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To: Councillor Laing, Convener; Councillor Thomson, Vice-Convener; Councillors Boulton, Cameron, Carle, Cooney, Crockett, Lesley Dunbar, Greig, Malik, May, McCaig, Noble, Samarai, Jennifer Stewart, Stuart, Taylor, Townson and Young ; and Mr S Duncan (Teacher Representative (Primary Schools)), Mr M Maclean (Parent Representative (Secondary Schools)), Reverend E McKenna (Church of Scotland Religious Representative), Mr A Nicoll (Parent Representative (Primary Schools and ASN)), Mr M Paul (Teacher Representative (Secondary Schools)), Mrs I Wischik (Roman Catholic Religious Representative) and Mrs A Tree (Third Religious Representative).

Town House,
ABERDEEN, 23 May 2013

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, 30 MAY 2013** at **2.00 pm**.

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

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

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EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 28 March 2013 – minute of meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present: Councillor Laing (Convener); Councillor Thomson (Vice Convener); and Councillors Boulton, Cameron, Carle, Cooney (for items 1-3), Crockett, Greig, McCaig, Malik, May, Milne (as substitute for Councillor Lesley Dunbar), Nathan Morrison (as substitute for Councillor Cooney from item 4), Noble, Samarai, Stewart, Stuart, Taylor, Townson and Young, Mr Maclean (Parent representative – secondary schools), Mr Nicoll (Parent representative – primary schools) and Mr Paul (Teacher representative – secondary schools).

The agenda and reports associated with this minute can be located at the following link:

<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=143&MId=2520&Ver=4>

GOOD NEWS

1. The Convener advised the Committee of a number of good news stories as follows –

- Playing Naturally in Schools – Grounds for Learning, the Scottish Programme of the UK charity Learning through Landscapes, had been awarded funding from the Scottish Government to help schools to develop play provision. The Playing Naturally in Schools project was aimed at creating more natural play spaces in playgrounds and the Council was successful with three applications, Quarryhill, Woodside and Walker Road primary schools. This would provide an opportunity to develop the outdoor play provision, and raise the profile of the importance of play in schools. It was hoped that the project would act as a catalyst to improve play spaces so that all children would benefit from the creation of more natural outdoor environments, where they could play and enjoy learning.
- Robert Burns World Federation – North of Scotland Festival 2013 – Ferryhill Primary pupils won the P4, P6 and P7 competitions, and a number of other pupils from the school who took part received medals for their poetry performances at the Festival, which was held at Cults Academy on 9 March 2013. The poetry trophies were won by Jachin Safforo (primary 4), Finn Allan (primary 6), and Weronika Kukulska (primary 7). The three pupils had been invited to take part in the National Festival to be held in Dunfermline on 27 April 2013.
- Rock Challenge 2013 Event – this event was recently held at the AECC and featured eight north east schools in a unique evening of entertainment. The Bucksburn team won the award for positive inclusion, and the Iain Alley award for stage crew, for their performance “Before it’s Too Late” based on Cinderella. The Hazlehead team won the NHS Grampian award for make up design for their performance of “Man is Not Truly One, But Two” based on Dr Jeckyll.
- Star Awards – a number of Education, Culture and Sport staff had been nominated for Star awards: Andrew Jones and Denise Forman – customer focus and outstanding leadership of the team that organised the first ever

Aberdeen Learning Festival in February 2013; Pre School ASN Services – best support; Irene Pace – 25 years’ service to Aberdeen Adventure, being a model of reliability, moral foundation and professionalism with an incredible depth of knowledge; and the Lifelong Learning Team and Art Development – the first local authority SQA approved centre to deliver a volunteering skills award in Scotland.

- National Quiz on Europe – a team of four primary six pupils from St Peter’s Roman Catholic School won the local heat of a national quiz on Europe organised by the award winning Scottish European Educational Trust. The team would now compete against thirty other local authority teams in the national final in May 2013, to be held in the Scottish Parliament.
- Aberdeen Adventure – Jono Buckland (Programme Manager) who was runner up in the Youthlink Scotland National Youth Worker of the Year; Jonathan Kitching (Team Leader) won the Aberdeenshire Sports Council 2012 Coach of the Year Award; and Richard Lewis (Senior Tutor) received his Doctorate in December 2012.
- City of Culture Bid – the new Art Space “Seventeen” was now open, and 55,000 post cards had been distributed to highlight the bid.

DETERMINATION OF EXEMPT ITEM OF BUSINESS

2. The Convener proposed that item 9.1 of today’s agenda (Provision for Children with Additional Support Needs - article 21 of this minute refers) be considered with the press and public excluded.

The Committee resolved:

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting for item 9.1 of the agenda (article 21 of this minute) so as to avoid disclosure of information of the class described in paragraph 9 of Schedule 7(A) to the Act.

REQUEST FOR DEPUTATION

3. The Committee had before it a request for deputation from Mr Gary Forsyth (Chair, Torry Academy Parent Council) in relation to item 6.1 of today’s agenda (Preferred Site for Proposed Replacement School for Kincorth and Torry Academies). The request had been received in terms of the Council’s Standing Orders.

The Committee resolved:

to agree to hear Mr Forsyth in relation to item 6.1 of the agenda (Preferred Site for Proposed Replacement School for Kincorth and Torry Academies) as the first item of business of this day, and to consider the corresponding report immediately thereafter.

