	Minute Reference	Committee Decision	Update	Lead Officer(s)	Report Due (items in bold are overdue)	Report Expected (if known)
		funding was approved for a new school at Newhills.				
11	Council 6 October 2011 Article x	**Pupil Representation** Council instructed officers to prepare a full report into the membership of the Committee including how best to achieve pupil involvement.	**To be reported in September.**		**23.02.11**	05.06.11
12	Education, Culture and Sport 24 November 2011 Article 14	**SQA Attainment Figures** 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 has been emailed to the Committee. This item is now recommended for removal.**	Head of Educational Policy and Performance	23.02.12	
13	Education, Culture and Sport 24 November 2011 Article 15	**In-zone Placing Requests** 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.	**An update is attached to the statement and the item is recommended for removal.**		07.06.12	

APPENDIX

Placing Requests in Aberdeen City Schools

A detailed outline of the current procedures used to deal with placing requests for Aberdeen City Schools is available in the member's bulletin. This includes a statistical summary of placing requests dealt with in session 2011/12 and the current numbers being processed for August 2012.

As instructed by committee the Education service has reviewed its procedures and considered options to reduce the number of placing requests refused to in-zone pupils. These options have included:-

- Increasing capacity at schools under pressure for school places
- Increasing reserve places for schools that have a history of families moving into the area during the academic session
- Processing placing requests and the appeals procedures as quickly as possible to ensure that families are clear about what options are available

For your information during the session 2011/12 only 13 pupils whose families moved into zone during the school session could not be offered a place in their zoned school.

All these pupils were offered alternative education provision.

EDUCATION, CULTURE AND SPORT COMMITTEE

MOTIONS LIST

7 JUNE 2012

Please note that this statement tracks all Notices of Motion submitted by members, until the point of disposal. The motion will remain on the statement until the Committee has agreed to remove it.

No.	Motion	Date of Council Meeting	Committee Motion referred to / date/ decision of Committee	Action taken / Proposed Future Action	Responsible Head(s) of Service	Due Date	Is authority sought to remove motion from list?
1.	Motion by Councillor Cormack "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."	18/11/09	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);	**The instructions of the Committee in respect of this motion have been actioned.**	Head of Communities, Culture and Sport	24/3/11	**Yes**

No.	Motion	Date of Council Meeting	Committee Motion referred to / date/ decision of Committee	Action taken / Proposed Future Action	Responsible Head(s) of Service	Due Date	Is authority sought to remove motion from list?
			(ii) to request that officers circulate details of the book "Granite – A Story of the Granite Industry in Aberdeen" by David Miller to all members of the Committee for information; (iii) to request that officers investigate the possibility of providing each school library with a copy of the book; (iv) to request that officers keep the committee updated with progress on the motion through the information bulletin; and (v) to thank staff for their work on the matter.				

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th June 2012
ACTING DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/12/025

1. PURPOSE OF REPORT

The purpose of this report is to:

provide Elected Members with a summary of performance data up to 31st March 2012 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 31st March 2012 and note the progress toward service plan actions

Approve the briefing notes on:

- Scottish Survey of Literacy and Numeracy 2011 (Numeracy)
- Hazlehead Academy ACC Follow-through Report May 2012
- Fernielea Primary School and Nursery Class Education Scotland Inspection Report May 2012
- St Machar Academy Education Scotland Report May 2012
- Education Scotland Inspection of the learning community surrounding St Machar Academy May 2012
- ECS Policy Review update 2012

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 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.

The report attached at **Appendix A** outlines indicators and actions as follows:

Monthly performance indicators for the period to the end of March 2012

Progress against actions contained within the Service Improvement Plan 2011-2016 where 16 service plan actions have been identified as overdue (red) and officers are progressing these actions as a priority. 25 service plan actions have been identified as requiring further progress (amber) and 84 service plan actions are identified as either in progress or completed (green).

5.2 Key Analysis

Members should note the following performance this period:

5.2.1 Schools and Educational Establishments

Appendix B outlines the Scottish Survey of Literacy and Numeracy 2011 (SSLN). The SSLN is a national, annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. It also provides information which help to inform improvements in learning, teaching and assessment at classroom level. The 2011 survey focused on numeracy and found that, across Scotland, about 76 per cent of P4 pupils were performing well or very well in numeracy at first level, at P7 about 72 per cent of pupils were performing well or very well at second level and at S2 about 42 per cent of pupils were performing well or very well at third level.

Appendix C outlines the Hazlehead Academy Follow-through Report published by Aberdeen City Council in May 2012 where officers found that the school had made very good progress since HM Inspectors visited the school in February 2010. Officers highlighted the clear vision and strong leadership of the Headteacher and her senior team and the effective plans that were already securing improvement in the quality of young peoples' learning experiences and performance in National Qualifications.

Appendix D outlines the Fernielea Primary School and Nursery Class Inspection Report published by Education Scotland in May 2012 where HM Inspectors evaluated both the primary school and nursery class as very good in 4 out of the 5 indicators and evaluated improvements in self evaluation as excellent. HM Inspectors highlighted the excellent understanding of staff, the outstanding leadership of the Headteacher and the strong partnerships with the children and the community.

Appendix E outlines the St Machar Academy Inspection Report published by Education Scotland in May 2012 where HM Inspectors evaluated 4 out of the

5 indicators as good, with improvements in performance being evaluated as satisfactory. HM Inspectors highlighted a range of key strengths including ethos, leadership and the commitment of staff and partners and agreed three actions including continuing to improve attainment and achievement and will make no further evaluative visits.

5.2.2 Communities and Culture

Communities Community Centre Management Committee members have engaged in training and networking opportunities organized by the Communities Team during financial year 11/12 (683 learner hours were recorded) . The Streetwork team had 1587 engagements with young people between Oct 2011 and Mar 2012. The numbers of learning partnership meetings is increasing, up to 40 from Oct 11-Mar 12 compared with 15 from Apr 11-Sep11. Numbers engaged in youth work and adult learning have reduced, due to team restructuring, however targeted provision is now engaging a range of dis-engaged and vulnerable learners. **Appendix F** outlines the Inspection of the learning community surrounding St Machar Academy by Education Scotland in May 2012 where HM inspectors evaluated 3 out of 5 indicators as very good with improving services evaluated as good and improvements in performance as satisfactory. HM Inspectors identified innovative practice and highlighted a range of key strengths including highly motivated partners and volunteers, high quality programmes and the positive impact of early intervention. HM Inspectors agreed four actions for improvement including improving performance monitoring for learners and priority groups and strengthening partnership working between the school and CLD partners and will make no further evaluative visits.

Libraries – Consistent usage of PC terminals across Jan-March 2012, with some decreases attributed to a reduction in down time from PC and network faults. Our use of online resources continues to grow. Consistent numbers of visitors to the libraries network this year both in terms of physical and virtual visits.

Museums and Galleries - Visitors to Aberdeen Museums and Galleries have increased considerably in January and February. February 2012 usage of our AAGM website is significantly higher compared to the same month in 2011, due to the high level of interest from the public relating to the current 'From Van Gough to Vettriano, Hidden Gems from Private Collections' exhibition. In addition to this, AAGM website usage has steadily increased since the site was upgraded in 2009.

5.2.3 Sports

Pools - Swimming Pool Facilities attendances in March fell by 33.7% in comparison with 2011 with 24,573 fewer admissions. This decrease in attendances almost exclusively arises from the substantive annual planned preventative maintenance programme delivered across the range of Sport Aberdeen managed premises resulting in building closures. Cumulatively, Pool Admissions concluded the year just below those of 2010/11 (-0.1%) with all but Northfield and Hazlehead presently performing above the

previous year and Bucksburn, (+24.4%) Bridge of Don (+14.2%) Kincorth (+4.7%) and The Beach Leisure Centre (+4.4%) contributing some 42,532 additional admissions between them. The fall in attendances at Hazlehead Swimming Pool over 2010/11 is some 12.3% although, extracting the maintenance closure impact, this would have been likely to have been negligible but continuous reductions in admissions to Northfield have been reflected across the entire twelve month period and resulted in a loss of some 17,000 attendances. However, reviewing the performance of continually managed Sport Aberdeen facilities indicates performance at at a higher level than 2010/11 with some 13,272 additional attendances across the six facilities within the Sport Aberdeen remit which represents a material increase of 1.9% year on year. Taking into account the loss of attendances resulting from the year-end maintenance schedule, and considering the sustained growth trend demonstrated throughout the rest of the year, it would have not been unexpected that this increase could have been higher, at an estimated 3.0-3.5%.

Dry Facilities - Sport Aberdeen: As a consequence of a partial planned maintenance closures across a variety of sites, Sport Aberdeen admissions for March 2012 recorded a 9.4% decrease on 2011 with just under 6,000 fewer attendances over and a total of 54,647 attendances for the month. The year-end figures data, covering April to March, shows sustained positive movement with an increase of 15.9% over 2010/11. This increase, representing 74,367 additional admissions, can be broken down further to note that of the increase, just over 50% of this has been generated by the Beacon Centre (+131%) and the remainder (37,476) from the other 8 premises. Examining patterns of attendance across the individual facilities for the year, Alex Collie and Jesmond Centres (+19.9% and 7.6% respectively), Kincorth (+10.1%) along with the Linx Ice Arena (+21.7%) are sustaining levels of increased use.Of those faciliities that experienced a downturn in admissions, Sheddocksley, Westburn Tennis Centre and Peterculter saw losses of 5%, 4.6% and 3.2% which equates to a marginal overall loss of 5,558 admissions, some 1% of the overall Sport Aberdeen attendances for the year. The remaining facility, Torry Youth and Leisure Centre, recorded admissions which were almost directly similar to that of 2010/11 with a total of 22,787 attendances for the year.

Aberdeen Sports Village: Aberdeen Sports Village recorded 66,319 attendances during March 2012, a 7.56% increase in the year-on-year monthly figure. As with February, increases are reflected across all five of the Village's operating areas with Ticketed Activities, Management Bookings and Class Attendances generating the majority of growth and some 4,662 additional admissions. Cumulative year end comparison demonstrates growth of 9.82% (56,545 additional admissions) when compared with 2010/11 and total attendances of 632,001 for the fiscal period. Comparing the Sports Village's operating contract year (August - July), the % increase is slightly higher with 446,823 admissions in the eight months of the new Contractual Period which equates to a 10.0% rise on 2010/11.

5.2.4 Service Wide

Appendix G provides an update on our Policy Review schedule for 2012 and highlights considerable policy development with the majority of areas on track

The average number of days lost across the service per employee increased by 0.3 to 2.0 days per employee in March.

The annual figure of the number of days lost per employee over a rolling 12 month period up to March 2012 is 7.7. This continues to compare well against other Council services and shows a commitment from managers to implement the Maximising Attendance policy and to support employees.

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 March 2012

Appendix B: Scottish Survey of Literacy and Numeracy 2011 (Numeracy)

Appendix C: Hazlehead Academy ACC Follow-through Report May 2012

Appendix D: Fernielea Primary School and Nursery Class Education Scotland Inspection Report May 2012

Appendix E: St Machar Academy Education Scotland Inspection Report May 2012

Appendix F: Education Scotland Inspection report of the learning community surrounding St Machar Academy May 2012

Appendix G: ECS Policy Review update 2012

8. REPORT AUTHOR DETAILS

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Education, Culture & Sport
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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: 22 May 2012

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Performance Data Traffic Light	
Red	**4**
Green	**1**
Data Only	**8**

Priority 04 - Technology

Performance Measure	February 2012	March 2012	April 2012	May 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	17,845	18,741	16,145				
Number of visits to libraries - virtual	40,640	40,836	44,500				
Number of visits to/usages of council funded or part funded museums - virtual	45,241						

Priority 05 - Health and Wellbeing

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Health and Safety Reportable Accidents including Incidents	32	42			0		
Compliance with Health and Safety Matrix	65%	67%			100%		
Number of attendances at other indoor sports and leisure facilities excluding pools in a combined	130,929	121,246					

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
complex							
Number of attendances at pools (excluding community pools)	53,927	48,322					

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Number of visits to libraries - person	90,360	95,387	83,491				
Number of visits to/usages of council funded or part funded museums - person	33,673	33,219					
Number of visits to/usages of council funded or part funded museums - outreach	182	302					

Priority 08 - Better Performing/Value for Money

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Education, Culture and Sport - Current Available Monthly Absence Data	1.7	2.0	1.2		0.8		
ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service	7.6	7.7	7.7		10.0		
% Enquiries and complaints responded to within 15 working days	57%	38%			95%		

PI Status	Long Term Trends	Short Term Trends

	Alert
	Warning
	OK
	Unknown
	Data Only

	Improving
	No Change
	Getting Worse

	Improving
	No Change
	Getting Worse

Performance of monthly reportable indicators

Trend Charts demonstrating performance of monthly reportable indicators against service plan themes
Report Author: Sarah Gear
Generated on: 22 May 2012

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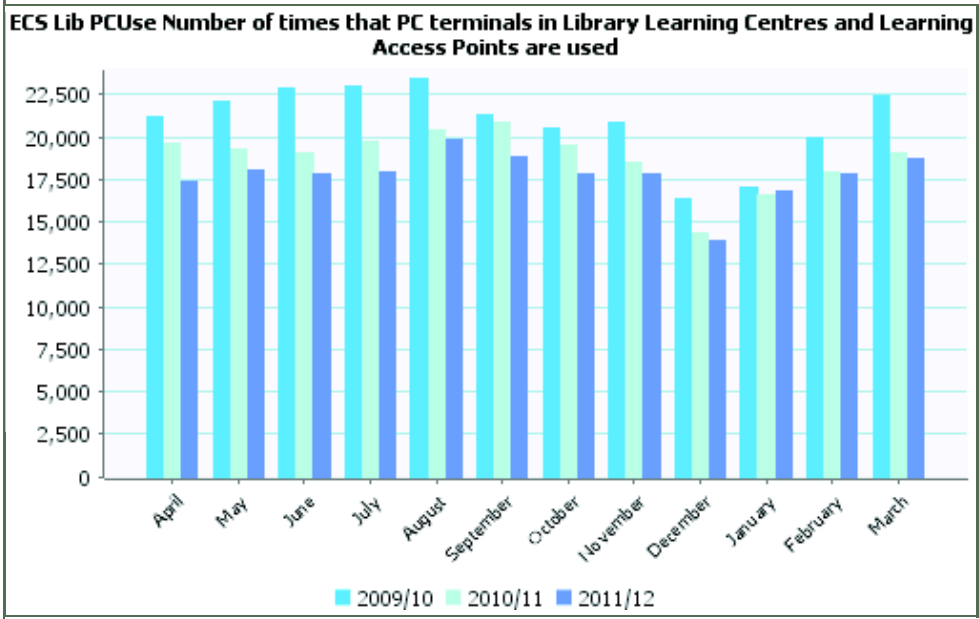
Priority 04 - Technology

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.

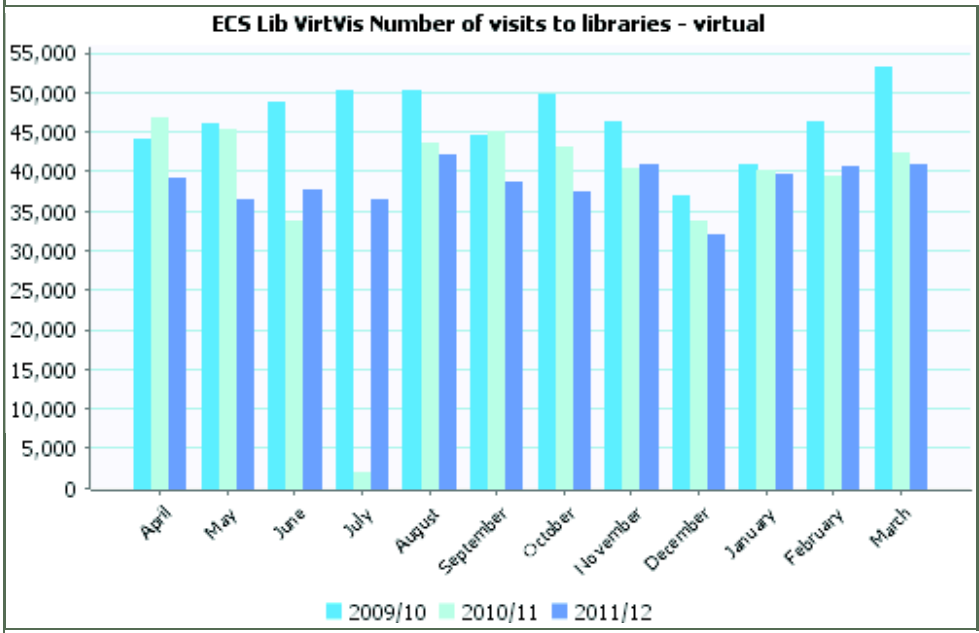


Current Value	16,145
Long Trend	
Short Trend	
Data Source	
Library and Information Services	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	17,845					PC usage decreased slightly during the month partly due to several disruptions across the city. In particular there were network issues on the 6th February which affected Airyhall, Cornhill, Culter, Dyce and Mastrick from 10am to 2pm. This occurred again at Dyce on the 17th of February for 2 hours and the entire library network was down for 1 hour and 20 minutes on the 20th of February.
Mar 2012	18,741					PC usage across the city saw minimal disruption during the month although there was some down time in the Media Centre when Aberdeen College upgraded their PCs in the Media Centre to Windows 7. PC usage increased on last year in the Information Centre, Bucksburn, Cornhill, Dyce, Kaimhill, Mastrick, Northfield, Tillydrone and Woodside. WiFi usage continues to increase month by month.
Apr 2012	16,145					
May 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.

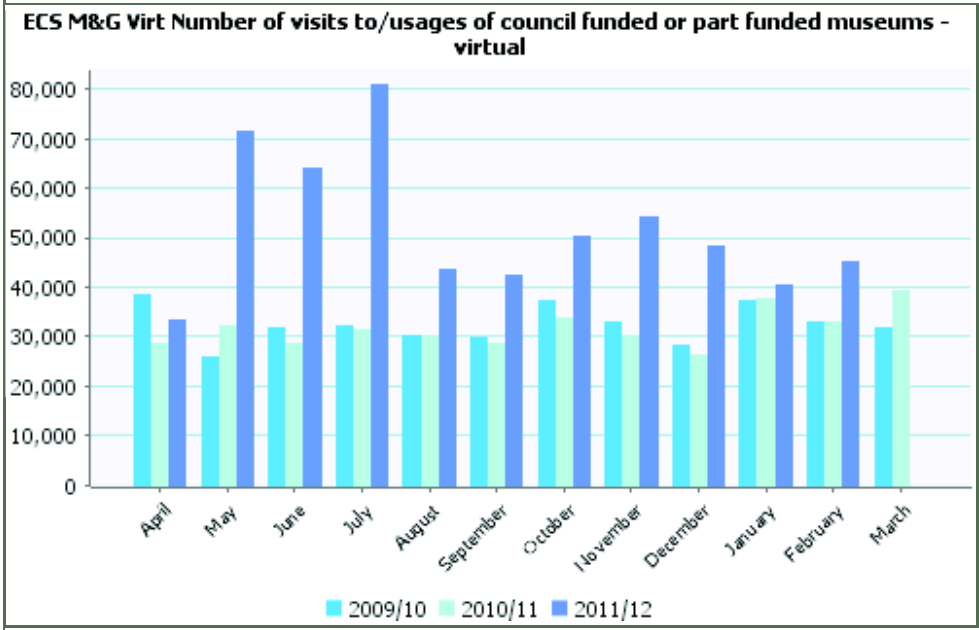


Current Value	44,500
Long Trend	
Short Trend	
Data Source	
Library and Information Services	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	40,640					Figures show an increase on the same period last year. Use of online resources continues to grow.
Mar 2012	40,836					Figure slightly up on last month but down on the previous year.
Apr 2012	44,500					
May 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.