PREFERRED SITE FOR PROPOSED REPLACEMENT SCHOOL FOR KINCORTH AND TORRY ACADEMIES (ECS/13/019)

4. The Committee had before it a report by the Director of Education which presented alternative sites for the building of the proposed replacement school for Kincorth and Torry Academies. By way of background, the report advised that the Council had been awarded £22 million as a contribution towards the cost of a new secondary school by the Scottish Futures Trust, and that a further £10 million had been allocated as part of the Non Housing Capital Programme at the budget meeting of Council (article 1 of the minute of the budget meeting of Council of 14 February 2013 refers).

With reference to article 3 of this minute, the Convener invited Mr Forsyth to address the Committee. Mr Forsyth outlined his concerns in relation to the report before members, in particular that he did not feel that there would be a way back from this decision in the future and that the report was too focused on the planning aspects of the sites, and not the educational benefits that a new school would present. He advised that the Parent Council was not opposed to a new building to replace Torry Academy, but that they had concerns around the officers' recommendation for the proposed site. He continued that they did not want to delay the process and were acutely aware of the funding issues, and therefore would propose (1) that a comparative educational assessment be undertaken prior to consultation, with Torry and Kincorth Academies being benchmarked in order that it was clear what the benefits of the new school would be, (2) that four sites be considered (Bobby Calder Park, Tullos, Kincorth Academy and Abbotwell Road), and (3) that the final decision on this matter be taken by full Council.

Members asked a number of questions of Mr Forsyth and officers, in particular, the Director of Education, Culture and Sport clarified that any delay or substantial change to the project would result in the Scottish Government reallocating the funding. Mrs Gorman further advised that the educational benefit statement would be part of the formal consultation process, and that any comparative statement would be about two old schools being replaced with a new school, and not based on the site of the school. The Convener thanked Mr Forsyth for his contribution.

Members then heard from Councillors Kiddie and Finlayson as local members, in terms of Standing Order 32(1). Councillor Kiddie highlighted his main concerns (1) that Torry was a regeneration area, (2) that Wellington Road was highly congested, (3) that subsidised transport may only apply to those who live over three miles away from the new school, (4) that there was no direct bus route between Torry and the proposed site for the new school, (5) that staff and parents already faced significant challenges in getting pupils to attend a local school, and (6) that 56% of parents in Torry did not have access to a car, and therefore may find it difficult to attend parents' evenings. He concluded that he hoped all of these concerns would be considered during the formal consultation, and that resolutions could be found. Councillor Finlayson stated that he understood the concerns of the Torry residents, but he felt that careful consideration, planning and organisation (particularly in terms of buses and footpaths), could lead to a first class facility being available for all.

The report recommended –

that the Committee instructs officers to carry out statutory consultation on the following formal proposal “to close Kincorth Academy and Torry Academy and to amalgamate the two schools on a new purpose built secondary school on the Bobby Calder Park site”

The Convener, seconded by the Vice Convener, moved:
that the report’s recommendations be approved.

Councillor Townson, seconded by Councillor McCaig, moved as an amendment:
that the Committee (a) instructs officers to carry out statutory consultation on the following proposal “to close Kincorth Academy and Torry Academy and to amalgamate the two schools in a new purpose built secondary school on the Bobby Calder Park site” and to research the cost of provision of daily transport for all Torry Academy year groups to and from the said Bobby Calder Park site, irrespective of the travelling distance involved, and (b) instruct officers to research and report back on the alternative of Torry Academy remaining a separate entity on its current site and a new Kincorth Academy being built on the said Bobby Calder Park site, achieving such a build within timescales set by the Scottish Futures Trust, thus allowing them to release their contribution towards the said project, should the Committee decide following formal consultation, that a new school amalgamating Torry Academy and Kincorth Academy should not proceed.

The votes cast were as follows: for the motion (15) – the Convener; the Vice Convener; and Councillors Boulton, Carle, Cooney, Crockett, Greig, Malik, Milne, Stewart, Taylor and Young; and Mr Maclean, Mr Nicoll and Mr Paul; for the amendment (7) – Councillors Cameron, McCaig, May, Noble, Samarai, Stuart and Townson.

The Committee resolved:
to adopt the successful motion.

MINUTE OF MEETING OF 31 JANUARY 2013

5. The Committee had before it the minute of its meeting of 31 January 2013.

The Committee resolved:
to approve the minute as a correct record.

MINUTE OF ADDITIONAL MEETING OF 7 FEBRUARY 2013

6. The Committee had before it the minute of its additional meeting of 7 February 2013.

The Committee resolved:
to approve the minute as a correct record.

MINUTE OF MEETING OF THE CULTURE AND SPORT SUB COMMITTEE

7. The Committee had before it the minute of meeting of the Culture and Sport Sub Committee of 10 January 2013.

The Committee resolved:

to note the minute.

COMMITTEE BUSINESS STATEMENT

8. The Committee had before it a statement of pending and outstanding committee business, prepared by the Head of Legal and Democratic Services.

The Committee resolved:

- (i) to delete items 1 (School Estate Review - action 1 only), 2 (Sistema Scotland), 7 (Newhills Primary School – action 1 only), 12 (Provost Skene House) and 15 (Internal Audit Report – Tesco Gift Cards) from the business statement;
- (ii) to note the verbal updates provided in relation to items 6 (Move to a Cultural Trust), 7 (Newhills Primary School – Scottish Futures Trust) and 99 (Community Centres); and
- (iii) to otherwise note the updates as contained within the business statement.

NEIGHBOURHOOD COMMUNITY BUSINESS PILOT (EPI/13/028)

9. Reference was made to article 16 of the minute of meeting of the Enterprise, Planning and Infrastructure Committee of 19 March 2013 at which time members considered a report by the Director of Enterprise, Planning and Infrastructure which advised of a proposal to utilise identified spare capacity in city educational establishments to host small business start ups. The Enterprise, Planning and Infrastructure Committee had given approval for officers in that Service to develop a detailed proposal, alongside officers from the Education, Culture and Sport Service, and had approved spend for the initiative from an underspend in the Business Gateway contract.

The Committee had before it on this day, the aforementioned report, which recommended that the Education, Culture and Sport Committee agree to the development of a detailed proposal.

The Convener, seconded by the Vice Convener, moved:
that the Committee instructs officers to develop a detailed proposal.

Councillor Townson, seconded by Councillor McCaig, moved as an amendment:
to recommend to the Enterprise, Planning and Infrastructure Committee (a) that in view of the level of risk in relation to security, that it instruct officers to abandon consideration of Northfield Academy or any other “operational” academy in regard to a Neighbourhood Community Business Pilot; and (b) that in the event of the replacement school for Kincorth Academy and Torry Academy going ahead, and the Torry Academy building thus becoming surplus, that it instructs officers to research and report back on the feasibility

of such building being utilised as a community facility offering affordable business units encouraging start up of small businesses and developing it as a centre serving the whole city, linking with schools helping to deliver multiple elements of enterprise in education, in line with the Curriculum for Excellence.

The votes cast were as follows: for the motion (15) – the Convener; the Vice Convener; and Councillors Boulton, Carle, Crockett, Greig, Malik, Milne, Nathan Morrison, Stewart, Taylor and Young; and Mr Maclean, Mr Nicoll and Mr Paul; for the amendment (7) – Councillors Cameron, McCaig, May, Noble, Samarai, Stuart and Townson.

The Committee resolved:
to adopt the successful motion.

REVENUE BUDGET MONITORING (ECS/13/024)

10. With reference to article 8 of the minute of its meeting of 31 January 2013, the Committee had before it a report by the Head of Finance which advised members of the current year revenue budget to date for the Service, and outlined any areas of risk and management action being taken in this regard.

The Finance Partner confirmed that the earmarking of sums for Tullos Pool and community learning and development (CLD) building works were to enable these sums to be accrued to the financial year 2012/13.

The report recommended –
that the Committee –

- (a) note the forecast outturn on the revenue budget, and the information on the areas of risk and management action contained therein;
- (b) instructs officers to continue to review budget performance and report on service strategies; and
- (c) approves the earmarking of sums of £200,000 at year end in respect of Tullos Pool and CLD building works

The Committee resolved:
to approve the recommendations.

CAPITAL MONITORING (EPI/12/294)

11. With reference to article 9 of the minute of its meeting of 31 January 2013, the Committee had before it a report by the Director of Enterprise, Planning and Infrastructure which detailed the capital spend to date for Service projects included within the non housing capital plan.

The report recommended –
that the Committee note the current position.

The Committee resolved:
to approve the recommendation.

CAPACITY AT ST PETER'S SCHOOL (ECS/13/20)

12. With reference to article 3 of the minute of its meeting of 7 February 2013, the Committee had before it a report by the Director of Education, Culture and Sport which advised as to the current situation in relation to capacity at St Peter's Roman Catholic School, and presented a number of options as to the way forward.

Officers confirmed that the cap for primary 1 would be reintroduced.

The report recommended –

that the Committee –

- (a) considers the options for providing additional accommodation at St Peter's Roman Catholic School; and
- (b) instructs officers to implement option 2(B) (namely, to provide additional accommodation on site in leased temporary units, increasing the outside play space by 1,040 square metres by reconfiguring the school boundary).

The Committee resolved:

to instruct officers to implement option 2(B) as detailed within the report (namely, to provide additional accommodation on site in leased temporary units, increasing the outside play space by 1,040 square metres by reconfiguring the school boundary).

ROLL CAPPING AT ABERDEEN CITY SCHOOLS (ECS/13/021)

13. The Committee had before it a report by the Director of Education, Culture and Sport which sought approval in relation to intake numbers for a number of primary and secondary schools in the city, and reserved places in named secondary schools for children likely to become resident in the zone of these schools during the school year.

The report recommended –

that the Committee –

- (a) agrees that the secondary year 1 intakes, and reservation of spaces for children likely to become resident in the zone during the school year as follows:
 - Aberdeen Grammar School 180 (10 reserved spaces)
 - Bucksburn Academy 120 (4 reserved spaces)
 - Cults Academy 180 (10 reserved spaces)
 - Harlaw Academy 180 (4 reserved spaces);
- (b) agrees that the secondary year 2 intake and reserved spaces for session 2013/14 will be set at the level previously agreed for their entry into secondary year 1, and that the secondary year 3 intake and reserved spaces for session 2013/14 will be set at the level previously agreed for their entry into secondary year 1;
- (c) agrees to limit the primary one intakes of the following schools for August 2013, to ensure that the number of classes within each school does not exceed the following:
 - Hanover Street – 8 classes
 - Heathryburn school – 10 classes
 - Kaimhill school – 8 classes
 - Kingswells school – 15 classes

Manor Park school – 9 classes
 Mile End school – 14 classes
 Seaton school – 9 classes;

- (d) agrees to apply the class size maximum of 18 pupils for primary 1 and primary 1/2 composite classes in Muirfield school, as per paragraph 5.4.7 of the report; and
- (e) to instruct the School Service Managers to closely monitor the number of pupils transferring to the identified capped schools in August 2013, relative to the roll limits being recommended.