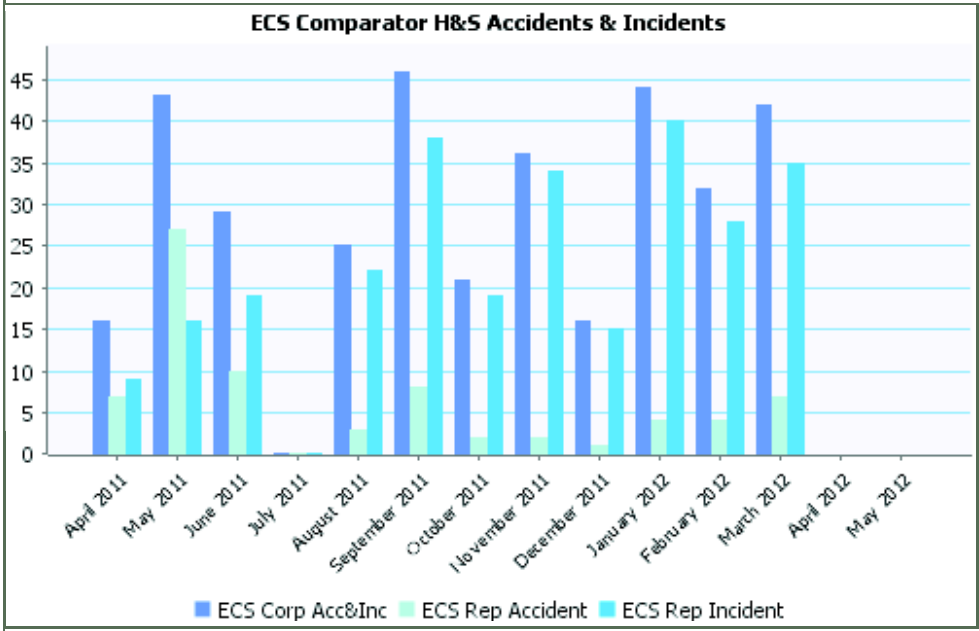
Current Value	45,241
Long Trend	
Short Trend	
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	45,241					February 2012 usage of our AAGM website is significantly higher compared to the same month in 2011. February 2011 was 7,836 while February 2012 seen an increase to 13,465. We expect this is due to the high level of interest from the public relating to the current 'From Van Gough to Vettriano, Hidden Gems from Private Collections' exhibition. In addition to this, AAGM website usage has steadily increased since we upgraded the site in 2009.
Mar 2012						
Apr 2012						
May 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.

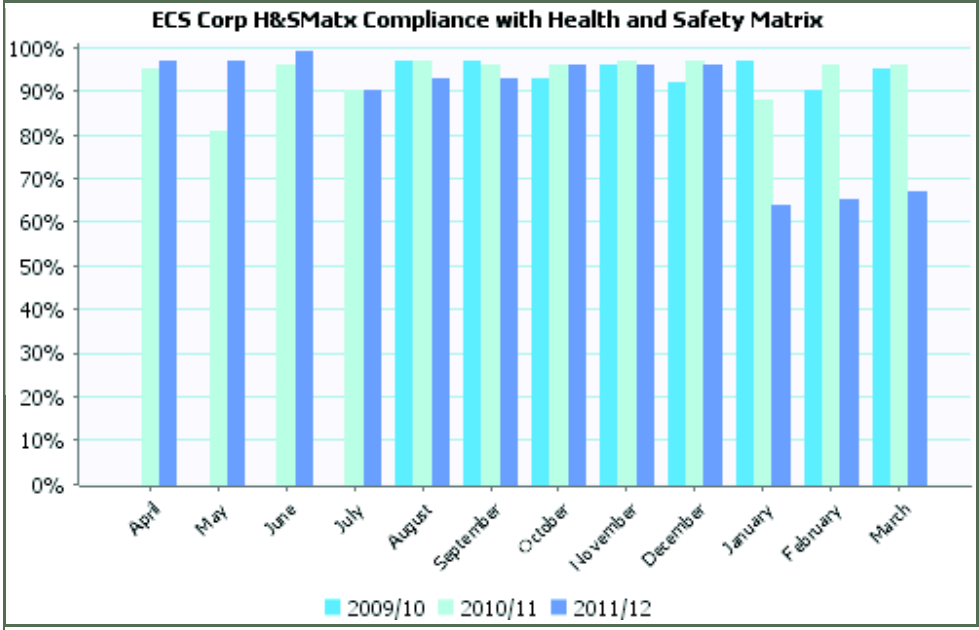


Current Value	42
Long Trend	
Short Trend	
Data Source	
Service Accident & Incident Reports	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	32			0		
Mar 2012	42			0		
Apr 2012						
May 2012						

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 carryout 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.

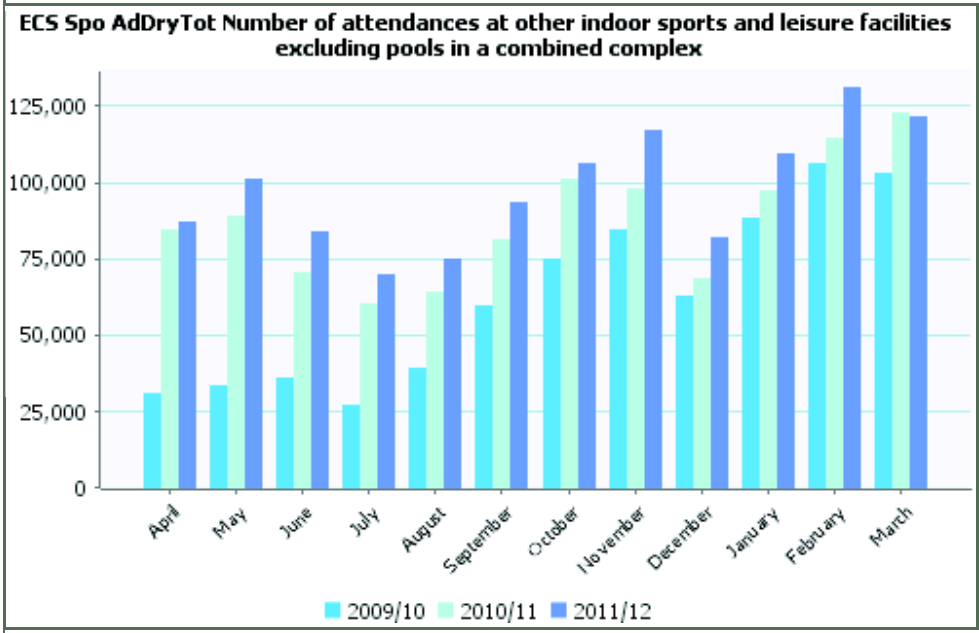


Current Value	67%
Long Trend	↓
Short Trend	↑
Data Source	
Service Health & Safety Matrix	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	65%			100%		The figure of 65% is an accumulative figure for data collated for ECS building inspections complete for January and February 2012. There are no late inspections for education the pending returns are due from community establishments.
Mar 2012	67%			100%		The figure of 67% is an accumulative figure for data collated for ECS building inspections complete for January, February and March 2012.
Apr 2012						
May 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.



Current Value	121,246
Long Trend	
Short Trend	
Data Source	
Facility attendance records	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

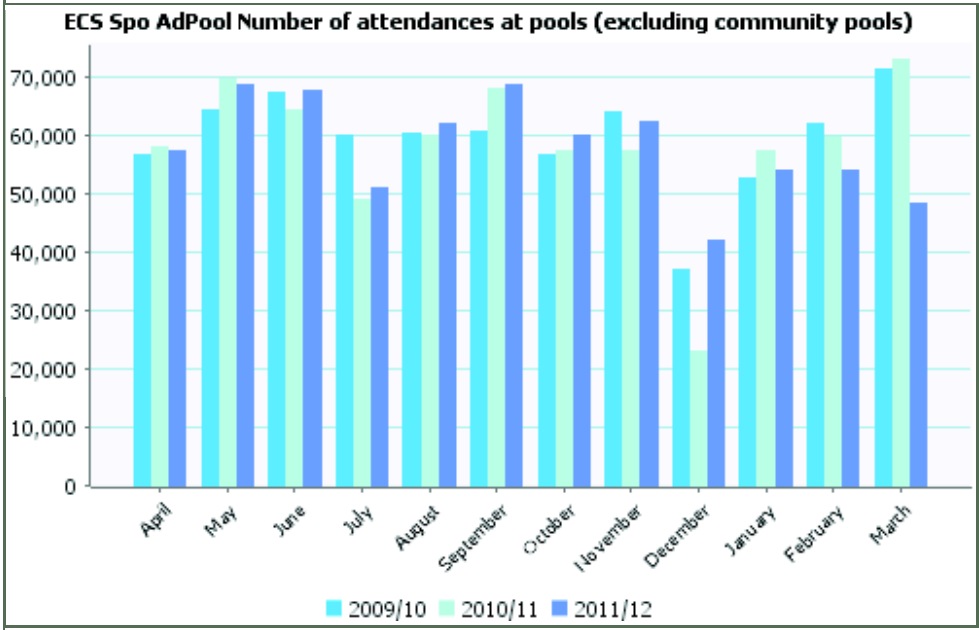
	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	130,929					Dry Facilities Analysis: Sport Aberdeen Sport Aberdeen admissions for February 2012 recorded an 18.0% increase on 2011 with over 9,100 additional attendances and a total of 60,014 attendances for the month. The accumulated data, covering April to February, shows sustained positive movement with an increase of 18.8% of which 44,541 (55.5% of growth figure) additional admissions have been generated by the 'original' facilities giving a total attendance figure for the year to date of 485,486 which already exceeds the total 2010/11 figure. Looking at patterns of attendance across the facilities for the year to date, both Bridge of Don facilities, Torry and Kincorth centres along with the Linx Ice Arena are sustaining levels of increased use. Whilst it is likely that Westburn Tennis Centre, Sheddocklsey and Peterculter will fall slightly short of the attendance figures recorded in 2010/11 this will have a marginal impact on the annual figures as the combined accumulative loss represents just over 1% of the total admissions to date. Dry Facilities Analysis: Aberdeen Sports

						Village Aberdeen Sports Village recorded 70,722 attendances during February 2012, a 12.7% increase in the year-on-year monthly figure and the highest monthly total since the facility opened in August 2009. Of this c.8,000 admissions increase across all five of the Village's operating areas, Ticketed Activities (+ 3,546) Management Bookings (+ 2,139) and Class Attendances (+1,466) have generated the majority of growth. On a cumulative fiscal year (April- March) comparison, the Village has recorded just under 566,000 attendances which represents growth of 9.7% when compared with April - February in the previous period and means that the annual admissions figure at year end will, more than likely break the 600,000 'barrier'. Comparing the Sports Village's operating contract year (August - July), the % increase is slightly higher with 380,504 admissions in the six months of the new Contractual Period which equates to a 10.5% rise on 2010/11.
Mar 2012	121,246					Sport Aberdeen As a consequence of a partial planned maintenance closures across a variety of sites, Sport Aberdeen admissions for March 2012 recorded a 9.4% decrease on 2011 with just under 6,000 fewer attendances over and a total of 54,647 attendances for the month. The year-end figures data, covering April to March, shows sustained positive movement with an increase of 15.9% over 2010/11. This increase, representing 74,367 additional admissions, can be broken down further to note that of the increase, just over 50% of this has been generated by the Beacon Centre (+131%) and the remainder (37,476) from the other 8 premises. Examining patterns of attendance across the individual facilities for the year, Alex Collie and Jesmond Centres (+19.9% and 7.6% respectively), Kincorth (+10.1%) along with the Linx Ice Arena (+21.7%) are sustaining levels of increased use.Of those faciliities that experienced a downturn in admissions, Sheddocksley, Westburn Tennis Centre and Peterculter saw losses of 5%, 4.6% and 3.2% which equates to a marginal overall loss of 5,558 admissions, some 1% of the overall Sport Aberdeen attendances for the year. The remaining facility, Torry Youth and Leisure Centre, recorded admissions which were almost directly similar to that of 2010/11 with a total of 22,787 attendances for the year. Aberdeen Sports Village

Apr 2012						
May 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.



Current Value	48,322
Long Trend	
Short Trend	
Data Source	
Facility attendance records	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

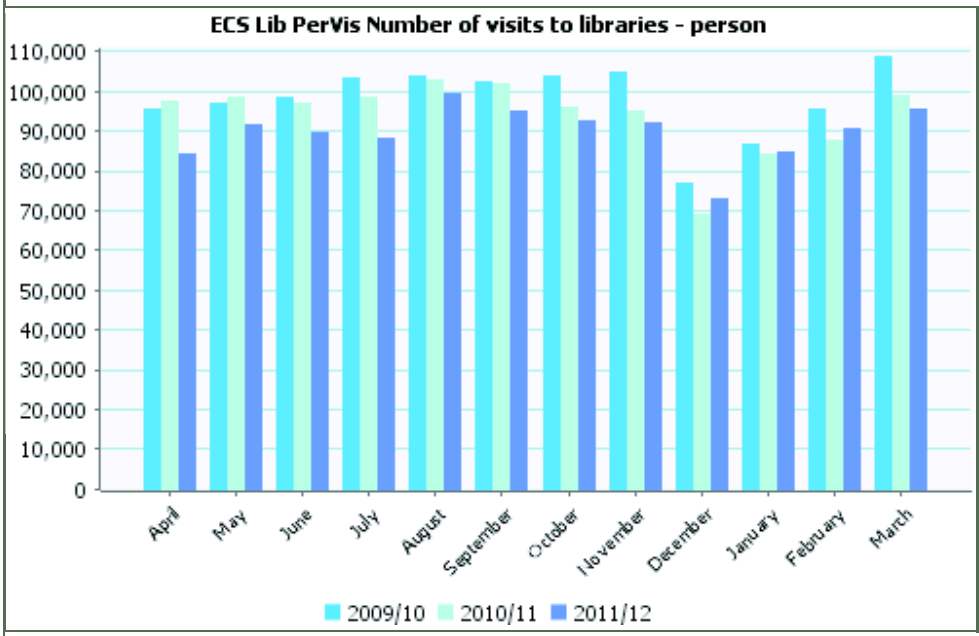
	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	53,927					Swimming Pool Facilities attendances in February fell by 10.4% in comparison with 2011 with 6,180 fewer admissions. The majority of this reduction in admission levels was experienced at Hazlehead and Northfield Pools respectively with reduced levels of school usage at the former and a maintenance closure at the latter contributing towards the loss of attendances. Cumulatively, Pool Admissions continue at levels above those of 2010/11 (+3.2%) with all but Northfield and Hazlehead presently performing above the previous year and Bucksburn, (+30%) Bridge of Don (+32%) Kincorth (+7.5%) and The Beach Leisure Centre (+6.3%) contributing some 55,762 additional admissions between them. Comparison of continually managed Sport Aberdeen facilities indicates performance at a higher level of percentage increase (6.3%), representing 38,308 additional attendances across the six facilities within the Sport Aberdeen remit. Given this general pattern, it is likely that overall, the City swimming attendances KPI will exceed those of 2010/11 by around 2.8 - 3.0% at year end
Mar 2012	48,322					Swimming Pool Facilities attendances in March fell by 33.7% in comparison with 2011 with 24,573 fewer admissions. This decrease in attendances almost exclusively arises from the substantive

Apr 2012						
May 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.

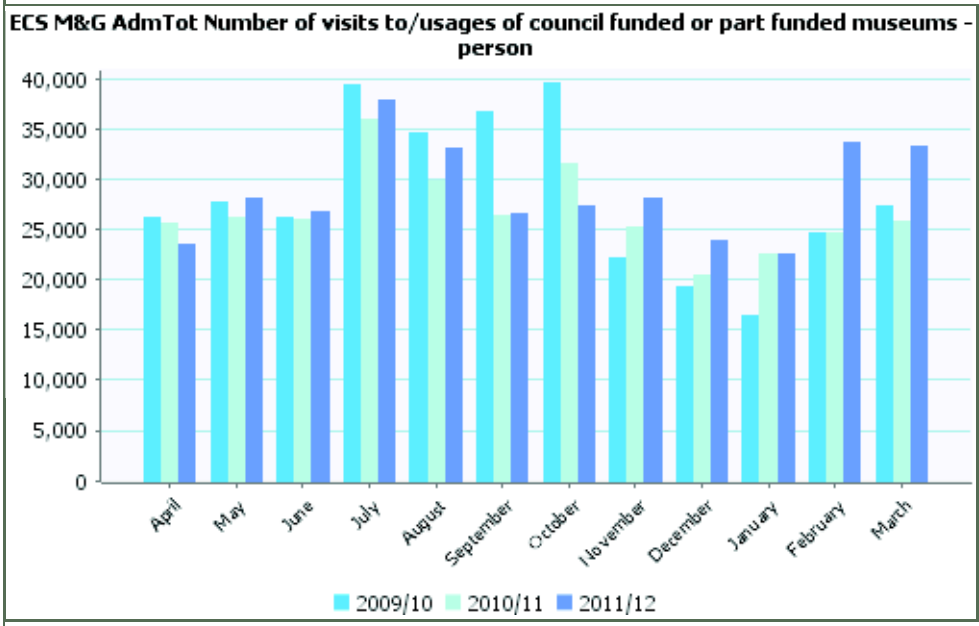


Current Value	83,491
Long Trend	
Short Trend	
Data Source	
Library and Information Services	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	90,360					Visitor figures continue to rise overall by 2.9% on the same time last year. This is partly due to the opening of Kaimhill since last February and the additional day open this year.
Mar 2012	95,387					Visitor figures were disappointingly down overall perhaps due to the unseasonably good weather during the month and the slight decrease in available opening hours. However number of visitors increased at both the Information Centre and Adult Library in the Central Library in spite of the refurbishment works. Visitors also increased at Mastrick and Tillydrone community libraries.
Apr 2012	83,491					
May 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.

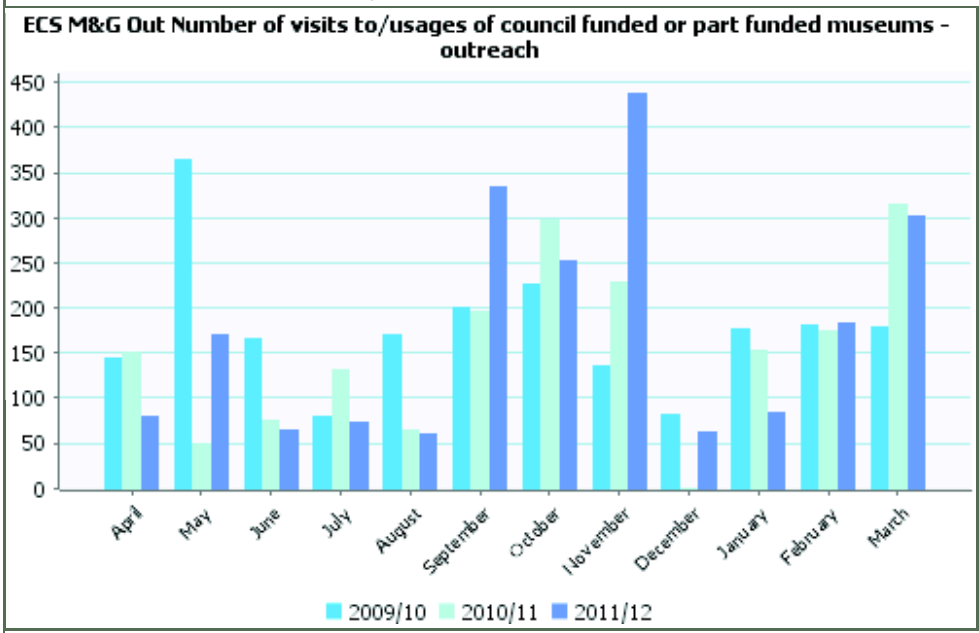


Current Value	33,219
Long Trend	
Short Trend	
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	33,673					
Mar 2012	33,219					
Apr 2012						
May 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.



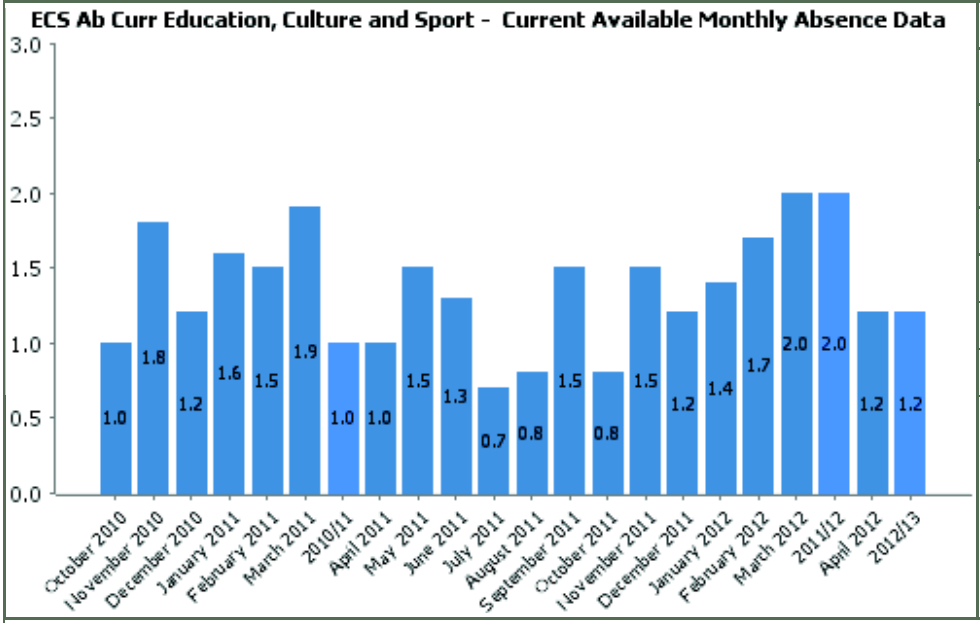
Current Value	302
Long Trend	
Short Trend	
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	182					
Mar 2012	302					
Apr 2012						
May 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.

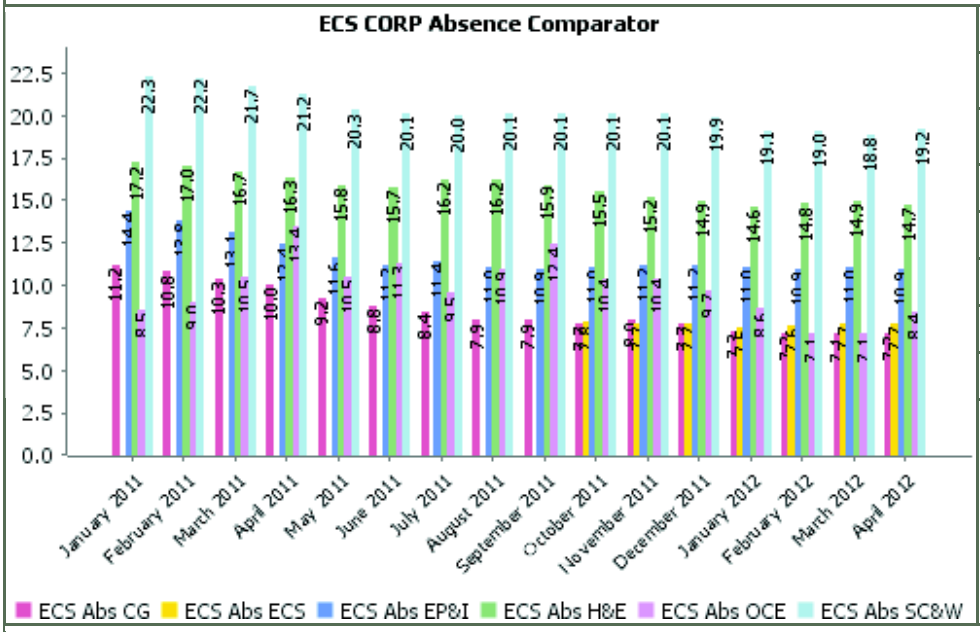


Current Value	1.2
Long Trend	
Short Trend	
Data Source	
PSe (HR/Payroll System)	
Service Manager	
Sarah Gear	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	1.7			0.8		There was an increase of 0.3 in the average number of days lost per employee for February
Mar 2012	2.0			0.8		There was a further increase of 0.3 in the average number of days lost per employee for March across the ECS Service
Apr 2012	1.2			0.8		There was a decrease of 0.8 in the average number of days lost per employee for April across the ECS Service
May 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

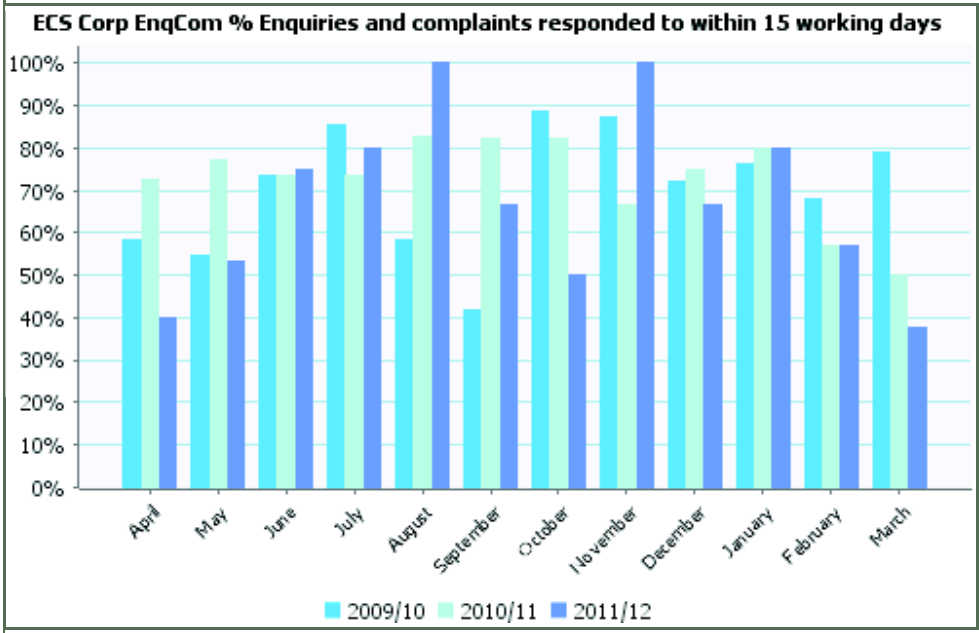


Current Value	7.7
Long Trend	
Short Trend	
Data Source	
PSe (HR/Payroll System)	
Service Manager	
Sarah Gear	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	7.6			10.0		
Mar 2012	7.7			10.0		
Apr 2012	7.7			10.0		
May 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.



Current Value	38%
Long Trend	
Short Trend	
Data Source	
Enquiries database	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	

	Value	Response in 15 working days	Total Received	Target	Status	Note
Feb 2012	57%	4	7	95%		7 formal enquiries/complaints were received during the month of February. Of these 4 were 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 92 enquiries/complaints, 62 of which received a full response within the prescribed timescale.
Mar 2012	38%	3	8	95%		8 formal enquiries/complaints were received during the month of March. Of these 3 were responded to in full within the corporate standard of 15 working days. The year to date figure for 2011/12 is 65% which equates to receipt of 100 enquiries/complaints, 65 of which received a full response within the prescribed timescale.
Apr 2012						
May 2012						

PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

Long Term Trends	
	Improving
	No Change
	Getting Worse

Short Term Trends	
	Improving
	No Change
	Getting Worse

ECS Service Plan - Progress of Actions

Performance scorecard of service plan actions
Report Author: Sarah Gear
Generated on: 22 May 2012

ABERDEEN
CITY COUNCIL
A City of Learning

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	Liz Gillies	**Lead Officer**	Stuart Patterson	**Progress**		100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**	31-Jan-2012	
Progress update						
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	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.					
Managed by	Derek Samson	**Lead Officer**	Derek Samson	**Progress**		29%

Start Date	01-Aug-2010	**Due Date**	31-Jul-2013	**Completion Date**	
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 Edu 002a	**Revision of Overarching Learning & Teaching Policy**					
Description	Amendment of policy published in November 2007					
Managed by	Derek Samson	**Lead Officer**	Derek Samson	**Progress**		22%
Start Date	16-Jun-2011	**Due Date**	07-Sep-2012	**Completion Date**		
Progress update						
A productive workshop at our Improvement Conference in April 2012 has helped to develop our draft ACC Learning & Teaching Policy further.						

ECS Edu 027	**Development of Assessment Strategy**					
Description	To produce policy documentation to support the assessment strategy					
Managed by	Sohail Faruqi	**Lead Officer**	Val Steele	**Progress**		33%
Start Date	18-Aug-2011	**Due Date**	23-Feb-2012	**Completion Date**		
Progress update						
Our work to develop our assessment strategy is ongoing.						

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						
Our redesign of the senior secondary campus is ongoing.						

01.01c - Develop pupil involvement strategy and use pupil views to inform and improve service delivery

ECS Edu 003	**Development of Pupil Involvement Strategy**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		0%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
The development of our Pupil Involvement Strategy is slower than we would wish and is now due for development in 2012/13.						

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	**Enable young people to overcome the barriers to achieving their full potential through the delivery of high quality Youth Work**
Description	

Managed by	Gail Woodcock	**Lead Officer**	Craig Singer	**Progress**		2%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Zone Youth LGBT attended a residential to Cromdale outdoor centre on the 11th and 12th Feb 2012. There are seven of them working towards their Bronze YAA.						

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**					
Description	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**		50%
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 particulary via work experience opportunities

ECS CLD 002a	**Engage the business community in the development of supported route ways into employment for pupils via work placements and the provision of work related training/learning**					
Description	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					
Managed by	Linda Murray	**Lead Officer**	Gerry Dawson	**Progress**		5%
Start Date	23-Jan-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Discussions a re on going with the Business community and will link to those which are taking placing in the CSR group formed recently within the Communities Team . A						

meeting was held in May with Aberdeen Chamber of Commerce to explore potential options for joint working .

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**		25%
Start Date	01-Apr-2011	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Postholder now in place and Excursions policy and guidance due for implementation in 2012.						

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; Fiona Gillilan	**Progress**		66%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2016	**Completion Date**	13-Dec-2011	
Progress update						
Improvements underway which is resulting in some Care inspections receiving more positive reports. Additional venues have been registered with the care inspectorate.						

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	Support local communities to run and manage community centres
Description	

Managed by	Gail Woodcock	**Lead Officer**	Linda Clark	**Progress**		5%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Supporting first tranche of transition free standing community centres to transfer to leased centre status early summer.						

02.01b - Development of Culture and Sport Facilities						
ECS CulSpo 001a	**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	**Progress**		50%
Start Date	01-Nov-2009	**Due Date**	31-Dec-2013	**Completion Date**		
Progress update						
Preparatory work ongoing alongside work on the Service Asset Management Plan						

ECS CulSpo 001b	**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	**Progress**		25%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2013	**Completion Date**		
Progress update						
Currently drafting Project Briefing Form AF/B/01. Museums Collections Centre not on the Capitol Programme for 2012-13 but the Project Briefing Form AF/B/01will provide the information required to move the project on to the next stage.						

ECS CulSpo 001c	**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	**Progress**		57%
Start Date	14-Apr-2009	**Due Date**	31-Jan-2014	**Completion Date**		
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.						

ECS CulSpo 001d	**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	**Progress**		21%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Many of these items are wishlist items which we are pursuing through clerk of works and building services						

02.01c - Develop a strategic approach to the management of Education, Culture and Sport buildings and land

ECS A&F 001a	**Agree projects for inclusion in to condition and suitability budget programme for forthcoming year**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**		33%
Start Date	01-Apr-2011	**Due Date**	30-Apr-2012	**Completion Date**		
Progress update						
Consulted across the service on priorities for condition and suitability programme for 2012/13. Priorities were finalised for Finance & Resources Committee in March 2012.						

ECS A&F 001a	**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	**Progress**		50%

Start Date	04-May-2012	**Due Date**	31-Mar-2014	**Completion Date**	
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 001c	**Review school security and develop action plan**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**		57%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2013	**Completion Date**		
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 analysed and action plan developed - Feb - March 2012.						

ECS A&F 001d	**Ensure building health and safety assessments are undertaken in accordance with scheduled cycle**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**		75%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
These are ongoing, and actions incorporated into Repair and Maintenance, or Condition and Suitability work programmes.						

ECS A&F 001e	**Reduce energy usage and apply energy saving measures across Education, Culture and Sport properties**					
Description						
Managed by	David Wright	**Lead Officer**	Sandy McPhee	**Progress**		60%
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 number 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 002	**Development of an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need**					
Description						
Managed by	Charlie Penman	**Lead Officer**	David Wright	**Progress**		20%
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 the 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 the service relocated to 3 new Developmental Nurseries at Ashgrove Children's Centre, and Kaimhill and Seaton primary schools. We have since begun a review of the key issues and challenges for the Primary School Estate. We have 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. We have vacated and declared un-needed properties surplus to requirements, wherever possible, in order make best use of resources. We are 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 003a	**Review and provide training on tenant landlord agreements**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**		20%
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 2012.						

ECS A&F 003b	**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**		40%
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. We are on track to complete SLAs by end of August 2012.						

ECS A&F 003c	**Develop robust procedures for the management and monitoring of 3Rs facilities**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**		85%
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

03.01b - Work in partnership with key stakeholders to develop and sustain employment programmes

ECS CLD 002b	**young people employability to be amended**					
Description	To engage with learners and raise awareness of the benefits to returning to learning					
Managed by	Linda Murray	**Lead Officer**	Shelley Brandie; Colin Lemmon; Craig Singer	**Progress**		5%
Start Date	23-Jan-2012	**Due Date**	31-Mar-2015	**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 002c	Provide support to access to learning and training which increases employability					
Description						
Managed by	Linda Murray	**Lead Officer**	Gerry Dawson; Jennifer Ewing; Carol Gray; Susan McGregor; Karen Quinn	**Progress**		5%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2015	**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**		100%
Start Date	31-Mar-2011	**Due Date**	31-Mar-2016	**Completion Date**	01-Feb-2012	
Progress update						
New structure developed and implemented.						

03.02b - Create a citywide Literacy Strategy working in partnership with key stakeholders

ECS Edu 004	Create a citywide Literacy Strategy working in partnership with key stakeholders					
Description	to create a strategy which will plan to improve the literacy abilities and capacity of Aberdeen City citizens.					
Managed by	Derek Samson	**Lead Officer**	Penny Morton	**Progress**		36%

Start Date	13-Jan-2012	**Due Date**	30-Jun-2013	**Completion Date**	
Progress update					
Work on our Literacy Strategy is progressing well.					

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 005a	**Provide support, training and advice for voluntary management committees**					
Description						
Managed by	Linda Clark	**Lead Officer**	Kate Anderson; Alan Mulvie; Alona Murray; Elaine Sinclair	**Progress**		36%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2015	**Completion Date**		
Progress update						
CAN Day (come along and network) held during March 2012 with participants representing 12 centres. Range of one-off workshops held as per Centre's requests. Informal finance training/support meetings developed and held with three Centre's representatives May 2012, will be rolled out to all other transition Centres.						

03.03b - Develop partnerships to ensure effective delivery of services in communities

ECS CLD 010	**Work in partnership with services and community groups to ensure effective delivery of services in communities**					
Description	Work with partners to ensure high quality learning services delivered in communities.					
Managed by	Gail Woodcock	**Lead Officer**	Linda Clark	**Progress**		0%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Capacity Building Officers are building effective partnerships within the communities they serve						

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					
Description						
Managed by	Gail Woodcock	**Lead Officer**	Elaine Sinclair	**Progress**		6%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Sub actions created for each learning partnership which will report on individual progress for each Learning Partnership.						

03.03d - Work in partnership with representative community for a to support effective engagement and representation

ECS CLD 010b	Work in partnership with representative community for a to support effective engagement and representation					
Description						
Managed by	Linda Clark	**Lead Officer**	Elaine Sinclair	**Progress**		0%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The Communities Team Capacity Building Officers continue to engage with a range of groups, but are predominantly working with Community Centre Management committees in transition to becoming Lease Centres. The Officers have also provided short term and longer term support for interest groups (Bridge of Don Partnership, Seaton Backies, Regeneration Networks) as well as emerging projects (Sheddocksley Park). Capacity Builders role in a broader neighbourhood/locality planning approach is to be determined in 2012 in conjunction with the Community Planning locality planning review.						

03.03e - 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	The older peoples programme has been organised from April – June, September until December and Jan – March. Programme activities are designed to encourage active participation in the arts.					
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson; Elspeth Winram	**Progress**		66%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2012	**Completion Date**	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**		60%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2016	**Completion Date**		
Progress update						
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. 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. 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. 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.						

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 004	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**		33%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
A guide for mobile pilots in schools and guidelines for use of mobile devices in schools – are now available. Our Acceptable Use Policy is in use and is regularly updated. Guidelines on use of social media are available through Glow. Our Internet Safety and Responsible Use (ISRU) resources are published and available to all schools through Glow. Our Policy on CPD to address ISRU and to provide a sustainable solution for all staff, parents/guardians involved with Young People is in its first phase. Data Protection - checklist to help keep on right side. We have agreed the following component parts of strategy for technology: Policy on software to include guidelines on present and future developments in software. Subset - signing up for online services - checklist. Policy on hardware. Policy for school websites. Policy for Management Information System. Policy for TASSCC.						

04.01b - Maximise the use of new technology to increase efficiency and effectiveness

ECS A&F 005a	**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	**Progress**		41%
Start Date	08-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
All primary schools have been trained in pupil tracking. This is phase 1 of rollout and staff are entering data. Iteration, based on feedback, will then take place before implementing a final solution.						

ECS A&F 005b	**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**		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 005c	**Work with Sport Aberdeen to agree a fit for purpose management information system**					
Description	-- enter action details here --					
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**		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 005d	**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**		0%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Installation of wireless LAN is being achieved through Rolling Programme Funding. This programme of work is going out to tender.						

ECS A&F 006a	**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	**Progress**		0%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is being done at Hazlehead Academy to upgrade the internal connectivity, replace switches, reset up servers to enable them to operate more efficiently and then to rebuild all PCs attached t network. This is a major piece of work and will take central technical support teams the two weeks of the Easter holidays to achieve. In addition, Hazlehead Academy is having its WLAN installed and a contractor has been appointed to undertake this part. This work is in response to the ongoing problems experienced						

at Hazlehead Academy and also to enable it to be ready for piloting bring your own device to school from August 2012.

ECS A&F 006b	Establish a consistent approach to the use of mobile technology					
Description						
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**		33%
Start Date	08-Feb-2012	**Due Date**	30-Dec-2012	**Completion Date**		
Progress update						
The progress of mobile pilots is affected by the installation of the Gateway and also by the purchase of a mobile device management system. The tender documents for these are to be completed in April 2012 with a view to having them installed for August 2012. Discussion and planning has commenced at MileEnd and at Hazhead Academy with a further discussion planned for April/May with Kincorth Academy. It is anticipated that progress until August 2012 will therefore be limited.						