The Committee resolved:
 to approve the recommendations.

CULTURAL AWARDS (ECS/13/022)

14. The Committee had before it a report by the Director of Education, Culture and Sport which recommended that members approve a number of cultural awards from the Cultural Awards Programme, in the “Aspire” category.

The report recommended –
 that the Committee agree the allocation of cultural awards to the total value of £60,610, as follows:

Applicant	Project	Project Total Value	Funding Awarded
University of Aberdeen	Director's Cut Series 7	£12,305	£6,000
Scottish Sculpture Workshop	Granite Slow Prototype	£15,860	£7,750
Aberdeen Art Gallery	Lunchtime concert series	£21,400	£8,400
Aberdeen Art Gallery and Museums	WALK ON/Soul Lines	£17,000	£8,500
Scottish Ballet	Woodlands Performance Project	£17,335	£9,960
Aberdeen Sinfonietta	Music Hall Concert Series	£33,775	£10,000
Scottish Ensemble	Concert Series 2014	£35,000	£10,000

The Committee resolved:
 to approve the recommendations.

MARY GARDEN FUND (ECS/13/023)

15. The Committee had before it a report by the Director of Education, Culture and Sport which presented a proposal from Aberdeen International Youth Festival to fully fund five placements to attend an opera residency, utilising funds from the Mary Garden Fund which formed part of the Common Good Budget.

The report recommended –

that the Committee approves the Aberdeen International Youth Festival proposal to use the Mary Garden Fund to support up to five promising young singers from Aberdeen to attend an opera residency.

The Committee resolved:

to approve the recommendation.

SERVICE PROVISION IN MUSEUMS AND GALLERIES DURING CLOSURE OF PROVOST SKENE'S HOUSE (ECS/13/016)

16. With reference to article 2 of the minute of meeting of the Finance and Resources Committee of 15 January 2013, the Committee had before it a report by the Director of Education, Culture and Sport which brought members up to date with proposals for the alternative delivery of museum provision during temporary closure of Provost Skene's House as a measure to facilitate the demolition of St Nicholas House.

The report recommended –

that the Committee instructs that the Tollbooth Museum opening hours be increased during 2013/14 from seasonal summer hours only to the entire year.

The Committee resolved:

to approve the recommendation.

SISTEMA SCOTLAND (ECS/13/012)

17. With reference to article 12 of the minute of its meeting of 2 June 2012, the Committee had before it a report by the Director of Education, Culture and Sport which provided an update on work undertaken by officers to investigate the delivery of a first phase project working with Sistema Scotland.

The report recommended –

that the Committee –

- (a) instructs officers to develop the operational model and wider business plan with Sistema, and potential funding partners;
- (b) instructs officers to progress the development of "Big Noise Torry" with the local community;
- (c) instructs officers to report back to committee in due course; and
- (d) refers the report to the Finance and Resources Committee of 25 April 2013 to consider the funding requested to progress the financial and funding model.

The Committee resolved:

to approve the recommendations.

MATTER OF URGENCY

The Convener intimated that she had directed in terms of Section 50(B)(4)(b) of the Local Government (Scotland) Act 1973, that the following item of business be considered as a matter of urgency to enable the proposal to be progressed without delay.

MUSEUMS' COLLECTION CENTRE – SITE APPRAISAL

18. The Committee had before it a report by the Director of Education, Culture and Sport which presented site appraisals which had been undertaken in relation to the proposed new Museums' Collection Centre.

The report recommended –
that the Committee –

- (a) notes that the site at Granitehill scored highest when marked against the agreed criteria detailed in the site options appraisal for the new Museums' Collection Centre;
- (b) agrees that should the ongoing negotiations with the University of Aberdeen result in other comparable options that meet the Council's requirements, enable closer partnership working, and ensure that the Museums' Collection Centre be opened on time, that a report be brought to this Committee at the earliest opportunity; and
- (c) refers the report to the Finance and Resources Committee of 25 April 2013, to request approval for the site to be transferred to the Education, Culture and Sport account, with the agreement on the exact boundaries having been agreed in advance between Education, Culture and Sport, and Enterprise, Planning and Infrastructure.

The Committee resolved:
to approve the recommendations.

SPORTS GRANT (ECS/13/013)

19. With reference to article 15 of the minute of its meeting of 31 January 2013, the Committee had before it a report by the Director of Education, Culture and Sport which presented an application for financial assistance from RGU:Sport.

The report recommended –
that the Committee –

- (a) awards RGU:Sport – Volunteer for Sport Programme £10,000; and
- (b) instructs officers to redefine the sports grant criteria and put together a range of promotional material and events to publicise the sports grants currently available more widely throughout the city; this would also include identifying capacity to support community sports clubs and organisations through the application process.

The Committee resolved:
to approve the recommendations.

ABERDEEN ADVENTURE – THE FAIRLEY ROAD FIELD (ECS/13/017)

20. The Committee had before it a report by the Director of Education, Culture and Sport which updated members on the proposal to renovate and create an adventure park on the field on Fairley Road, adjacent to Adventure Aberdeen.

The report recommended –

that the Committee –

- (a) notes the progress of the project; and
- (b) instructs officers to develop a detailed costed proposal, and report back to a future meeting.