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	**Progress**		12%
Start Date	01-Apr-2010	**Due Date**	29-Mar-2013	**Completion Date**		
Progress update						
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. Our e-government team have recently implemented the new E-Forms package on the website which allows customers to fill out and submit applications online and 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 areas available online.						

04.01c - Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities

ECS A&F 006c	Promote the use of GLOW to support active learning approaches
Description	

Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**		0%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The next generation of Glow is due in September 2012. Since the announcement in October 2011 that the procurement of the new Glow was stopped and that new solutions would be developed, schools are still using Glow. A measured approach is being practised. No new Glow groups are being formed, blogs are being continued and developed, wikis are not being promoted and every care is being taken to ensure that work already done in Glow is not lost or not able to be exported into a new system. The Education ICT Team is preparing for what is coming to ensure as smooth a transition as possible.						

ECS A&F 006d	**Introduce interactive technology to all classrooms**					
Description	Interactive technology in classrooms - whiteboards					
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**		50%
Start Date	08-May-2012	**Due Date**	30-Apr-2012	**Completion Date**		
Progress update						
Cults and Bucksburn Academies had interactive whiteboards installed in all teaching areas. This was completed in October 2009.						

ECS CLD 014	**Determine, develop and deliver appropriate levels of online learning skills within communities**					
Description						
Managed by	Gail Woodcock	**Lead Officer**	Linda Murray	**Progress**		5%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Discussions have taken place with Library and Information Services to explore options for joint working in relation to on line learning and use of resources. Potential accredited learning opportunities have been identified with an external provider of ICT training. Recent Fairer Scotland funding allocated to the Lifelong Learning Team includes access to online learning. This is specifically aimed at the Learning Partnership areas of Northfield, Torry and St Machar						

ECS Edu 005	**Implement Science and Technology Strategy in schools**					
Description						
Managed by	Charlie Penman	**Lead Officer**	Derek Samson	**Progress**		50%
Start Date	26-Aug-2011	**Due Date**	31-Aug-2016	**Completion Date**		

Progress update
Our work to develop a Science and Technology Strategy in schools is progressing well.

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**		100%
Start Date	01-Apr-2010	**Due Date**	30-Mar-2012	**Completion Date**	08-Feb-2012	
Progress update						
Facebook profile has now been up and running for one year. Current likes 208.						

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**		100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**	26-Mar-2012	
Progress update						
ebook and audio download service now up and running access to Aberdeenshire catalogue established. Formal launch scheduled for April to coincide with digital communities project						

ECS M&G 004	Develop Museums and Galleries presence on social networking sites					
Description						
Managed by	Neil Bruce	**Lead Officer**	Christine Rew	**Progress**		50%
Start Date	08-Feb-2012	**Due Date**	28-Mar-2012	**Completion Date**		
Progress update						
Next stages of web site development were agreed in April 2012. 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	**Progress**		37%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our implementation of Health and Safety policies is ongoing.						

05.01b - Ensure robust incident and emergency planning procedures are in place

ECS DSup 000a	Development of Service Incident Management Plan					
Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**		37%
Start Date		**Due Date**	30-Sep-2011	**Completion Date**		
Progress update						
Our work to develop Business Continuity Plans is helping to inform our development of the ECS Service Incident Management Plan.						

ECS DSup 000b	Effective monitoring and reporting of risks via regularly maintained risk register					
Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**		8%

Start Date	14-Dec-2011	Due Date	31-Mar-2012	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.					

ECS DSup 000b	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	**Progress**		30%
Start Date		**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
BCP review is currently underway across the ECS Service.						

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					
Description						
Managed by	Gail Woodcock	**Lead Officer**	Jonathan Kitching	**Progress**		12%
Start Date	01-Aug-2011	**Due Date**	31-Jul-2012	**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	Aberdeen City has developed a new model of Health Promoting School of Excellence Award which will continue to use the same criteria for excellence but will be a self evaluation model					
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	29-Nov-2011	
Progress update						
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	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		100%
Start Date		**Due Date**	31-Mar-2012	**Completion Date**	01-Nov-2011	
Progress update						
This award 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	**Progress**		75%
Start Date	01-Nov-2011	**Due Date**	31-Jul-2012	**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	-- enter action details here --					
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		0%
Start Date		**Due Date**	31-Jul-2012	**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, 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	**Progress**		75%
Start Date	29-Nov-2011	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Relationships, Sexual Health and Parenthood Education Training for Primary School Teachers From 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.						

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**		75%
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 is leading on the work with the aim of producing 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						
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		75%
Start Date	03-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
The Peer education oral health approach is being developed in 5 targeted primary schools: Stoneywood, Bramble Brae, Riverbank, Woodside and Broomhill						

ECS Edu 024	**Develop PE agenda in schools**					
Description						
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		70%
Start Date	03-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Work to date has included: discussion around CPD opportunities in October 2011, an audit of all schools to establish numbers of school who are achieving 2 periods (secondary) or 2 hours (primary) in schools and liaison with HWB faculty heads in January 2012.						

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**		50%
Start Date	03-Feb-2012	**Due Date**	30-May-2012	**Completion Date**		
Progress update						
Substance Misuse Training will support staff working with young people around Substance Misuse. It will be an 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. The training was completed is partnership with Alcohol and Drugs Partnership, Aberdeen City Council, NHSGrampian and Grampian Police throughout February and March 2012.						

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	The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and Community, Learning and Development. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.					
Managed by	Gail Woodcock	**Lead Officer**	Gail Woodcock	**Progress**		25%
Start Date	08-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Several positive meetings with the NHS Health Improvement Officer for Schools and draft policy now ready for submission.						

ECS Edu 010	Establish Health and Wellbeing Network					
Description						
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**		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 available on request.						

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**		40%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Five city primaries have been made Cycle Friendly Schools by Cycling Scotland. Manor Park, Greenbrae, Fernielea, Hazlehead and Kingsford primary schools received the nationally recognised award for being committed to increasing the number of children cycling to school. They join Airyhall and Charleston, bringing the total number of Cycle Friendly Schools in Aberdeen to seven.						

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	**Progress**		95%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
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

05.04a - Increase the quality and level of participation in cultural and sports and recreation activities maximising the impact on social interaction and physical and mental health

ECS CulSp 001	Continue to work with Sport Aberdeen and Aberdeen Sports Village to deliver efficient and effective service provision of sport and leisure activities throughout the City
Description	

Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our ongoing programme of partnership meetings with both Sport Aberdeen and Aberdeen Sports Village ensure productive discussions with both organisations.						

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**	Lesley Thomson	**Progress**		40%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
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 Oldmachar 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 Fernilea 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 run by Active Schools 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**	Lesley Thomson	**Progress**		70%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
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 003	**Public Art Project**					
Description	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					
Managed by	Neil Bruce	**Lead Officer**	Elspeth Winram	**Progress**		83%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
The artists for the Aberdeen Olympic Public Art Commission were confirmed in Jan 2012. 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.						

Timeline
The Public Art toolkit was launched in September 2012 and is available to the public. The first Public Art Education programme of artist talks were been developed and delivered to residents in Aberdeen in October 2011. Also the first round of Public Art commissions have been launched and closing date is December 2011.
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

Background
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.

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**		66%
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 art installation 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

06.01a - Establish a strong brand for the City

ECS CulSp 002	**Establish a strong brand for the City**
Description	

Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is ongoing to establish a strong brand for the City						

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 Commissioning 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**	Lesley Thomson	**Progress**		40%
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 Vettriano Hidden Gems from Private Collections - an outstanding selection of paintings and sculpture opened on 4 February 2012 to record numbers of visitors. This exhibition focused 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**		75%
Start Date	01-Apr-2010	**Due Date**	01-Dec-2016	**Completion Date**		
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 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**		75%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
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	**Progress**		80%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2012	**Completion Date**		
Progress update						
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

06.02a - Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City

ECS CulSp 004	**Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City**					
Description						
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work to develop revenue and capital investment streams is ongoing.						

ECS CulSp 009	**Develop a policy framework for culture and sport**					
Description	The Culture and Sport commissioning team is responsible for ensuring a policy framework to support the culture and sports sector which maximises the investment and provides direction for partner organisations					
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**		40%
Start Date	27-Mar-2012	**Due Date**	27-Mar-2016	**Completion Date**		
Progress update						
The pitch strategy/Leisure asset plan is currently out to tender. Work has begun on the proposed heritage strategy, access to leisure review, and an ALO (Arms length organisation) policy which will provide some overarching principals within which Aberdeen City Council will expect its funded organisations to operate. Early in the new financial year the scope of a cultural asset plan will be developed and invitations will be invited for the tender. An update on the Public Art Policy will be provided to						

Committee in the Autumn. 20/4/12 the pitch strategy/leisure asset plan tender will be allocated in May 2012.

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	**Progress**		100%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2016	**Completion Date**	09-May-2012	
Progress update						
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	**Progress**		56%
Start Date	31-Aug-2009	**Due Date**	31-Dec-2015	**Completion Date**		
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	**Progress**		33%
Start Date	31-Mar-2011	**Due Date**	31-Mar-2016	**Completion Date**		
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	Review of External Investment in Culture and Sport					
Description	Priority Based Budgeting Option (ECS C_10) A comprehensive review of Aberdeen City Council's external investment in culture and sport. This review, being led by the Culture and Sport Commissioning Team, will establish a series of recommendations on the structure of future investment as well as ways of improving our relationship with partners. The review will incorporate extensive research and analysis of existing information and consultation with existing local and national partners.					
Managed by	Neil Bruce; Lesley Thomson	**Lead Officer**	Lesley Thomson	**Progress**		33%
Start Date	03-Oct-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. progress 40%

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**		30%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Granite Month 2011 complete and the cultural programme ongoing.						

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**	Elspeth Winram	**Progress**		66%
Start Date	01-Apr-2010	**Due Date**	01-Apr-2016	**Completion Date**		
Progress update						
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**		25%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2015	**Completion Date**		
Progress update						
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.						

07.01b - Raise awareness and provide early intervention and support to help children, young people, their families and carers access services to meet their individual needs within the requirements of Getting It Right For Every Child (GIRFEC)

ECS FVL 004	Raise awareness and provide early intervention and support to help children, young people, their families and carers access services to meet their individual needs with the requirements of GIRFEC					
Description						
Managed by	Sheila Sansbury	**Lead Officer**	Liz Moore	**Progress**		40%
Start Date	12-Apr-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our programme of GIRFEC awareness raising and early intervention is ongoing						

07.02 - Support vulnerable learners to achieve their full potential

07.02a - Early identification and assessment of children and young people with additional support needs

ECS Edu 014	Early identification and assessment of children and young people with additional support needs

Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The early identification and assessment of children and young people with ASN is an ongoing priority for us						

ECS Edu 015	**Evaluate ASN bases in primary schools as part of school improvement approach**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
An evaluation of ASN bases in primary schools is currently ongoing.						

ECS Edu 016	**Develop robust outcomes based approach to the improvement of ASN service provision**					
Description	Stronger focus on the collection and intelligent use of performance, attainment and achievement data to ensure all learners achieve their potential					
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi; Liz Gillies	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The development of an outcomes based approach is an important strand of our Inclusion Review and work is ongoing.						

ECS Edu 026	**Redesign of Pupil Support Service**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						

Our redesign of the PSS is one of the Inclusion Review strands and work is ongoing

07.02b - Review and redevelopment of inclusion strategy

ECS Edu 017	Review and redevelopment of Inclusion Strategy					
Description	To review and develop and over-arching Inclusion Strategy and under pinning policies					
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		0%
Start Date		**Due Date**	31-Mar-2016	**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 positive behaviour strategy

ECS Edu 018	Development and implementation of Social, Emotional and Behavioural Needs (SEBN) Policy and Strategy					
Description	This policy and strategy links to the Inclusion Strategy Review - ECS Edu 017					
Managed by	Sohail Faruqi	**Lead Officer**	Helen Milne	**Progress**		28%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Meeting scheduled for 17 February 2012 to project plan and define priorities.						

07.02d - Multi-disciplinary implementation of the Joint Child Protection Action Plan to improve the effectiveness of child protection services and meet the needs of vulnerable children and families

ECS FVL 005	Multi-disciplinary implementation of the Joint Child Protection Action Plan to improve the effectiveness of child protection services and meet the needs of vulnerable children and families
Description	

Managed by	Sheila Sansbury	**Lead Officer**	Zandra Morrison	**Progress**		50%
Start Date	12-Apr-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The implementation of the Joint Child Protection Action Plan is ongoing						

07.02e - Reduce the number of out of authority placements by redesign of existing local services

ECS_C26	**Reduce the number of out of authority placements by redesign and small addition to existing local services**					
Description						
Managed by	Patricia Cassidy; Susan Devlin	**Lead Officer**	Patricia Cassidy; Susan Devlin	**Progress**		40%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our commitment to reduce out of authority placements is ongoing						

07.02f - Develop a programme of support for young carers

ECS FVL 009	**Develop a programme of support for young carers**					
Description						
Managed by	Sheila Sansbury	**Lead Officer**	Sheila Sansbury	**Progress**		50%
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	**Healthy Minds - Working with adults in recovery of mental health to access leisure and learning opportuities throughout Aberdeen City**
Description	To provide guidance and support to those in recovery of mental health. To identify and assess learning or leisure opportunities for individuals. To organise

	small groups for those in recovery to support their learning and leisure goals. To support tutors. To work in partnership to provide appropriate provision. To promote and raise awareness of mental health.					
Managed by	Gail Woodcock	**Lead Officer**	Jill Bremner; Wendy Coutts; Jackie Thain	**Progress**		5%
Start Date	01-Aug-2011	**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**		2%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Service working towards national quality award, Families First Award with NAFIS to ensure a quality service is being provided in Aberdeen City.						

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	**Develop a joint Educational Psychology 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 deputes 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 payscales are nationally negotiated.

Managed by	Patricia Cassidy	**Lead Officer**	Sheila Sansbury	**Progress**		0%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our EPS are currently implementing their Improvement Plan.						

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 might 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 Sodexho.					
Managed by	Patricia Cassidy	**Lead Officer**	Neil Bruce	**Progress**		20%
Start Date	09-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Catering operations at the Maritime Museum are currently being reviewed. The options appraisal under ECS_C03 includes consideration of the catering operations. Change control submitted for co-joining ECS_C22 and ECS_C3 and accepted by PMO Sponsor Group						

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**	Lesley Kirk	**Progress**		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 Productive discussions underway with several authorities.						

08.01b - Delivery and achievement of efficiency savings and transformation options

08.01c - Implementation of robust corporate systems and processes

ECS DSup 006	**Service implementation of corporate robust HR processes and procedures**

Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**		40%
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**		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 commissioning 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**		40%
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					
Managed by	Liz Gillies	**Lead Officer**	Liz Gillies	**Progress**		38%
Start Date	01-Apr-2011	**Due Date**	01-Jul-2012	**Completion Date**		
Progress update						
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.						

ECS P&P 001	Implementation of How Good is Our Council self assessment framework					
Description						
Managed by	Sarah Gear	**Lead Officer**	Sarah Gear	**Progress**		40%
Start Date	01-Apr-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Several self evaluation sessions have been carried out corporately. CMT are currently considering a whole-scale redesign of the Council's planning framework in order to embed self evaluative and outcomes-based approaches in service planning and priority based budgeting.						

08.02b - Effective monitoring and reporting of performance against quantitative and qualitative measures

ECS P&P 002	Implementation of Covalent Integration Module					
Description	Configuration of the Covalent Integration Module with third party management information systems will enable scheduled extraction of performance data to Covalent via a web service					
Managed by	Sarah Gear	**Lead Officer**	Denise Godsman	**Progress**		42%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Communities Team have requested a copy of the XML schema for PIES. Meeting held on 1 March with ICT Account Manager to discuss logistics of data integration and integration. Request submitted to Covalent for assistance with implementation process.						

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	Self evaluation models to be developed which allow for qualitative reporting and evidencing on culture and sport services, and to enable better targeting.					
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**		40%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
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 and Aberdeenshire services have reviewed the work to date and agreed to prepare reports.						

ECS LIBIS 17	Monitor and evaluate the quality and impact of Library and Information Services via the Public Library Quality Improvement Matrix					
Description	Assessment of performance against nationally accepted standards for a public library service					
Managed by	Neil Bruce	**Lead Officer**	Fiona Clark	**Progress**		100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	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

Description	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.					
Managed by	Neil Bruce	**Lead Officer**	Christine Rew	**Progress**		20%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2013	**Completion Date**		
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	**Ensure high quality performance to meet standards in 'How Good is Our Community Learning and Development 2"**					
Description	Through programme of CPD and performance management support staff team and partners to improve outcomes					
Managed by	Gail Woodcock	**Lead Officer**	Alona Murray	**Progress**		17%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Good progress being made across range of CPD and performance management activities. Recent Education Scotland inspection of St Machar learning community confirmed progress and raised new ideas for further development priorities.						

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 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	**Progress**		100%
Start Date	18-May-2012	**Due Date**	30-Apr-2012	**Completion Date**	09-Mar-2012	

Progress update
A leadership development policy has been drafted and was 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	**Progress**		83%
Start Date	18-May-2012	**Due Date**	31-Dec-2013	**Completion Date**		
Progress update						
We successfully delivered two seminars to head teachers in May 2012, which focused on the procedures for managing discipline and competence of teachers. Feedback has been extremely positive and there are plans to run these sessions on a regular basis, rolling them out to other managers within schools.						

ECS CPD 003	Build leadership capacity for our emerging, existing and experienced leaders					
Description	Within a leadership and managment 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	**Progress**		40%
Start Date	18-May-2012	**Due Date**	30-Jun-2012	**Completion Date**		
Progress update						
A planning day took place at Danestone School in May, at which proposals for introducing support for further groups of staff were discussed. Work to set up these supports is continuing.						

ECS CPD 010	Develop a service Workforce Strategy and Action Plan					
Description						
Managed by	Sarah Gear	**Lead Officer**	Anne Darling; Andrew Jones	**Progress**		20%
Start Date	18-May-2012	**Due Date**	30-Jun-2012	**Completion Date**		
Progress update						
A draft Workforce Development and CPD policy for the service has been created, and is due to be considered for approval by the ECS committee on 7th June.						

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**		100%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**	09-Mar-2012	
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**		50%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work in this area is continuing.						

ECS CPD 006	Develop and deliver a high quality New Teacher Induction programme					
Description	The New Teacher Induction Programme provides support to all probationer teachers working in Aberdeen City schools. It includes the provision of appopriate 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**		83%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work is continuing on schedule						

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**		40%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
A successful conference took place on 25th April, focussing on the themes of learning partnerships and service planning. Delegates were able to create action plans for themselves and their establishments based on the presentations and discussions which took place throughout the day. A further conference is planned for 20th June 2012 and a programme for 2012/13 is currently in development.						

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**		50%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
A new set of award categories has been agreed and the 2012 awards will be launched on 23rd May						

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**		60%
Start Date	01-Jun-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work is progressing on schedule						

ECS EDPP 002	**Development of Directorate Communications Strategy**					
Description	Develop, publish and circulate a communications strategy.					
Managed by	Charlie Penman	**Lead Officer**	Lesley Kirk	**Progress**		71%

Start Date	01-Jun-2011	**Due Date**	31-Mar-2012	**Completion Date**	
Progress update					
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	**Progress**		40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is ongoing						

Priority 10 - Working Together

10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery

10.01a - Develop network of partnerships with the public, private and third sector and define shared visions, aims and goals

ECS Edu 020	**Development of a commissioning strategy for additional support needs service/provision including seeking greater opportunities with the Third Sector**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		20%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		

Progress update
Work is ongoing as part of our Inclusion review.