The Committee resolved:

to approve the recommendations.

In relation to the decision taken at article 2 of this minute, the press and public were excluded from the meeting for consideration of the following item of business.

PROVISION FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS

21. With reference to article 16 of the minute of its meeting of 22 November, 2013, the Committee heard from the General Manager (Asset Management) who provided an update on the current situation in relation to identifying a suitable site for the new school.

The Committee resolved:

to instruct officers to report back on options now available to the Council, including making a formal recommendation on the selection of a site.

- **JENNIFER LAING; Convener**

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**EDUCATION, CULTURE AND SPORT
COMMITTEE BUSINESS**

MAY 2013

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.

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
1. Education, Culture and Sport Committee 07/02/13 article 3 (resolution (ii))	<u>National Gaelic Plan</u> to request that officers would report back to this Committee on Gaelic provision in the city.		Head of Schools and Educational Establishments		12/09/13
2. Education, Culture and Sport 24/03/11 article 19 & 15/09/11 article 13	<u>Reduced Communities Team / Leased Community Centres –</u> 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.	A report is on the agenda (also covers item 8 of this statement).	Head of Communities, Culture and Sport	12/11/13	
3. Education, Culture and Sport Committee 24/03/11 article 10 & 07/06/12 article 18	<u>Provision for Children With Additional Support Needs – Raeden</u> At its meeting of 7/06/12, it was agreed: (i) to instruct officers to undertake further detailed investigations, including ground, environmental and ecological surveys, and to enter into discussion with planning officials on the development opportunities for the two	A report is on the agenda.	Head of Educational Development Policy and Performance		

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
28/03/13 article 21	<p>preferred sites – Granitehill Road and former Smithfield School; and (ii) to instruct the General Manager, Asset Management to provide Members with costs and timescales for undertaking these surveys.</p> <p>At its meeting of 28/03/13, it was agreed: to instruct officers to report back on options now available to the Council, including making a formal recommendation on the selection of a site.</p>				
4. Education, Culture and Sport 27/05/10 article 14 & 18/11/10 article 21 & 07/06/12 article 19	<p><u>Progress report on proposals to redevelop Aberdeen Art Gallery and report on improving access to the Museums and Galleries collections</u></p> <p>The Committee instructed officers to prepare a capital business case for further consideration and report to the Education, Culture and Sport Committee on 16/09/10, and Finance and Resources Committee on 28/09/10, to include recommendations on the most appropriate option to redevelop the Art Gallery, and on the commitment the Council is being requested to make at that stage.</p> <p>At its meeting of 07/16/12, the Committee resolved: to report to Committee in advance of the deadline to make an application to the Heritage Lottery Fund, to determine the Council's financial and wider commitment to the overall development.</p>	<p>Update: A report will be presented to the next meeting of the Finance and Resources Committee.</p>	Head of Communities, Culture and Sport	28/03/13	

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
5.	Education, Culture and Sport Committee 24/03/11 article 15 & 07/06/12 article 13	<p><u>Move to a Cultural Trust</u></p> <p>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 24/11/11.</p> <p>At its meeting of 07/06/12, the Committee agreed: to instruct officers to report to a future meeting of the Committee on the outcome of the discussions and appraisal.</p>	<p>A verbal update will be provided at the meeting.</p>	Head of Communities, Culture and Sport	22/11/12	28/03/13
6.	Education, Culture and Sport 15/03/11 article 15 & 23/02/12 article 12	<p><u>Newhills Primary School</u></p> <p>At its meeting of 23/02/12, the Committee resolved: to instruct officers to continue to progress the matter in discussion with Scottish Futures Trust, and report back on progress and timelines to a future meeting.</p>	<p>A report is on the agenda.</p>	Head of Educational Development Policy and Performance/ Head of Asset Management and Operations	22/11/12	

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
7. Council 06/10/11 article 8	<u>Pupil Representation</u> Council resolved: to instruct officers to prepare a full report into the membership of the Committee including how best to achieve pupil involvement.	Update: A Pupil Voice Group was established in September 2012. All secondary schools are represented and the pupils are engaging on strategic issues as well as pupil led city-wide projects. A progress and evaluation paper will be presented to ECS committee after the end of this academic session.	Head of Schools and Educational Establishments	22/11/12	12/11/13
8. Education, Culture and Sport 22/11/12 article 11	<u>Audit of Community Learning and Development, and Library Provision</u> To note the progress of this project, and to request an update on the outcomes of the consultation and other related streams of work in April/May 2013.	A report is on the agenda (also covers item 2 of this statement). Recommended for removal.	Head of Communities, Culture and Sport	30/05/13	
9. Education, Culture and Sport 22/11/12 article 12	<u>Review of Inclusion – Pupil Support Assistants</u> To instruct officers (1) to take account of the findings of the review within the overarching Review of Inclusion, and (2) to report back to a future meeting.	An update was included in the information bulletin last cycle.	Head of Schools and Educational Establishments	12/11/13	
10. Education, Culture and Sport 22/11/12 article 17	<u>Community Centres – Current Issues</u> To instruct officers to consult with the management committees for Cummings Park community centre and Henry Rae community centre on a proposal to merge these two community centres, and report back to this committee on the outcome of the consultation.	A report is on the agenda. Recommended for removal.	Head of Communities, Culture and Sport	28/03/13	30/05/13