ECS Edu 021	Work towards all services in Education, Social Services, Health and Voluntary Sector working in partnership with parents/carers to develop increasingly inclusive practice					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**		20%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is ongoing as part of our Inclusion review						

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**	Lesley Kirk	**Progress**		100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	02-Feb-2012	
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; In Progress; Assigned
	Completed

PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

Long Term Trends	
	Improving
	No Change
	Getting Worse

Short Term Trends	
	Improving
	No Change
	Getting Worse

Risk Status	
	Alert
	High Risk
	Warning
	OK
	Unknown

ABERDEEN
CITY COUNCIL

EDUCATION, CULTURE AND SPORT SERVICE
Briefing note: Scottish Survey of Literacy and Numeracy 2011 (Numeracy)

Briefing Synopsis, background and context

This briefing provides a summary of information on the Scottish survey of literacy and numeracy for 2011. The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. It will also provide information which will inform improvements in learning, teaching and assessment at classroom level.

The survey had three main objectives to:

1. Monitor and report nationally on achievement in numeracy at the P4, P7 and S2 stages. The 2011 results will establish a baseline for future monitoring of numeracy achievement over time.
2. Identify areas of numeracy strengths and weaknesses among pupils in Scotland to help inform policy initiatives and learning and teaching practices.
3. Gather information and report nationally on pupils' and teachers' experience of learning and teaching numeracy, along with their views about this experience.

Approximately 11,000 pupils participated in the survey, which took place in May 2011. The survey consisted of a set of written and practical assessments and a pupil questionnaire, with a further questionnaire completed by about 5,200 teachers. The assessments used in the survey were designed to assess the wide range of knowledge, skills, capabilities and attitudes across learning identified in the Curriculum for Excellence (CfE) experiences and outcomes. Pupils were assessed at the following Curriculum for Excellence levels: P4 First level, P7 Second level, S2 Third level.

The SSLN replaces the Scottish Survey of Achievement (SSA) which ran from 2004 to 2009. The SSLN has been developed to support assessment approaches for Curriculum for Excellence, and so results are not comparable with the SSA. All schools were asked to participate in the survey. The required sample size of about 4,000 pupils per stage, selected at random, was achievable with two pupils per stage (P4 and P7) in primary and twelve pupils per stage (S2) in secondary. Both publicly funded and independent schools were included. Special schools and schools with fewer than two or five pupils (at primary and secondary respectively) per stage were excluded.

N.B. Colleagues should note that since the SSLN is based on a sample of pupils rather than on the whole population, the results shown are estimates. That is to say there is an element of uncertainty within the results because the pupils sampled may not reflect the population exactly.

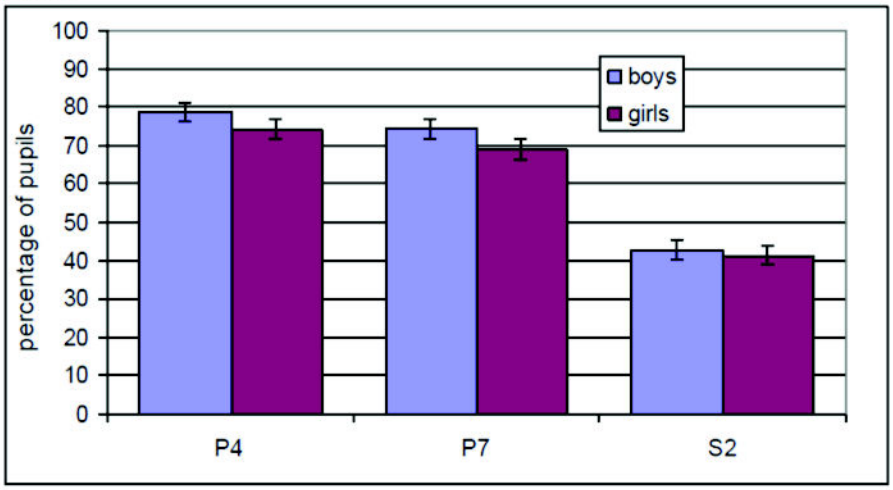
Learning and teaching resources have been developed by Education Scotland from the SSLN survey findings. This information is made available to teachers, schools and authorities to support and inform learning and teaching practice in the classroom. Some resources are available on the following Education Scotland website www.educationscotland.gov.uk/sslnresource, with further materials becoming available over the next months.

The main point of contact for this briefing note is: Sarah Gear, Service Manager (Policy and Performance) (☎ 01224 522865 sagear@aberdeencity.gov.uk)

Data Presentation and Analysis:
Key messages to note from this report are:

About 76 per cent of P4 pupils were performing well or very well in numeracy at first level, at P7 about 72 per cent of pupils were performing well or very well at second level and at S2 about 42 per cent of pupils were performing well or very well at third level.

Chart 2.3: Percentage of pupils performing "well" or "very well" at the relevant level, by gender

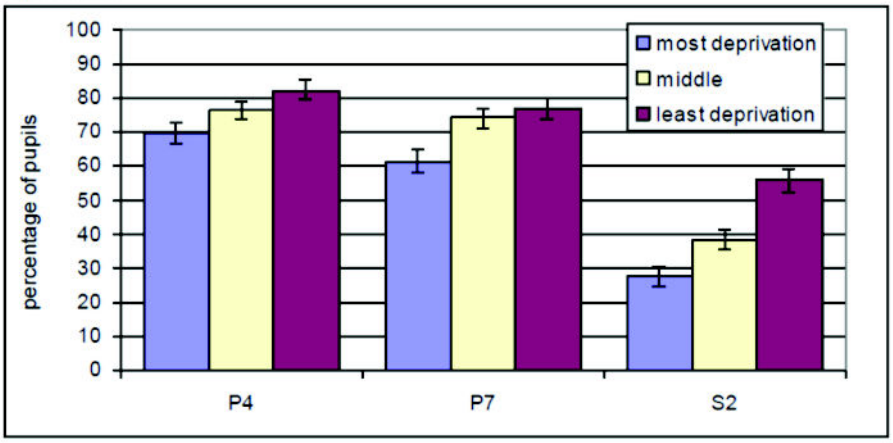


The percentage of pupils not yet working within their respective levels in numeracy was less than one per cent in P4, about two per cent in P7 and about 32 per cent in S2.

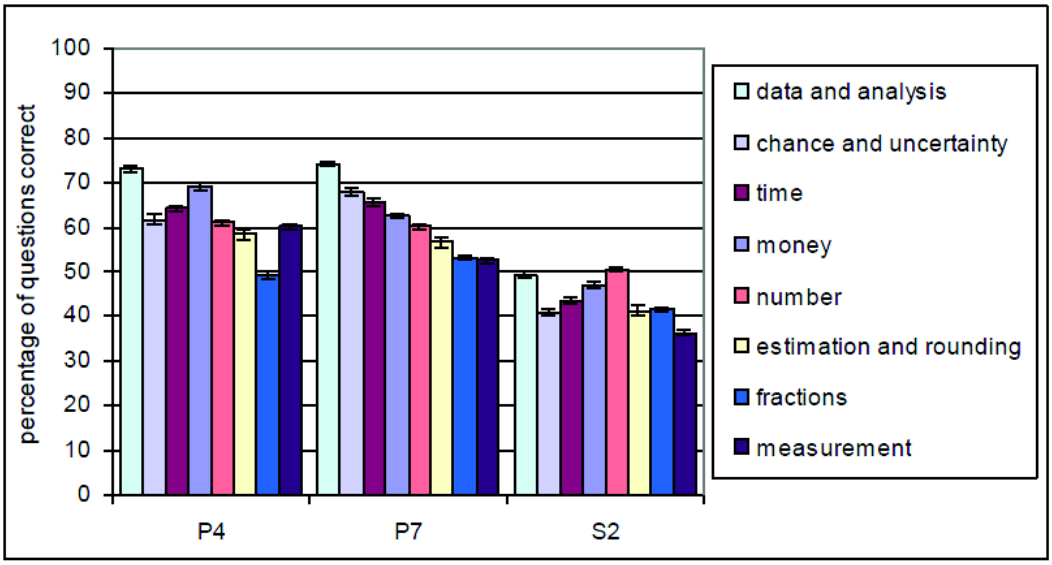
Boys tended to outperform girls in numeracy at P4 and P7, with the difference negligible in S2.

Deprivation appeared to affect performance most in S2. S2 pupils living in areas with lower levels of deprivation were twice as likely to be performing well or very well as pupils living in areas with higher levels of deprivation.

Chart 2.4 Percentage of pupils performing "well" or "very well" at the relevant level, by deprivation

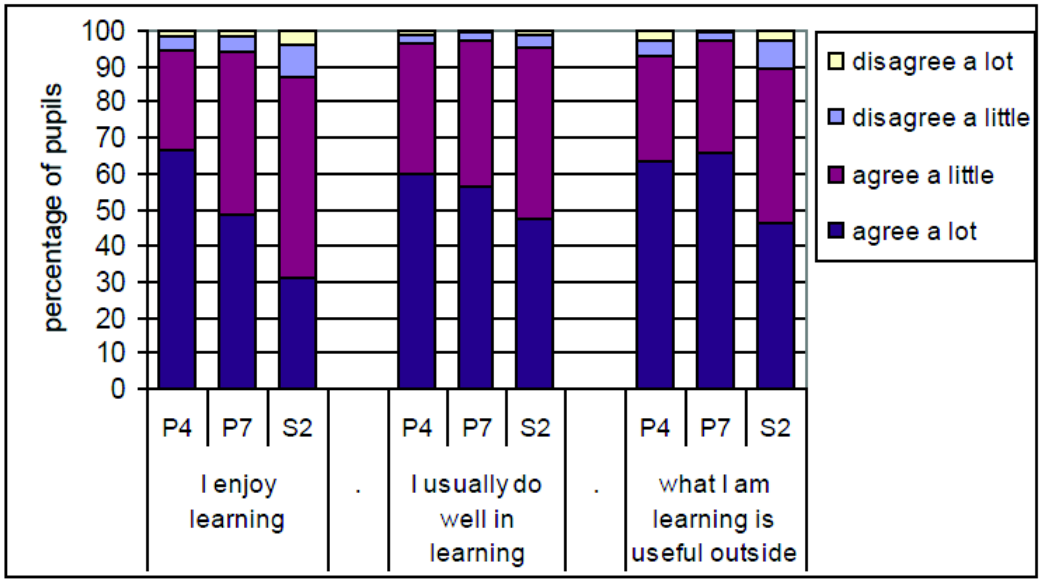


Pupils were generally more successful with tasks assessing *data & analysis* and *time*. Tasks assessing *measurement* and *fractions, decimal fractions & percentages* were found to be more challenging for learners.



The vast majority of pupils said they enjoyed learning, though the strength of agreement reduced among older pupils. Over 90 per cent of pupils agreed that what they were learning would be useful to them outside school

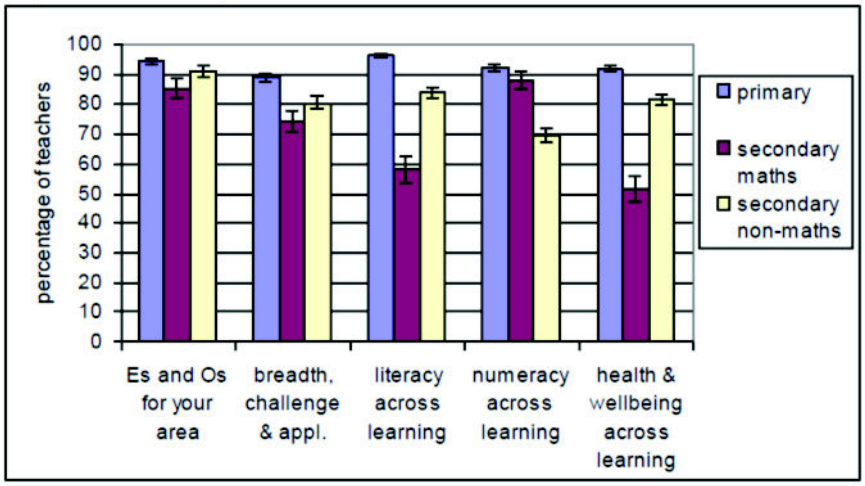
Chart 3.2: How much do you agree with the following…?



Pupils were more likely to receive feedback on performance and improvement in P4 and P7 than in S2.

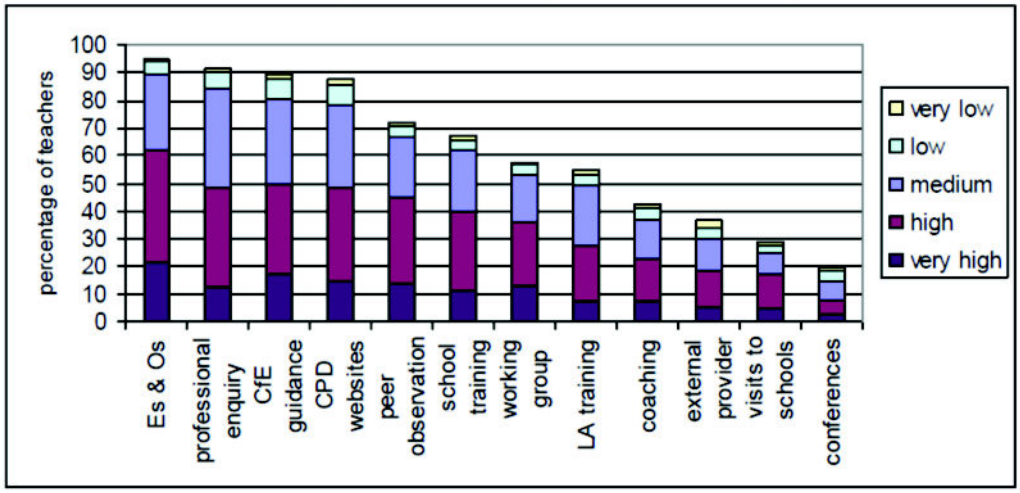
Teachers reported high levels of confidence in delivering the Curriculum for Excellence (CfE) numeracy experiences and outcomes, with generally over 95 per cent of primary and secondary maths teachers very or fairly confident. The one exception was the area of *ideas of chance & uncertainty,* where primary school teachers reported the least confidence. This was also the area of least confidence amongst secondary non-maths teachers.

Chart 4.4: Proportion of teachers reporting they were "very confident" or "fairly confident" that they understood aspects of Curriculum for Excellence.



Over 90 per cent of primary school teachers and over 80 per cent of secondary school teachers reported they were very or fairly confident that they can improve learning using the CfE experiences and outcomes for their area. Teachers were also asked how often they had taken part in various forms of continuing professional development (CPD) in the last twelve months and, if they had, how useful they had found it. activities with the highest rating for level of impact were reading and discussing the numeracy experiences and outcomes with colleagues, peer observations and membership of working groups.

Chart 4.5: CPD activity in numeracy in last twelve months, with level of impact.
Primary school teachers.
(see data tables for full descriptions and for responses for secondary school teachers)



Future Projections/Recommendations:
The survey contains a huge amount of data which cannot be summarised in this briefing note. Further analysis of the performance data, as well as the full set of pupil and teacher questionnaire results, are published in data tables alongside this publication. The analysis contained in this report seeks to highlight the key messages and give a flavour of the range of analysis possible.

The Policy and Performance team will work with colleagues over the next term and encourage further analysis over the coming months through analysis of the data tables and professional dialogue together. The data will also be further analysed over the coming months. The possibility of obtaining Aberdeen City analysis (such as in previous SSA reports) will be explored with the Scottish Government.

In addition, it is recommended that the following actions are taken:

A shared understanding of the key themes and messages from the SSLN results to be achieved through discussions with the following teams: Education, Culture and Sport Senior Management Team, CPD team, Learning & Communities Teams, Service Managers, Quality Improvement Officers (QIOs) and Headteachers. Consideration may be given to providing a briefing session.

Data to be shared with Aberdeen Parents Forum as part of our regular performance reporting framework

The content of this briefing paper will be shared with Elected Members (as part of the April Education, Culture and Sports Performance Report) at Education, Culture and Sport Committee in June 2012

Actions supporting, challenging and sharing good practice to be agreed in order to influence the next Service Plan 2012 onwards.

Our Ref. PC/LG/IG
Your Ref.
Contact Liz Gillies
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ABERDEEN CITY COUNCIL

20 April 2012

Parent/Carer Hazlehead Academy

Education, Culture & Sport
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Dear Parent/Carer

Hazlehead Academy

Aberdeen City Council

In February 2010 Inspectors visited the school and wrote a report of their findings. In the report, they recognised the work of the school and recommended key areas which the school needed to focus on to secure future improvement.
Since then officers from the local authority have regularly visited the school to find out how well the young people are learning and achieving and how the school is continuing to support them to do their best. As a result we are now able to report on the improvements made.

How well do children learn and achieve?

Across the school, there are signs of significant improvement in the quality of young people's learning experiences. Staff and pupils have worked together to set high expectations for all learners. All teachers are now sharing the aims of the lesson and checking with young people how well they are learning on a more consistent basis. Young people are more actively involved in their learning and in discussing with teachers what they need to do to further improve their work. As a result, they are more engaged and motivated in learning.

The behaviour management policy has been reviewed and improved. Positive behaviour is promoted and supported through effective use of staged intervention approaches and restorative practice.

Together, these new approaches in learning and teaching and in behaviour management have led to greater consistency in learning and improved behaviour across the school.

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The school's performance in national examinations has improved. More young people now achieve appropriate success at Standard Grade with significant numbers outperforming predictions and estimated grades. Close monitoring and tracking of attainment has been put in place to help ensure all pupils achieve a basic qualification in English and Maths.

At the senior stages, exam performance has improved with increased numbers of students in S5 gaining 3 or more Higher qualifications. The slight decline in S6 attainment in Advanced Higher reflects the fact that last session many students joined classes in other Academies which reduced the numbers presented for examination in their home school. This issue has been addressed and the examination results will now be included within the home school attainment figures.

The school strongly promotes an inclusive ethos which focuses on raising expectations and developing ambition. "If you can dream it, you can do it" is the theme which underpins the transition work through the *Honda School of Dreams* initiative and the *Football Performance School* partnership work with Aberdeen Football Club.

The school continues to develop strong and productive partnerships with local businesses. These have provided young people with opportunities to develop employability skills, complete work placements and increase career aspirations.

How well does the school support children to develop and learn?

The school has continued to develop courses in the Curriculum for Excellence. The new curriculum structure for S1 – S3 now ensures all young people in the Junior Phase (S1-S3) are provided with a balanced range of courses, including in excess of 2 hours high quality physical education each week.

The school, in partnership with the local authority, is currently completing the curriculum plan for the Senior Phase(S4-S6). This is based upon a 6 option structure which will also incorporate the 2 hour requirement of physical education for young people in S4 – 6.Additional time has been allocated to Higher and Intermediate courses and all S5 students are now fully class committed each day. These changes have made a notable contribution to the improvements in attainment at these stages.

The school has continued to develop links with each of the primary schools in the associated school group. Working in partnership, head teachers from each of the primary schools have observed learning and teaching in S1 English and Maths classes and provided helpful feedback to colleagues to further improve pace and challenge in learning. Secondary teachers have delivered lessons to primary 7 children and through their transition into S1. This has improved continuity in children's learning and attainment. Primary and secondary teachers now work together to plan, deliver and assess learning and have developed strategies to agree standards within Curriculum for Excellence levels particularly in English and Science.

Staff have increased expectations of what all young people can achieve. With the support of teachers, young people are taking more responsibility for their learning. Personal learning planning is a developing feature in almost all departments. Teachers are involving young people more in planning and evaluating their learning

however, further training and support is required to ensure consistency across the whole school.

How well does the school improve the quality of its work?

Since the inspection in February 2010, teachers have continued to work hard to improve how they teach and how young people learn. Members of the senior management team regularly observe lessons and provide helpful feedback and advice to teachers. Teachers are increasingly seeking the views of young people on the learning experiences and these make a valuable contribution to the whole school evaluations and plans for improvement.

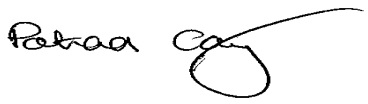
Information from tracking records and classroom visits is used rigorously to improve learning, teaching and attainment. Across the school, the majority of teachers are using self-evaluation more effectively. Within faculties all staff are more closely involved in evaluating key strengths and areas for development. Whilst effective systems are now in place, greater consistency is now required in order to progress improvement across all departments.

What happens next?

The school has continued to make very good progress since HM Inspectors visited in February 2010. The head teacher has a clear vision for the school. Ably supported by her deputes, she provides very strong leadership and has effective plans in place to secure future improvement.

While there remains scope for further improvement in attainment in national examinations, there have been notable improvements in monitoring and tracking progress, in developing learning and teaching and in leadership at all levels. The local authority is confident that the school has the capacity to make further improvement, as a result there will be no further visits made in connection with this follow through report.

Yours sincerely



Patricia Cassidy
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Education Scotland
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Textphone 01506 600236[1]

1 May 2012

Dear Parent/Carer

Fernielea School and Nursery Class
Aberdeen City Council

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how it is improving transitions, the way it supports children and their parents, and community links. We also looked at how the school was developing science. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that children learn and achieve very well in different areas of learning. They are secure and confident and feel valued. Staff have high expectations and children respond well to the trust that adults place in them. Children are polite, behave very well and welcome visitors. They talk enthusiastically about the many ways in which adults listen to and use their ideas to improve the school and community. For example, they contributed to the development of the science programme. Children take on a wide range of responsibilities and are expected to perform well in these roles. Most children are aware of their strengths and the areas they need to improve in their learning. In the nursery class, children listen well to adults and to each other. All children are able to recognise their name, and are developing a very good understanding of mathematics. Children are making good progress in developing physical skills such as climbing and balancing. Across the primary stages, children are achieving appropriate levels of attainment and are making very good progress from prior levels of learning. They are using their literacy skills very well across different areas of their learning. This includes discussing and recording activities in science. At all stages, children are progressing well in developing their skills in mental calculations. Across the school and nursery, children are knowledgeable about the various ways in which they can stay safe and healthy. They are aware of the importance of food and physical exercise for healthy bodies.

How well does the school support children to develop and learn?

The school provides a very inclusive, nurturing environment for all children. Staff have an excellent understanding of children and their individual circumstances. They use this information to target support and ensure that children progress very well in their learning.

[1] This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

A number of children in the primary school receive well-judged support from staff in the pupil support base for varying periods of time each week. The depute headteacher works very effectively with staff to ensure that individual children receive appropriate support from a wide range of professionals. In most lessons, teachers use assessment well to ensure children are clear about what they are learning. We have asked staff to build on this work to help children develop a deeper understanding of what they are learning. Staff regularly use topic challenges to assess how well children can apply what they have learned. Across the nursery and school, staff have worked together with parents and children to plan a curriculum which is broad and balanced. Children have very good opportunities to learn in enterprising ways, for example, when organising activities for a Children in Need fundraising event. Children's learning is extended very well by the wide range of visitors to the school, including parents, and visits to places of interest. Local church leaders support the school in helping children to learn about religious festivals and celebrations. The principal teacher has successfully led work to ensure continuity in learning from the nursery to P1. There are very effective arrangements in place to support children as they move from stage to stage through the school. As a result of this, teachers take very good account of children's prior experiences when planning learning.

How well does the school improve the quality of its work?

The headteacher provides outstanding leadership and is determined to provide the highest quality education for all children. She has fully involved children, parents and staff in evaluating and improving the work of the school. One particularly innovative approach, which is having a decisive impact on the quality of learning and teaching, is the way they are involved in observing learning across the school to gather a very wide range of information which is used to evaluate and improve the work of the school. As a result of this, they have agreed what should be in place to create a high-quality learning environment. Children, including those in P1, are able to talk enthusiastically about how they have contributed to school improvements. Staff are committed to using a wide range of tools to evaluate the work of the school including, for example, as they sample and moderate children's work from each other's classes. This has had a significant impact on improving children's achievements. The headteacher and staff regularly review children's work in order to identify and provide support to enable all children to attain well. The headteacher identifies and nurtures individual talents amongst the staff who all take responsibility for developing aspects of the work of the school. The school has introduced new approaches to develop children's skills in writing and these are improving children's attainment. Staff, children and parents have developed e-portfolios. These are used very effectively to support discussions about children's learning and progress. All staff take part in relevant professional development activities which help them improve their practice. Commendably, the headteacher and depute work very closely with colleagues in the local high school to ensure children maintain a good pace in learning as they move from primary to secondary school.

This inspection of your school and nursery class found the following key strengths.

- Polite, well-behaved children and their involvement in improving the school.
- The headteacher's outstanding leadership in involving children, parents and staff in improving the work of the school, and the innovative processes they use to do this.
- Sense of community, teamwork and inclusive school ethos where children receive high-quality support in their learning.
- Transition arrangements to ensure continuity in children's learning.
- Strong partnerships with parents and the wider community to support children's learning.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Further develop assessment procedures.
- Continue to review and improve the quality of the curriculum.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Jacqueline Horsburgh
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FernieleaSchoolAberdeenCity.asp

Please contact us if you want to know how to get the report in a different format, for example, in a translation. 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.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

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Education Scotland
Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[2] Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Fernielea School.

Improvements in performance	**very good**
Learners' experiences	**very good**
Meeting learning needs	**very good**

Nursery class

Improvements in performance	**very good**
Children's experiences	**very good**
Meeting learning needs	**very good**

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	**very good**
Improvement through self-evaluation	**excellent**

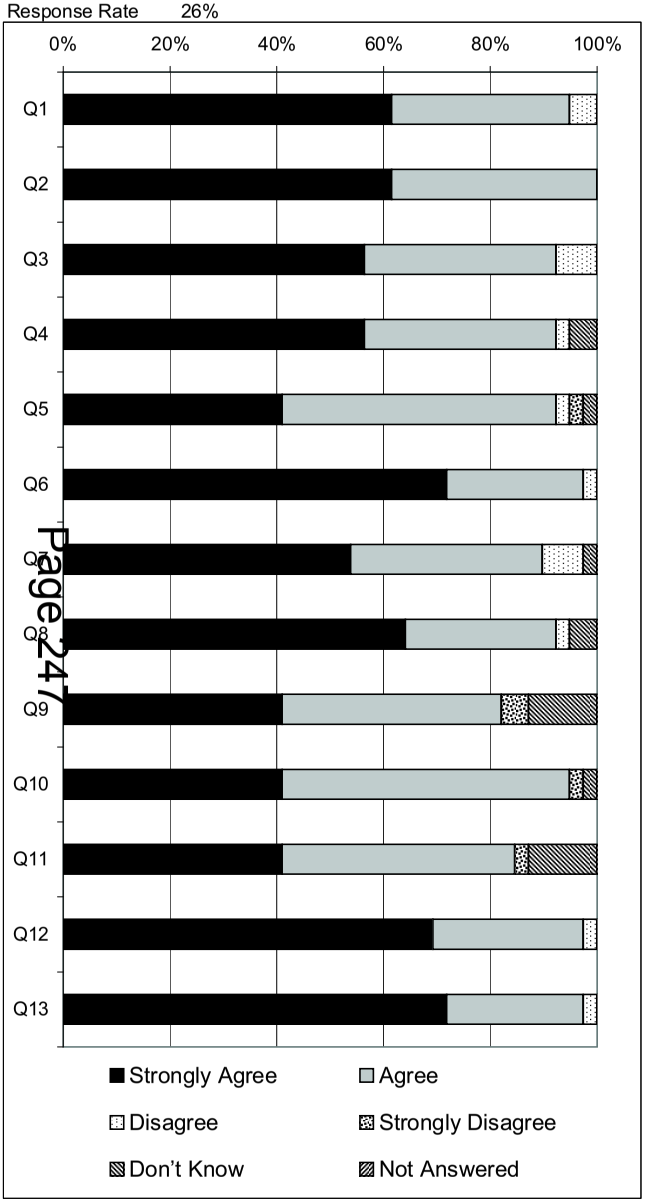
A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FernieleaSchoolAberdeenCity.asp

[1] This is a service for deaf users. Please do not use this number for voice calls as this will not connect.
[2] *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf.

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Fernielea School
SEED Number 5239427
Quest. Issued 150
Quest. Input 39
Response Rate 26%

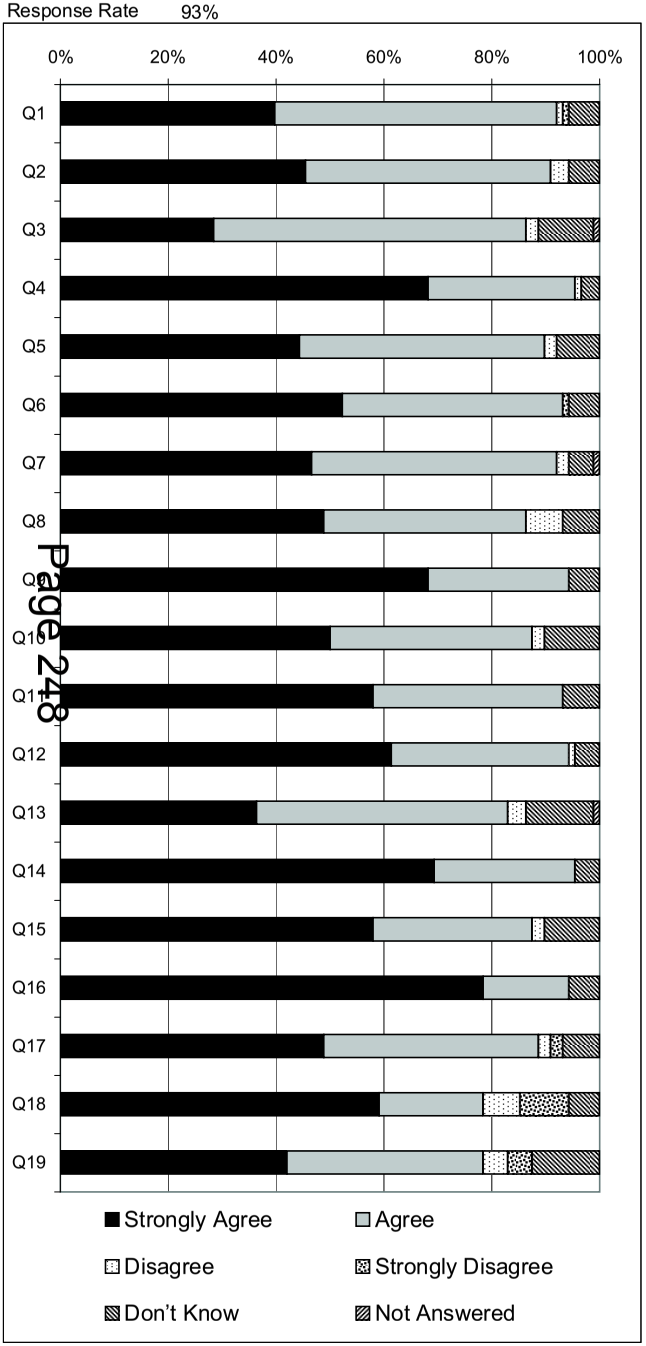


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	62%	33%	5%	0%	0%	0%	95%	5%
Q2	My child enjoys learning at school.	62%	38%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	56%	36%	8%	0%	0%	0%	92%	8%
Q4	My child is encouraged and stretched to work to the best of their ability.	56%	36%	3%	0%	5%	0%	92%	3%
Q5	The school keeps me well informed about my child's progress.	41%	51%	3%	3%	3%	0%	92%	5%
Q6	My child feels safe at school.	72%	26%	3%	0%	0%	0%	97%	3%
Q7	My child is treated fairly at school.	54%	36%	8%	0%	3%	0%	90%	8%
Q8	I feel staff really know my child as an individual and support them well.	64%	28%	3%	0%	5%	0%	92%	3%
Q9	My child benefits from school clubs and activities provided outside the classroom.	41%	41%	0%	5%	13%	0%	82%	5%
Q10	The school asks for my views.	41%	54%	0%	3%	3%	0%	95%	3%
Q11	The school takes my views into account.	41%	44%	0%	3%	13%	0%	85%	3%
Q12	The school is well led.	69%	28%	3%	0%	0%	0%	97%	3%
Q13	Overall, I am happy with the school.	72%	26%	3%	0%	0%	0%	97%	3%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name	Fernielea School
SEED Number	5239427
Quest. Issued	95
Quest. Input	88
Response Rate	93%



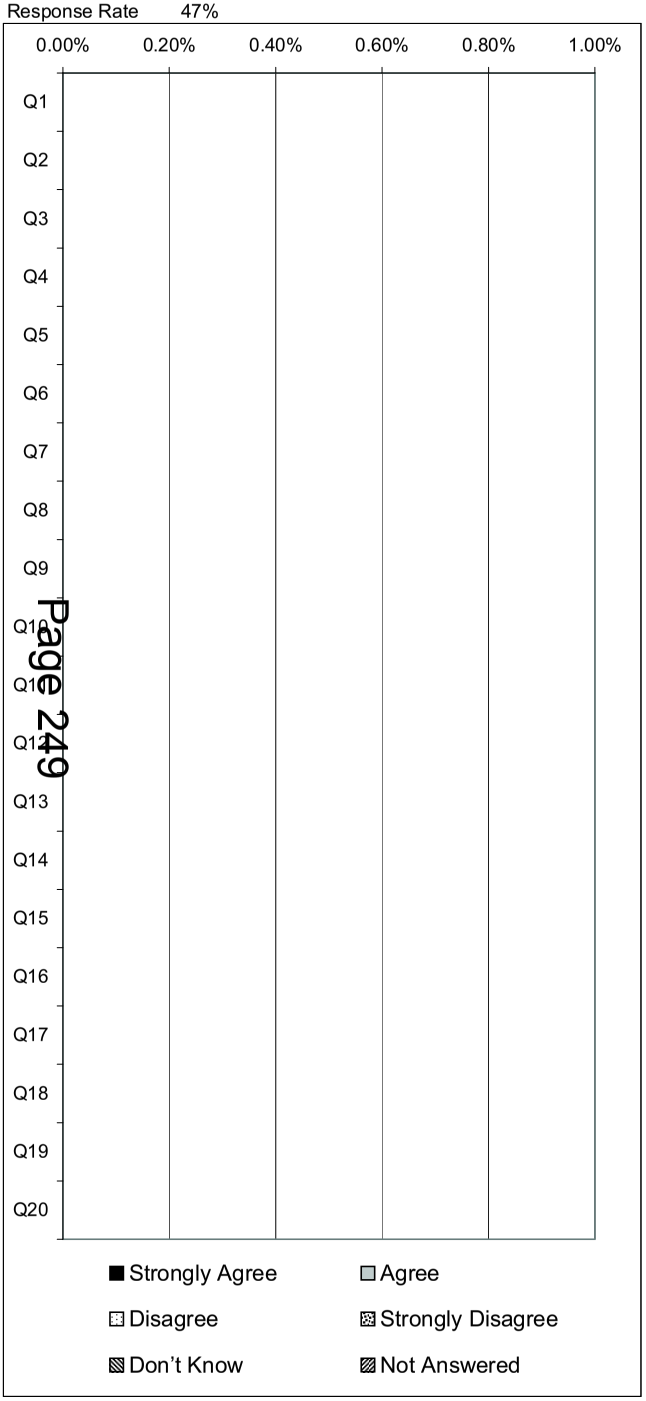
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	40%	52%	1%	1%	6%	0%	92%	2%
Q2	I enjoy learning at school.	45%	45%	3%	0%	6%	0%	91%	3%
Q3	I am getting along well with my school work.	28%	58%	2%	0%	10%	1%	86%	2%
Q4	Staff encourage me to do the best I can.	68%	27%	1%	0%	3%	0%	95%	1%
Q5	Staff talk to me regularly about how to improve my learning.	44%	45%	2%	0%	8%	0%	90%	2%
Q6	I get help when I need it.	52%	41%	0%	1%	6%	0%	93%	1%
Q7	Staff listen to me and pay attention to what I say.	47%	45%	2%	0%	5%	1%	92%	2%
Q8	I have a say in making the way we learn in school better.	49%	38%	7%	0%	7%	0%	86%	7%
Q9	Staff expect me to take responsibility for my own work in class.	68%	26%	0%	0%	6%	0%	94%	0%
Q10	Staff and pupils treat me fairly and with respect.	50%	38%	2%	0%	10%	0%	88%	2%
Q11	I feel safe and cared for in school.	58%	35%	0%	0%	7%	0%	93%	0%
Q12	I have adults in school I can speak to if I am upset or worried about something.	61%	33%	1%	0%	5%	0%	94%	1%
Q13	I find it easy to talk to staff and they set a good example.	36%	47%	3%	0%	13%	1%	83%	3%
Q14	Staff make sure that pupils behave well.	69%	26%	0%	0%	5%	0%	95%	0%
Q15	Staff are good at dealing with bullying behaviour.	58%	30%	2%	0%	10%	0%	88%	2%
Q16	The pupil council is good at getting improvements made in the school.	78%	16%	0%	0%	6%	0%	94%	0%
Q17	The school encourages me to make healthy-food choices.	49%	40%	2%	2%	7%	0%	89%	5%
Q18	I take part in out-of-class activities and school clubs.	59%	19%	7%	9%	6%	0%	78%	16%
Q19	I know what out-of-school activities and youth groups are available in my local area.	42%	36%	5%	5%	13%	0%	78%	9%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Fernielea School
SEED Number 5239427
Quest. Issued 17
Quest. Input 8
Response Rate 47%

Fewer than 10 responses received therefore the data has not been published.



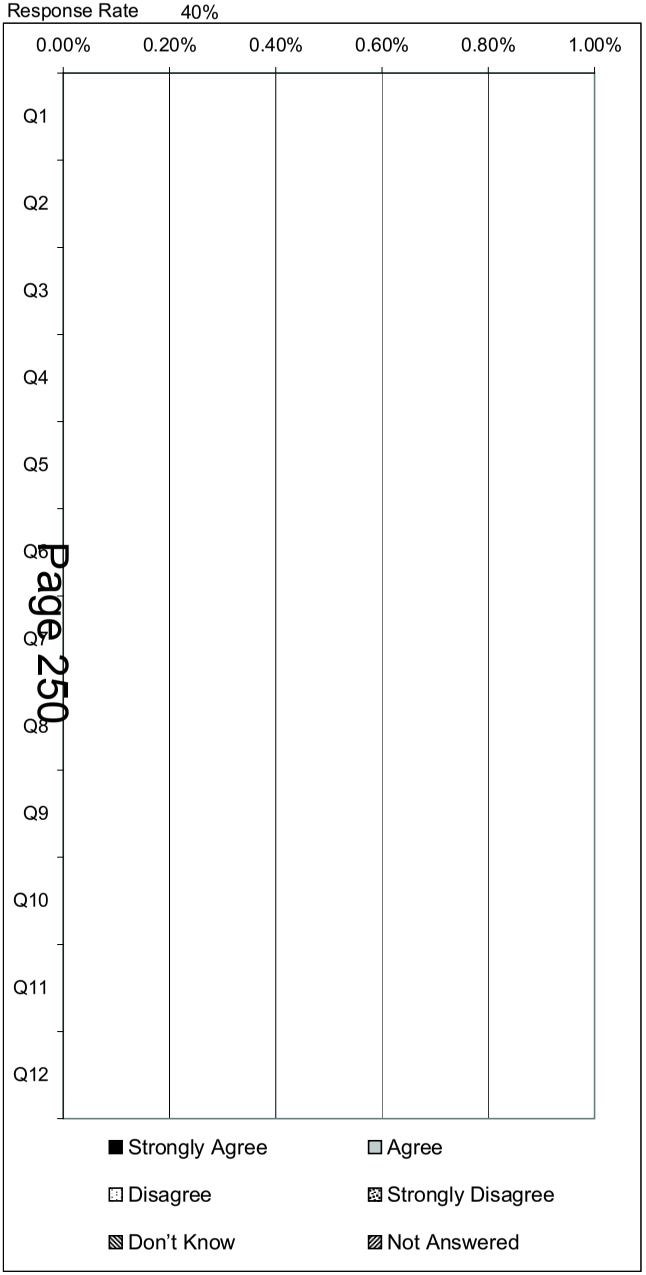
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All pupils are given activities which meet their learning needs.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are involved in setting learning targets.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Pupils take an active part in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the school's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities to improve the school.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the school share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Non-Teaching Questionnaire Summary

Centre Name Fernielea School
SEED Number 5239427
Quest. Issued 15
Quest. Input 6
Response Rate 40%

Fewer than 10 responses received therefore the data has not been published.