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
11 Education, Culture and Sport 31/01/13 article 4	<u>Rubislaw Field Committee</u> to instruct officers to make an effort to obtain the agreement of the Rubislaw Field Committee to implement a revised Agreement in the terms set out in the report at paragraph 5.8 by 31 March 2013 and to report back on the outcome of these discussions to the meeting of 30 May 2013.	A report is on the agenda.	Head of Communities, Culture and Sport	30/05/13	
12 Education, Culture and Sport 31/01/13 article 10	<u>City Campus</u> (iii) to instruct officers to complete a further evaluation of travel provision following the completion of the courses in 2013; (iv) to request that officers provide details of (1) how many pupils signed up to courses, how many pupils completed the courses, and how many pupils passed the courses; and (2) the schools that pupils travelled from to attend the courses, in the report back to this Committee.		Head of Schools and Educational Establishments	12/11/13	
13 Education, Culture and Sport 28/03/13 article 17	<u>Sistema Scotland</u> to instruct officers to report back to committee in due course	A verbal update will be provided at the meeting.	Head of Communities, Culture and Sport		
14 Education, Culture and Sport 28/03/13 article 20	<u>Aberdeen Adventure – Fairley Road Field</u> to instruct officers to develop a detailed costed proposal, and report back to a future meeting.		Head of Communities, Culture and Sport	21/11/13	

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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **30 May 2013**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Budget Monitoring 2012/13**

REPORT NUMBER: **ECS/13/040**

1. PURPOSE OF REPORT

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

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee:
- i) consider and note this report and the information on management action and risks that is contained herein; and
 - ii) instruct that officers report the year end position to the appropriate committee.

3. FINANCIAL IMPLICATIONS

- 3.1. The total Education, Culture & Sport revenue budget, amounts to £174m net expenditure. This is made up of £187m of gross expenditure, offset by £13m of Income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service will result in a favorable budget underspend of £1,322K. This is a further improvement of £187K on the forecast reported to committee in March 2013.
- 3.3. Further details of the financial implications are set out in section 5 and the appendices attached to this report.

4. OTHER IMPLICATIONS

- 4.1 Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Members. This report is

part of that framework and has been produced to provide an overview of the current operating position.

5. BACKGROUND/MAIN ISSUES

- 5.1 This report informs members of the current year revenue budget performance to date, for the service budget and provides high level summary for the consideration of Members, to period 11 (end to February 2013).
- 5.2 The service report and associated notes on progress towards achievement of the 2012-13 savings targets are attached at Appendices A and B.

2012-13 Approved Savings

There are 17 approved savings, for 2012-2013 totaling £2.7M. These are listed at Appendix A. Against each of the savings is a narrative detailing the progress to date on each of these.

The monitoring of the Budgeted Savings is being carried out by the Programme Management Office. At this stage, all of the savings are forecast to be delivered, or alternative funding has been identified

5.3 Financial Position and Risks Assessment

The current forecast revenue out-turn is an underspend of £1.3M. The following areas of operation are highlighted together with any management action being taken where appropriate.

a) DSM Scheme – Schools

The approved scheme of devolvement for schools in Aberdeen City Council permits schools to carry forward into the next financial year up to 2.5% savings from its devolved budgets. Any overspend is automatically carried forward. These cumulative carry forward sums are included within the EC&S budget.

Although schools have been accruing savings over and above their 2.5% limit, it is only near the year end when head teachers are fully confident on their final year end position that they commit the bulk of their expenditure.

b) Energy Costs

Final energy costs are expected to be £600K greater than budget. This has not until now been apparent due to bills being received in arrears and the bills covering the extended cold weather period only now being received. These costs are currently being analysed by Finance to determine the factors contributing to this increased expenditure.

c) Out of Authority Placements

This is an aligned budget with Social Care and Wellbeing which funds those costs associated with educating and accommodating children in specialist schools not run by Aberdeen City Council. The total aligned budget is £5.5M. The Education Culture and Sport part of this budget totals £2.4M.

The latest estimate as at 28 February 2013 is that the Education, Culture and Sport element has an over-commitment of £320K. This is an increase of £20K since last reported to committee.

Officers from Education, Culture and Sport and Social Care and Wellbeing are continuing to work on short and long term strategies to reduce the number and duration of out of authority placements. This includes a series of rigorous case reviews and a review of current processes and alternative provision. It should be noted that this budget is subject to external factors out of our direct control: the council is required to fund placements instructed by the Children's Panel and needs to respond to the needs of children and young people in crisis which will on occasion require services outwith the authority. Officers advise that children currently being reviewed may require additional resources before the year end.

(d) Property Rental Income

Charges have now been raised for all outstanding property rental associated with the 3 R's schools.

(e) Teachers Long Term Absence Budget

Expenditure is forecast to be £560K greater than the available budget. The way in which staff cover is currently charged has been reviewed to bring expenditure back into alignment with budget from April 2013.

6. IMPACT

- 6.1 Corporate – as a recognised top priority, the Council must take the necessary measures to balance its budget. Therefore committees and Services are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.
- 6.2 Public – this report is likely to be of public interest due to the size of the budgets involved and the nature of the services provided by Education, Culture & Sport, a number of which are front line services delivered directly to citizens within the city.

7. MANAGEMENT OF RISK

The service has been continuing to monitor and manage budgets throughout the year in order to ensure that the final outturn position is in line with budget.