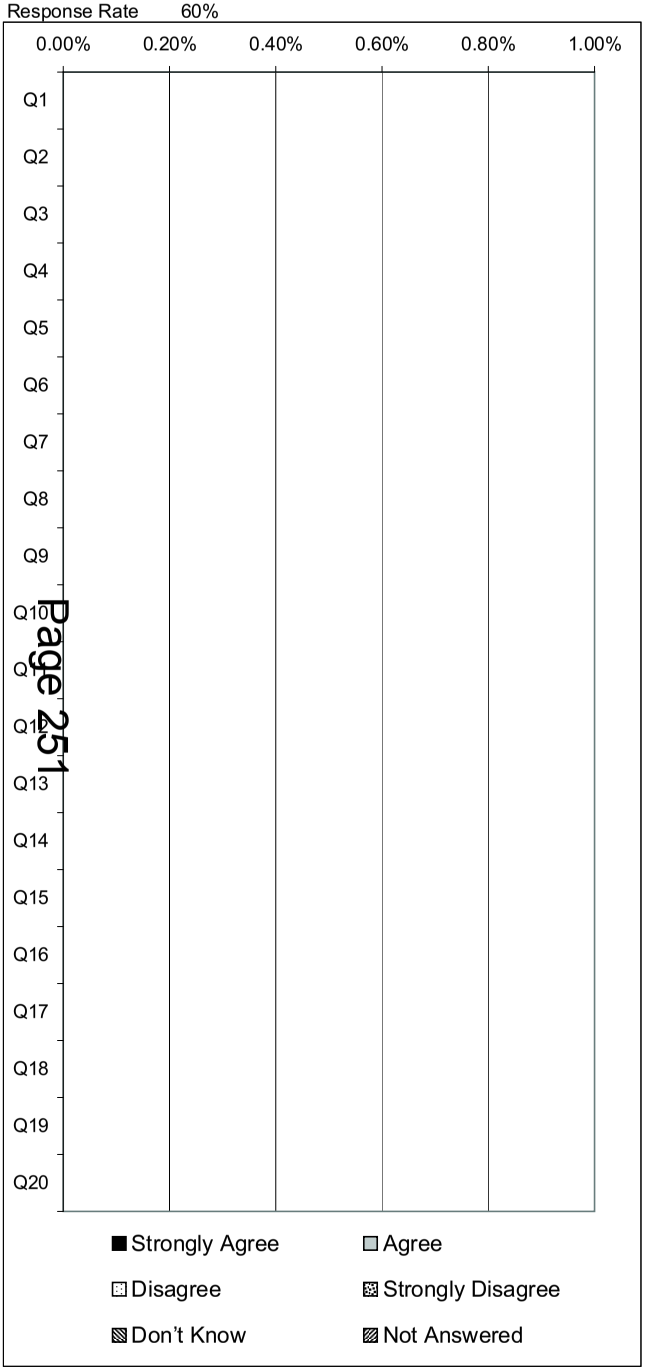
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Nursery Staff Questionnaire Summary

Centre Name Fernielea School
SEED Number 5239427
Quest. Issued 5
Quest. Input 3
Response Rate 60%

Fewer than 10 responses received therefore the data has not been published.

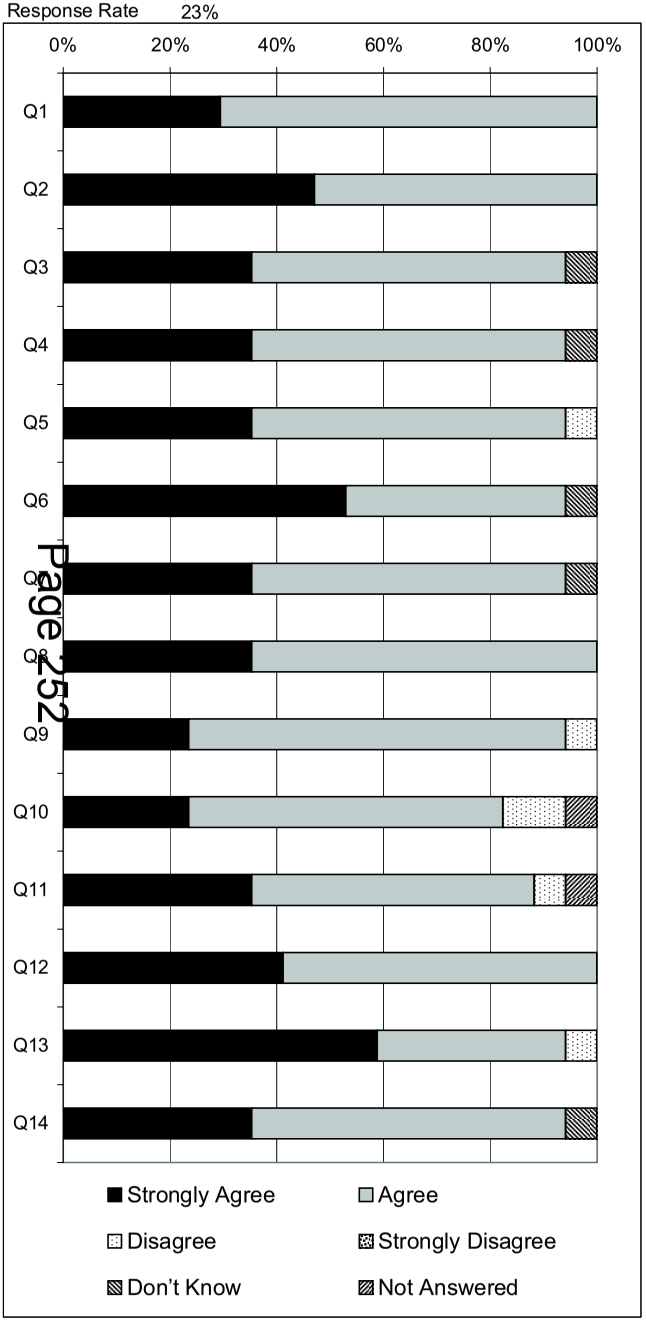


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Children are involved in talking about what they will learn.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Staff give children regular feedback and encouragement on their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Children have opportunities to evaluate their own and other children's work.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for children's views on how play activities can be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Children are motivated and engaged in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all children equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and children respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The children are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for children with additional support needs, including behaviour problems, is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the nursery and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the nursery's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities for improving the nursery.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the nursery's procedures relating to child protection.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the nursery share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Nursery Parent Questionnaire Summary

Centre Name	Fernielea School
SEED Number	5239427
Quest. Issued	75
Quest. Input	17
Response Rate	23%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The nursery helps my child to be more confident.	29%	71%	0%	0%	0%	0%	100%	0%
Q2	My child enjoys the learning experiences at the nursery.	47%	53%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	35%	59%	0%	0%	6%	0%	94%	0%
Q4	My child finds most learning activities stimulating and challenging.	35%	59%	0%	0%	6%	0%	94%	0%
Q5	The nursery keeps me well informed about my child's progress.	35%	59%	6%	0%	0%	0%	94%	6%
Q6	My child feels safe in the nursery.	53%	41%	0%	0%	6%	0%	94%	0%
Q7	My child is treated fairly in the nursery.	35%	59%	0%	0%	6%	0%	94%	0%
Q8	I feel staff really know my child as an individual and support him or her well.	35%	65%	0%	0%	0%	0%	100%	0%
Q9	Staff work in partnership with me to care for and educate my child.	24%	71%	6%	0%	0%	0%	94%	6%
Q10	The nursery asks for my views.	24%	59%	12%	0%	0%	6%	82%	12%
Q11	The nursery takes my views into account.	35%	53%	6%	0%	0%	6%	88%	6%
Q12	The nursery is well led.	41%	59%	0%	0%	0%	0%	100%	0%
Q13	Overall, I am happy with the care and education my child gets in the nursery.	59%	35%	6%	0%	0%	0%	94%	6%
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	35%	59%	0%	0%	6%	0%	94%	0%

Note: Will not always sum to 100% due to rounding

Education Scotland
Foghlam Alba

22 May 2012

Dear Parent/Carer

St Machar Academy
Aberdeen City Council

Recently, as you may know, my colleagues and I visited and inspected your child's school. During our visit, we talked to parents and young people and we worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of leadership programmes, the way the school works with partners to help young people to learn and how well the staff are developing their skills and knowledge. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Most young people learn well in the school and the community. This is leading to improved attainment for many of them but the school should continue to remain focused on raising young people's performance in qualifications. Most young people are polite, caring and behave very well. When lessons are not stimulating a few disrupt the learning of others. Young people respond very well to exciting opportunities to learn through independent research, leading groups and organising shows at a local radio station. Teachers in most faculties involve young people in creative thinking and provide high-quality feedback on how young people can improve. Young people would benefit more if such approaches were used more consistently across the school.

Many young people work very well together, applying their knowledge and skills to familiar and new challenges with increasing confidence. This gives them a real sense of achievement. Particularly impressive is the increased levels of confidence gained from the many leadership programmes such as the Outward Bound Experience at Loch Eil and the school's own Leadership Academy. Through musical performances in school shows and orchestras many young people become more responsible and manage their time more effectively. Young people improve their ability to work together and think of others through participation in a range of successful sports events and teams. Successful links with local businesses help young people develop a sense of ambition and improve their skills for work. Young people understand the connections between healthy eating, physical activity and health and are enabled to make informed choices about their own health. The

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Transforming lives through learning

school is increasingly recognising young people's achievements through, for example Youth Achievement Awards and The Duke of Edinburgh's Award scheme. Staff are starting to track young people's achievements more rigorously and it would be helpful to involve community partners in this process.

By the end of S2, the majority of young people achieve appropriate standards in reading, writing and mathematics. The school uses a range of approaches to track young people's progress from P7 to the end of S3. This will soon be enhanced by an authority wide tracking system. From S4 to S6 young people's attainment is improving in almost all measures but remains below the national average. At this stage, it is poorer than in schools serving young people with similar needs and backgrounds. Young people with additional learning needs make good progress in their learning. Through effective practices including rigorous analysis of results and high expectations, a number of subject areas provide consistently strong performance in qualifications and have very few young people who achieve no award. This needs to be more consistent across the school. The school and its partners work hard to support young people into employment, training, further or higher education and most are successful. Despite this, a significant percentage of young people still do not have a positive destination after school.

How well does the school support young people to develop and learn?

The school has a number of strengths in the ways it supports young people to develop and learn. All young people are included in all aspects of learning. Almost all staff know young people very well and are very aware of their social and emotional needs. They provide many valuable opportunities for young people to get help at lunchtime, after school and via information and communications technology. They need to ensure all work is planned carefully to provide support and challenge for all young people. Guidance staff work very well with young people and monitor effectively young people's attendance, behaviour and progress. Young people with additional learning needs are supported well by support staff and a range of partners. Particularly effective is the support for a large number of young people with English as an additional language. The learning partnership has established an effective transition group from P6 to S2 and many young people benefit from its work.

The school is improving the range and quality of young people's learning experiences in line with Curriculum for Excellence. The staff provide a wide range of learning opportunities across all areas of the curriculum. Across the school, young people's learning is improved by many opportunities for learning out of the classroom through theatre visits, concerts, museum visits and work with local businesses. Staff are linking subjects well to improve young people's health and wellbeing. There is evidence that these approaches are now being used to develop young people's literacy and numeracy skills. Teachers are developing courses in S1 and S2 which create time for deeper learning and increase the focus on developing important skills. As the developments continue staff should evaluate this work to ensure all young people are making appropriate progress from S1 to S3 and receiving their entitlement to a broad general education. From S3 to S6, teachers provide many flexible opportunities to learn and make progress within and outwith school. This is enhanced very well by working with a large range of partners and agencies.

The school needs to evaluate these partnerships to ensure all young people can benefit from them.

How well does the school improve the quality of its work?

We are confident the school will continue to improve the quality of its work. Leadership at all levels of the school, including that of young people is effective. Almost all teachers are committed to improving their practice and supporting senior managers to improve learning and teaching. Senior managers and almost all faculty heads use a good range of evidence to analyse how well the school is doing and where they can make improvements. Young people are increasingly involved in helping to improve aspects of learning and teaching. This needs to be expanded further. Most staff improve their practice by observing colleagues teaching. The quality assurance visits to faculties provide effective support and challenge to teachers. The wide range of courses offered to staff as part of their continuing professional development is improving learning and teaching approaches and encouraging the sharing of good practice.

This inspection of your school found the following key strengths.

- Young people's contribution to improving the school and its community.
- The inclusive and positive ethos demonstrated by staff and many young people.
- The impact of leadership opportunities which improve confidence, resilience and achievement.
- High levels of commitment of staff and partners which lead to the social and emotional needs of young people being met very well.
- The progress of young people with English as an additional language.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to improve achievement and attainment across the school and within curricular areas.
- Improve the pace and challenge in some lessons to ensure all young people make appropriate progress.
- Develop a strategic plan for delivering Curriculum for Excellence involving all partners.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

David Gregory
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StMacharAcademyAberdeenCity.asp.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. 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.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

Education Scotland
Foghlam Alba

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[1]. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Machar Academy.

Improvements in performance	**satisfactory**
Learners' experiences	**good**
Meeting learning needs	**good**

We also evaluated the following aspects of the work of the school.

The curriculum	**good**
Improvement through self-evaluation	**good**

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StMacharAcademyAberdeenCity.asp.

[1] *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf.

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Transforming lives through learning

Education Scotland
Foghlam Alba

Learning community inspection

A report by HM Inspectors

Inspection of the learning community surrounding St Machar Academy Aberdeen City Council 22 May 2012

We inspect learning communities in order to let those who use services and the local community know whether learning communities provide appropriate learning opportunities and help learners in their development. We are also interested in how community and voluntary groups are helped to contribute to making communities better places to live and work. At the end of inspections, we agree ways in which staff and volunteers can improve the quality of learning for young people and adults and how the impact of community and voluntary groups can be further developed.

At the beginning of the inspection, we ask managers and staff about the strengths of the learning community, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we join other activities which young people, adults and community groups are involved in. We also gather the views of learners, active community members and staff. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of provision locally.

This report tells you what we found during the inspection and the quality of learning and development provided. We describe how well 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 inspection of the learning community, please visit www.educationscotland.gov.uk.

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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

St Machar is the largest learning community in Aberdeen City with a population of over 43000, approximately one fifth of the total population. The area has significant deprivation with a third of the city's benefit claimants living in the area. Most of the housing in the area is flats with under a half owner-occupied. Gaining positive and sustained destinations for school leavers poses a significant challenge for learning providers. A third of referrals for English as an additional language services come from schools in the area.

2. Particular strengths of the learning community

- Highly motivated partners and active volunteers committed to making a difference to young people, families and communities.
- Range of high quality programmes that are having a positive impact on improving life chances.
- High level of volunteering opportunities promoting leadership and employability skills.
- Early intervention through family learning opportunities and support for parents having a positive impact and raising aspirations.

3. How well do participants learn and achieve?

High quality programmes are improving the life chances of young people, adults and families. Family learning provision and *St Machar Parent Support Project* effectively target and support parents and families helping them to develop higher aspirations for themselves and their children. Arts development work is successfully engaging some of the most vulnerable learners in activities. Station House Media Unit (SHMU) is encouraging high levels of volunteering across the learning community and is helping to build community cohesion through the inclusion of priority groups. Staff in the Council's Communities Team are beginning to record performance information using Performance Information and Evaluation system and the Council's corporate management information system. Individual projects are producing detailed performance information which is being used well to plan for improvement. *St Machar Parent Support Project* is supporting young people to gain qualifications and become successful learners. The numbers of young people gaining accreditation and awards is increasing. The Friends of Sunnybank Park have used some social return on investment approaches to demonstrate their impact. Family learning provision and *St Machar Parent Support Project* set and exceed challenging targets in their work. SHMU is successfully supporting young people into positive destinations. Community

profiling is in the early stages of development which makes it difficult to monitor and track the participation of priority groups. Whilst demand is high for adult literacy and English as a second language provision, the numbers of learners have decreased. A lack of performance information across the learning community makes it difficult to monitor trends in relation to participation, progression and learner achievement. There are limited opportunities for adult learners to gain accreditation. Guidance and progression routes for learners requires further development. The Learning Partnership and the strengthening of partnership working with the school should focus on improving school leaver destinations, earlier intervention and improving young people's health and wellbeing.

Young people

Young people are included and participating in a range of activities which are developing their confidence, skills for life and employability. Large numbers of young people are volunteering, developing leadership skills and making a very positive contribution to their communities and beyond. Programmes including those delivered by SHMU, give young people responsibility for leading initiatives such as radio broadcasts. As a result, young people experience a strong sense of achievement and are developing communication, team working, organisational and planning skills. Young people participating in the Uganda programme supported by a local church are developing a strong sense of social responsibility and understanding of other cultures. Young people are acting as positive role models and using their skills to support other young people. Young people involved in the Tilly Youth Project Steering Group are leading music and dance activities. Those involved in *Grade A* are helping other young people develop their understanding of issues relating to drugs safety through peer mentoring. The Youth Council provides an effective mechanism for local young people to influence local decision-making. The achievements of young people are being recognised through an increasing variety of award programmes. They receive positive recognition, praise and encouragement from staff and volunteers who have high aspirations for them. Providers in the learning community are starting to work together to identify shared outcomes and improve planning in relation to Curriculum for Excellence. A shared system for monitoring and tracking the progress of young people and for sharing information on young people's achievements would help to develop this further. Systems for earlier intervention now need to be developed to support those young people experiencing health and wellbeing issues and increase their chances of achieving positive and sustained destinations.

Adults

Almost all learners are improving their core skills and becoming enthusiastic lifelong learners in inclusive, well-supported programmes. Parents taking part in family learning and parenting programmes at *Fersands Family Learning, Tillydrone Parents as Early Education Partners (PEEP) and St Machar Parent Support Project* are improving their children's life chances. *Maths and Language for Parents*, *Challenge Dad* programmes and the Dad's Group actively involve parents in their children's learning and development. Parents' aspirations are

rising through guidance, volunteering and work experience and their skills are increasing through responsible roles as fundraisers and peer supporters. Strong partnership work is enabling families facing challenging issues to access advocacy, counselling, housing and benefits advice. Families benefit from holiday learning activities and accessible crèche facilities that enable parents to take part in learning. Adults at risk of exclusion are becoming more active and learning new skills through innovative, targeted Arts Development projects such as the *Silver Soul Project*, SHMU community radio and magazines and inclusion initiatives by the University Sports Village. Speakers of other languages are improving their English and this is enabling them to participate in community activities. Community learning achievements are widely celebrated through community radio and newsletters. Learners feel their health and wellbeing has improved through participation in programmes such as *Health in the Communit*y and the self-directed Seaton Women's Group. Members of the Seaton Mangement Committee group are building positive networks, developing youth clubs, taking on leadership roles in the group and other community initiatives. While some learners are gaining Scottish Qualification Authority certificates, many more could benefit from increased opportunities for accreditation, an increased focus on employability and clearer progression pathways from community based learning to Further Education.

4. How well are communities developing and achieving?

Confident and skilled local residents, motivated by a strong desire to make a difference are managing a wide range of community organisations. There are a large number of community centres across the area delivering a wide range of activities. Many members of the community are benefiting from their involvement in activities and projects delivered by local organisations. The *Seaton Rehab Project* is effectively supporting local residents in their recovery journey by providing opportunities for volunteering. Local residents are benefiting from financial advice and information provided by volunteers through the Cash In Your Pocket Partnership and St Machar Credit Union. Friends of Sunnybank Park have used social return on investment analysis to show that the project is demonstrating good value and outcomes achieved. Environmental projects are strengthening the community ownership of shared spaces, improving play areas for children and drawing volunteers in from other agencies and companies. There is very good use of media to promote community activity. Over 140 volunteers at SHMU are producing and presenting radio programmes and the *Backies Project* is using social networking effectively to encourage participation in projects. There are some examples of effective training for local residents involved in management committees, for example, *St Machar Parent Support Project.* The level of support offered to local community groups has decreased due to a reduction in local authority staff. The slow development of a Management Agreement between Aberdeen City Council and Community Centre management committees is having an impact on relationships. Those engaged in improving the local community now need to develop a shared vision and priorities to address key issues in the area.

5. How effective are providers in improving the quality of services?

Providers are making good progress in improving the quality of services across the learning community. St Machar Learning Partnership is resulting in partners working more effectively together to address the needs of the local community. They have developed sub-groups based on the priorities they have identified including employability. A variety of effective methods are being used to gain feedback from participants who are often actively involved in leading and planning programmes. Reporting back to stakeholders involves the use of innovative approaches including community radio broadcasts through SHMU. Attractive community newsletters with a wide range of contributors are well received by the local community. Communities team staff regularly reflect on their practice and participate in valuable opportunities for continuous professional development including provision through the Northern Alliance partnership. Self-evaluation is being strengthened through a team calendar which includes peer observation and evaluation. There are some very good examples of projects including *SHMU* and St Machar Parent Support Group carrying out detailed reviews and planning effectively for improvement. The communities team now have clear priorities and have recently introduced staff work plans with clear outcomes linked to the Council's Education, Culture and Sport service plan. Providers are responsive to individual learner's needs but more systematic planning and evaluation across the learning community would ensure more effective improvement planning. Further development of interagency training, practice sharing and networking opportunities would be helpful.

6. Does the learning community have a clear sense of direction?

The Learning Partnership provides a clear structure for learning providers who are beginning to develop a shared vision and outcomes for the learning community. Sub-groups including P6 to secondary transition are having a positive impact in improving outcomes for young people. The Communities Team now have priorities in place and working with partner organisations, are in a good position to take these forward. All partners demonstrate a high level of commitment and motivation to work together to improve the life chances of local people. Learning providers have agreed priorities with the school to improve planning for Curriculum for Excellence and to work together to create positive and sustained destinations for young people. The Learning Partnership is taking forward plans to improve joint planning and shared self-evaluation across providers.

7. What happens next?

We are satisfied with the overall quality of provision. We are confident that the learning community's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. As a result we will work with the learning community and education authority in order to record and share more widely the innovative practice.

We have agreed the following areas for improvement with the local authority and its partners.

- Improve systems for monitoring and tracking learner progress and increase opportunities for accreditation.
- Continue to strengthen partnership working between the school and community learning and development providers including planning for Curriculum for Excellence.
- Further develop community profiling and improve systems for monitoring and tracking the participation of priority groups.
- Improve performance information gathering and planning for improvement across the learning community.

Quality indicators help CLD providers and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the HMIE publication "*How good is our community learning and development? 2"*.

Education Scotland evaluates five important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding St Machar Academy.

Improvements in performance	**satisfactory**
Impact on young people	**very good**
Impact on adults	**very good**
Impact of capacity building on communities	**very good**
Improving services	**good**

Managing Inspector: Anne Gibson
22 May 2012

This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

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Policy Review Update

Report Author: Caroline Hastings
Generated on: 23 May 2012

ABERDEEN CITY COUNCIL
A City of Learning

Project Title	**ECS A&F 004 Develop a Technology Strategy for Education, Culture and Sport to encourage innovative use of new technologies**				
Project Description	Agree a set of priorities for use of new technologies to support Directorate objectives				
Desired Outcome					
Service Plan Link	04.01 - Encourage active and appropriate use of technology to widen learning opportunities; 04.01a - Develop a Technology Strategy for Education, Culture and Sport; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Rosaleen Rentoul	**Managed By**	David Wright		
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	
Current Status	Check Progress	33%	Work ongoing		
Progress Overview	Component parts of strategy for technology: Guide for mobile pilots in schools and guidelines for use of mobile devices in schools - both documents are available and have been approved by SMT. Acceptable Use Policy is in use and is regularly updated. Guidelines on use of social media are available through Glow. Internet Safety and Responsible Use (ISRU) resources are published and available to all schools through Glow. Policy on CPD to address ISRU and to provide a sustainable solution for all staff, parents/guardians involved with Young People. First phase - the proposal to do this and what it would incorporate has been approved at Learning Team Autumn 2011. Intellectual Property Rights Data Protection - checklist to help keep on right side. Policy on software to include guidelines on present and future developments in software. Subset - signing up for online services - checklist. Policy on hardware. Policy for school websites. Policy for Management Information System. Policy for TASSCC. Overall strategy for technology in learning and teaching and the associated infrastructure implications and technical support requirements are mapped out in a mindmap. This has to be translated into a Policy Paper.				
Milestones					

Description	Due	Complete	Note
Acceptable Use Policy	10-Aug-2011	10-Aug-2011	Review date - every year
Guidelines for use of social media	15-Aug-2011	15-Aug-2011	Review - every year
Mobile Pilot Policy and Guidelines for use of mobile devices in schools	25-Nov-2011	23-Nov-2011	These documents are for schools ready to plan the use of mobile devices in teaching and leaning in their school.
Draft policy for school websites	20-Apr-2012	18-Apr-2012	Draft policy for all school websites - including reducing cost of hosting. Draft policy available 17 April 2012.
Overall strategy - draft for discussion	30-Apr-2012		
Draft policy for CPD in Internet safety and responsible Use	29-Jun-2012		Policy to implement CPD for all staff involved with young people in internet safety and responsible use and to make this a sustainable solution. Appropriate parts will be offered to parents.
Draft policy for Management Information System	29-Jun-2012		Once all staff are in place this will be developed.
Draft policy for TASSCC	29-Jun-2012		
Finalised version of policy for school websites.	29-Jun-2012		
Policy for CPD in Internet Safety and Responsible Use for all staff involved with Young people	15-Aug-2012		Phase 1 - Paper to implement the approach and the CPD required to offer a sustainable solution in the area accepted at Learning Team Meeting - Autumn 2011
Policy on purchasing of hardware and school estate.	15-Aug-2012		In preparing for technological development, in consideration of requirement for refesh and what should be provided by ACC, a policy to ensure that revenue is spent effectively is required.
Policy on software	15-Aug-2012		This policy will be developed in line with an audit of existing siftware, in line with Glow developments and implications and in line with current technological trends. There should also be a reduction in cost.

Project Title	**ECS CLD 003 Implementation of Outdoor Learning and Educational Excursions policy and guidance**				
Project Description					
Desired Outcome	to implement an Outdoor Learning and Educational Excursions policy and guidance				
Service Plan Link	01.01 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential; 01.02c - Implement Outdoor Learning and Educational Excursions policy and guidance; 03.03 - Improve engagement and sustained involvement in the learning process; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Jonathan Kitching	**Managed By**	Gail Woodcock		
Start Date	01-Apr-2011	**Due Date**	31-Jul-2012	**Completion Date**	
Current Status	Check Progress	25%	Work ongoing		
Progress Overview	Postholder now in place.				

Milestones

Description	Due	Complete	Note
Initialisation; research, collate data, develop formats, combine with linked document, consult, populate master document.	16-Mar-2012	30-Mar-2012	
Creation; export data to other formats. Collaborate with IT re upload online. testing and updating.	13-Apr-2012		
Implementation; implementation of new formats. Go live on intranet and website. receive feedback and update.	23-May-2012		
Switchover and training; graduated switchover. create and initiate online interactive learning programme. Undertake training.	18-Jul-2012		

Project Title	**ECS CLD 016 Develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport**				
Project Description	The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and Community, Learning and Development. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.				
Desired Outcome	to develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport to support the following statement: *"If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life"*				
Service Plan Link	05.02b - Improve the health and wellbeing of the City; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Gail Woodcock	**Managed By**	Gail Woodcock		
Start Date	08-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**	
Current Status	Check Progress	25%	On schedule		
Progress Overview	Several positive meetings with the NHS Health Improvement Officer for Schools and draft policy now ready for submission into the ECS committee cycle leading up to 07 June 2012				

Milestones

Description	**Due**	**Complete**	**Note**
Develop Health & Wellbeing Policy working with NHS partnership - present to SMT March 2012	13-Mar-2012	13-Mar-2012	SMT approved progression to submit draft H&WB policy into committee cycle for approval at June committee
Submit draft H&WB Policy into ECS Committee cycle starting 25 April 2012	25-Apr-2012		
Develop a shared understanding across the authority of the HWB objectives and link to tracking and reporting			

Project Title	**ECS CPD 001 Develop an explicit and coherent policy and guidance framework for leadership and management development for the Service.**				
Project Description	The Framework for Leadership Development will set out the service's overall vision for the the development of leadership capacity within its staff; it will provide clear structure, pathways and development opportunities for all members of staff.				
Desired Outcome	All members of staff clearly understand the service's vision for leadership development, and can see the opportunities available to them to help develop their leadership skills.				
Service Plan Link	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				
Lead Officer(s)	Andrew Jones	**Managed By**	Sarah Gear		
Start Date	18-May-2012	**Due Date**	30-Apr-2012	**Completion Date**	09-Mar-2012
Current Status	Completed	100%	Ahead of schedule		
Progress Overview	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.				

Milestones

Description	Due	Complete	Note
Establish a leadership steering group to formulate the framework	30-Aug-2011	06-Oct-2011	
Produce draft policy and framework for consultation	30-Sep-2011	06-Oct-2011	
Publish final policy and framework document	29-Mar-2012	23-Feb-2012	

Project Title	**ECS CulSp 009 Develop a policy framework for culture and sport**				
Project Description	The Culture and Sport commissioning team is responsible for ensuring a policy framework to support the culture and sports sector which maximises the investment and provides direction for partner organisations				
Desired Outcome	a robust policy framework for culture and sport by 2016				
Service Plan Link	06.02a - Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Lesley Thomson	**Managed By**	Neil Bruce		
Start Date	27-Mar-2012	**Due Date**	27-Mar-2016	**Completion Date**	
Current Status	In Progress	0%	On schedule		
Progress Overview	The pitch strategy/Leisure asset plan is currently out to tender. Work has begun on the proposed heritage strategy, access to leisure review, and an ALO (Arms length organisation) policy which will provide some overarching principals within which Aberdeen City Council will expect its funded organisations to operate. Early in the new financial year the scope of a cultural asset plan will be developed and invitations will be invited for the tender. An update on the Public Art Policy will be provided to Committee in the Autumn. 20/4/12 the pitch strategy/leisure asset plan tender will be allocated in May 2012.				

Milestones

Description	Due	Complete	Note
Cultural assets tender scoped	31-Jul-2012		
Pitch strategy/leisure assets update to committee	30-Sep-2012		Tenders have been received and a consultant will be appointed in may 2012.
Sports priorities agreed by Committee	30-Sep-2012		
cultural assets tenders received	30-Nov-2012		
develop priority sports policy	30-Nov-2012		
Public art policy	30-Nov-2012		A number of projects have been developed to 'test' the public art toolkit before a public art policy will be presented to Elected members.
Access to leisure/community benefits/ access to culture and sport review	31-Dec-2012		
Access to leisure/Community benefits/access to culture and sport policy	31-Dec-2012		
access to leisure/community benefits/access to culture and sport policy - implement	31-Dec-2013		
develop heritage strategy	31-Dec-2013		Initial meetings to scope the heritage strategy have been held with relevant colleagues and external partners.

Development plan for school and community sport	31-Dec-2013		a planning group comprising sportscotland, sport aberdeen and Aberdeen City Council staff are progressing this work.
Implement and monitor priority sports policy	31-Dec-2013		
public art policy - implement and monitor	31-Dec-2013		
cultural asset plan - implementation	31-Dec-2014		
heritage policy - implement and monitor	31-Dec-2015		
Implementation of development plan for school and community sport	31-Dec-2015		

Project Title	**ECS Edu 002a Revision of Overarching Learning & Teaching Policy**				
Project Description	Amendment of policy published in November 2007				
Desired Outcome	Revised policy agreed following consultation				
Service Plan Link	01.01b - Implementation of A Curriculum for Excellence				
Lead Officer(s)	Derek Samson	**Managed By**	Derek Samson		
Start Date	16-Jun-2011	**Due Date**	07-Sep-2012	**Completion Date**	
Current Status	Check Progress	22%	Work ongoing		
Progress Overview					

Milestones

Description	Due	Complete	Note
Analysis and review of existing policy	16-Jun-2011	16-Jun-2011	
Review of policies from other LAs	01-Jul-2011	06-Dec-2011	
Review of comments from stakeholders and amendment of draft	30-Sep-2011		
Circulation of approved draft to stakeholders	17-Mar-2012		Further work required. New date for completion - post SMT on 29 May 2012
Identification of school based SMT staff to undertake formulation of new policy	30-Apr-2012		One HT (or DHT) from Primary, Secondary and Special Schools
Draft revised policy to SMT	29-May-2012		Further work required. New date for completion - 29 May 2012
Publication of new policy	07-Jun-2012		
Revised draft to SMT	26-Jun-2012		
Proposed Policy to EC&S Committee			

Project Title	**ECS Edu 004 Create a citywide Literacy Strategy working in partnership with key stakeholders**					
Project Description	to create a strategy which will plan to improve the literacy abilities and capacity of Aberdeen City citizens.					
Desired Outcome	a) to have a strategy in place and b) improved literacy ability of the citizens of Aberdeen City					
Service Plan Link	03.02b - Create a citywide Literacy Strategy working in partnership with key stakeholders; A - Supporting Strategies, Programmes & Projects					
Lead Officer(s)	Penny Morton		**Managed By**	Derek Samson		
Start Date	13-Jan-2012		**Due Date**	30-Jun-2013	**Completion Date**	
Current Status		Check Progress	0%	On schedule		
Progress Overview						

Milestones			
Description	**Due**	**Complete**	**Note**
audit of literacy across city agencies completed	30-Mar-2012		audit sent to multiple agencies and city departments to be completed and returned by 9 March for compilation to a progress report
city audit compiled and gaps identified - progress paper prepared for submission to SMT	29-Jun-2012		
Formulation of Draft Strategy utilising existing practice and exemplars from other LAs	23-Dec-2012		
Draft Strategy to SMT for approval to take to wider consultation.	24-Jan-2013		
Consultation on Draft Version	28-Feb-2013		
Review of Feedback from Engagement	23-Mar-2013		
Formulation of Revised Version and Submission to SMT	27-Apr-2013		
Launch of Strategy	30-May-2013		

Project Title	**ECS Edu 005 Implement Science and Technology Strategy in schools**				
Project Description					
Desired Outcome					
Service Plan Link	04.01c - Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities				
Lead Officer(s)	Derek Samson	**Managed By**	Charlie Penman		
Start Date	26-Aug-2011	**Due Date**	31-Aug-2016	**Completion Date**	
Current Status	In Progress	50%			
Progress Overview					

Milestones

Description	**Due**	**Complete**	**Note**
Development of STEM policy for city schools	29-Sep-2012		Draft policy complete, will be submitted for committee approval in Sept. 2012

Project Title	**ECS Edu 017 Review and redevelopment of Inclusion Strategy**				
Project Description	To review and develop and over-arching Inclusion Strategy and under pinning policies				
Desired Outcome					
Service Plan Link	07.02b - Review and redevelopment of inclusion strategy; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Sohail Faruqi	**Managed By**	Sohail Faruqi		
Start Date		**Due Date**	31-Mar-2016	**Completion Date**	
Current Status	Assigned	0%			
Progress Overview	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.				

Milestones

Description	Due	Complete	Note
Develop hearts & minds engagement event(s)	08-Oct-2012		These events will take place throughout Sept/Oct 2012
Develop a refreshed vision, policy and strategy	17-Dec-2012		Initial draft inclusion strategy paper developed - requires further following hearts and minds engagement events
Develop a resourcing strategy for inclusion	07-Jan-2013		Following on from the review and engagement events this milestone will be actioned
Develop an inclusion charter mark	07-Jan-2013		Following on from the review and engagement events this milestone will be actioned

Project Title	**ECS Edu 018 Development and implementation of Social, Emotional and Behavioural Needs (SEBN) Policy and Strategy**				
Project Description	This policy and strategy links to the Inclusion Strategy Review - ECS Edu 017				
Desired Outcome	To obtain recommendations from steering groups to progress the policy and strategy development for SEBN				
Service Plan Link	07.02c - Development and implementation of positive behaviour strategy; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Helen Milne	**Managed By**	Sohail Faruqi		
Start Date	08-Feb-2012	**Due Date**	31-Mar-2016	**Completion Date**	
Current Status	In Progress	28%			
Progress Overview	Meeting scheduled for 17 February 2012 to project plan and define priorities.				

Milestones

Description	Due	Complete	Note
Identify and define priorities	29-Feb-2012	08-Feb-2012	Meeting scheduled for 17 Feb 2012 rescheduled to 16 March 2012.
Attendance and truancy	29-Mar-2012	29-Mar-2012	Meeting with Head Teacher and Family Liaison Officers to develop policy area
Complementary/alternative provision strategy	29-Jun-2012		
Finalise the policy statement	29-Jun-2012		Awaiting steering group outcomes to develop recommendations
Identify key priorities and produce an action plan	29-Jun-2012		
Review of second starts process	29-Jun-2012		Meeting of Secondary Head Teachers prior to SMT approval
Review of the staged-intervention process	29-Jun-2012		Draft documentation to be prepared for SMT approval

Project Title	**ECS Edu 028 Global Citizenship Policy and Strategy**				
Project Description	Develop a Global Citizenship Policy and Strategy				
Desired Outcome	Global Citizenship Policy and Strategy accepted and implemented.				
Service Plan Link					
Lead Officer(s)	Rosaleen Rentoul	**Managed By**	Rosaleen Rentoul		
Start Date	18-Oct-2011	**Due Date**	10-Aug-2012	**Completion Date**	
Current Status	In Progress	66%	On schedule		
Progress Overview	Draft policy submitted to Head of service for discussion in March 2012.				

Milestones

Description	**Due**	**Complete**	**Note**
Draft policy	30-Mar-2012	18-Apr-2012	Draft policy submitted 8th March 2012.
Discussion of draft policy with head of service.	02-Apr-2012	18-Apr-2012	Discussion of policy occurred. Plan for next steps discussed.
Policy to be finalised	30-Jun-2012		

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