8. REPORT AUTHOR DETAILS

Brian Dow
Finance Partner
bdow@aberdeencity.gov.uk
01224 346352

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

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Items Accepted At February 2012 Committee			YEAR 1 (2012/13)								
PBB Ref	Project Name	Value of 2011/12 Net Savings	Responsible Officer	Outline of Original Proposal for Achieving Savings	Monitored/Delivered	Status	Cost £'000	Benefit £'000	Net Service Benefit £'000	Predicted Savings - Full Year £'000	Position Statement
ECS1_C26	Reduce the number of specialist care placements by redesign and small addition to existing local services	(470)	Patricia Cassidy	Reduce the demand for out-of-authority residential placements by 18 over the next 5 years by developing a local service; retain Kinroth Childrens unit; use one satellite unit and develop an intensive support and monitoring service.	Monitored	Amber	0	(240)	(240)	(240)	This is a demand driven budget. Officers are continuing to monitor this, however the reduction in cost continues to be at risk. Officers continue to strive to reduce the number of Out of Authority Placements though decisions can be taken which are outwith Officer control. These decisions have an impact on the costs.
ECS1-C3	Future Delivery of Cultural Services	0	Neil Bruce	Transfer the operation of Art Gallery and Museums from the Council to a charitable trust.	Monitored	Green	0	(85)	(85)	(85)	Change control done to bring together C3 and C22. The University of Aberdeen and Aberdeen City Council are currently exploring closer working. The Chief Executive and Principal of the University to meet to agree a framework for progressing.
ECS_E11	City Campus Senior Phase	0	David Leng	In year one (2011/12) introduce 4 travel afternoons each week for S5and S6 pupils, when pupils would attend another establishment to study a course. 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	Monitored	Green	550	0	550	320	It has been agreed that £320k is utilised by ICT, Corporate Governance, to facilitate the refresh of ICT infrastructure in schools.
ECS1_C25	RISK Potential shared services with other local authorities (EC&S)	0	Charlie Penman	Bring together services across local authorities in Education, Culture and Sport. Now combined with ECS1-C17	Monitored	Amber			0	0	EC&S Services continue to work with other local authorities to consider how to deliver joint/shared services. This service option was developed at a time when both Aberdeenshire and Moray Councils had vacancies in the post of Director of Education. Since that time Aberdeenshire, Moray and Aberdeen City Councils have appointed new Directors of Education. Any proposed savings were in relation to these posts. In addition, recent discussions with Aberdeenshire Council have been clear that there is no appetite to share Educational Psychology Services. ECS1-C17 Review of Educational Psychology Service was included in this option. The Directorate will be unable to make these savings from these sources. Despite best efforts of Officers there is no willingness from other authorities to collaborate in this way.
ECS1-C10	Root and branch review of commissioned arts and sports services	(64)	Lesley Thomson	Review of all current arts and sports commissioning arrangements with external organisations in order to stimulate improvements in outcomes and to engage the public more widely in the commissioning process.	Delivered	Green	20	(239)	(219)	(219)	This saving is on target.

YEAR 1 (2012/13)

Items Accepted At February 2012 Committee		Responsible Officer	Outline of Original Proposal for Achieving Savings	Monitored/Delivered	Status	Cost £'000	Benefit £'000	Net Service Benefit £'000	Predicted Savings - Full Year £'000	Position Statement
PBB Ref	Project Name									
ECS_E19	Rationalise School Administration	Lesley Kirk	Centralise school administration along a model similar to that currently being introduced within finance section whereby (1) all administrative roles were located at 1-2 key centres; (2) current School Support Services Managers (SSSM) would take on team leader roles co-ordinating work of current primary Administrators, and (3) most administrative IT investment would be focused at these 1-2 locations.	Delivered	Green	0	(193)	(193)	(193)	Saving delivered
ECS_E4	Provide one nursery teacher for each school - Option Removed, saving deducted from grant	David Leng	Teacher Protection Grant received if Authority retains, as far as possible, teacher numbers. Grant reduced by the level of this saving to allow for protection of teacher numbers	Delivered	Green	0	(88)	(88)	(88)	Saving delivered
ECS_E30/E3	Changes to terms of engagement of casual teachers	David Leng	This proposal is based on the premise that casual teachers are not employed under a contract of employment, and therefore national terms and conditions of employment do not apply. The proposal is to place all registered casual teachers on Scale Point 1; to cease awarding incremental drift to casual teachers; to uplift the hourly rate by an amount which recognises holiday accrual at the statutory minimum (28 days per annum). This would bring casual teachers in line with other casual workers in the Authority.	Delivered	Green	0	(140)	(140)	(140)	Saving delivered
ECS_E5	Nursery nurses to provide non class contact cover for nursery teachers	Liz Clillies	In each school nursery setting, use nursery nurses to provide the 2.5 hours per week non class contact cover to which every nursery teacher is currently entitled. This cover is currently provided by a teacher.	Delivered	Green	0	(27)	(27)	(27)	Saving delivered
ECS_E22	Reduce Pupil Support Assistants Provision by 50% in Primary Schools	Helen Milne	Reduce Pupil Support Assistants by 33% in Primary Schools	Delivered	Green	0	(622)	(622)	(622)	Saving delivered
ECS_E17a	Additional Support Needs: Increase teacher/pupil ratios to 1:10 - Secondary	Grahame Whyte	Adjust teacher staffing down from current level. This would mean increasing numbers of pupils per teacher in ASN bases in secondary schools from existing provision of 1:7 to e.g. 1:10. This would mean a reduction in staffing numbers of 13.6 fte.	Delivered	Green	0	(200)	(200)	(200)	Saving delivered
ECS_E18a	Additional Support Needs: Increase teacher/pupil ratios to 1:10 - Primary	Helen Milne	Adjust teacher staffing down from current level. This would mean increasing numbers of pupils per teacher in ASN bases in primary schools from existing provision of 1:7 to e.g. 1:10. This would result in a decrease in teacher numbers of 13.2 fte.	Delivered	Green	0	(167)	(167)	(167)	Saving delivered
ECS_E24	Reduce Pupil Support Assistants Provision by 50% in Secondary Schools	Derek Samson	Reduce Pupil Support Assistants by 33% in Secondary Schools	Delivered	Green	0	(218)	(218)	(218)	Saving delivered
ECS1-C1	Integrated Communities Service	Gail Woodcock	Develop a streamlined management structure and move centres to leased centre status.	Delivered	Green	0	(800)	(800)	(800)	Saving delivered
ECS_E37	Change the delivery model of music tuition	Neil McLenman	Restructure lesson plan; redesign fee policy	Delivered	Green	0	(170)	(170)	(170)	Redesign of the fee policy was not undertaken following benchmarking exercise against other local authorities and private providers. Reorganisation of staffing resource is in progress. The Music Co-ordinator post has been redefined and work on the next tier (Senior Music Instructors) is in progress. These savings have been delivered.

YEAR 1 (2012/13)										
Items Accepted At February 2012 Committee		Responsible Officer	Outline of Original Proposal for Achieving Savings	Monitored/Delivered	Status	Cost £'000	Benefit £'000	Net Service Benefit £'000	Predicted Savings - Full Year £'000	Position Statement
PBB Ref	Project Name									
ECS_E9B	Redesign of secondary school estate	Charlie Penman	Redesign of school estate to reflect current demographics and population centres.	Monitored	Green	0	0	0	0	2012 is the low point in pupil numbers aged 0-15. The profile of pupil numbers 2013 onwards is increasing and the locations of families is also changing. The current public consultation on nursery and primary schools will be required to take account of these changing factors. This review will contribute to the overall review of our schools estate. Delivery of this option is dependent on Council decisions.
ECS_C27	Library & Information Services: new ways of working	Patricia Cassidy	To undertake a detailed options appraisal on new ways of working for the provision of library and information services within the City in the context of delivering efficiencies and budget savings using technology and increasing 24/7 on-line services. There will be initial savings of £13k from the withdrawal of the mobile library and additional savings to be calculated through reconfigured opening hours, staff restructuring and review of the library estate.	Monitored	Green	0	(13)	(13)	(13)	Saving delivered. Work is in hand to review library provision across the city. Further to agreement at EC&S Committee on 22 November 2012 a review is being carried out within the wider review of Community Learning. An update on this is included within the ECS May Committee papers.
ECS_E34	Stop curriculum for Excellence training in Modern Foreign Languages in Primary	David Leng	This was a former national initiative to train primary teachers for which funding ceased. Given the continuing emphasis on foreign languages in the curriculum, it was subsequently agreed to continue funding at a local level but on a reduced basis. The funding for this training would therefore cease.	Delivered	Green	0	(100)	(100)	(100)	Saving delivered
Total Agreed By Committee						570	(3,302)	(2,732)	(2,962)	
			(5,680)							

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**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2013/2013**

DIRECTORATE : Education, Culture & Sport

As At 28 February 2013	Year to Date				Forecast to Year End		
ACCOUNTING PERIOD 11	Full Year Revised Budget £'000	Revised Budget £'000	Actual Expenditure £'000	Variance Amount £'000	Forecast Actual £'000	Variance Amount £'000	Variance Percent %
Head of Service - Communities, Culture & Sport	27,542	25,175	22,155	(3,020)	26,982	(561)	-2.0%
Head of Service - Schools and Educational Services	129,108	118,999	115,119	(3,880)	128,590	(518)	-0.4%
Head of Service - Policy & Performance	3,738	3,428	2,832	(596)	3,495	(243)	-6.5%
TOTAL BUDGET	160,388	147,602	140,106	(7,496)	159,067	(1,322)	-0.8%

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

As At 28 February 2013	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE		
ACCOUNTING PERIOD 11	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	13,119	12,026	10,763	(1,263)	12,048	(1,071)	-8.2%	(89)
PROPERTY COSTS	2,102	1,968	1,932	(36)	2,197	95	4.5%	(7)
ADMINISTRATION COSTS	470	316	320	4	380	(90)	-19.1%	(11)
TRANSPORT COSTS	181	165	86	(79)	127	(54)	-29.8%	0
SUPPLIES & SERVICES	6,768	6,203	3,484	(2,719)	6,595	(173)	-2.6%	(52)
COMMISSIONING SERVICES	3,092	2,834	3,112	278	3,367	275	8.9%	30
TRANSFER PAYMENTS TOTAL	9,426	8,641	8,868	227	8,996	(430)	-4.6%	2
CAPITAL FINANCING COSTS	0	0	0	0	0	0	0.0%	0
GROSS EXPENDITURE	35,157	32,153	28,565	(3,588)	33,710	(1,448)	-4.1%	(127)
LESS: INCOME								
GOVERNMENT GRANTS	(979)	(897)	(847)	50	(922)	57	-5.8%	0
OTHER GRANTS	(774)	(710)	(635)	75	(809)	(35)	4.5%	(6)
FEES & CHARGES	(2,260)	(2,071)	(1,692)	379	(1,802)	458	-20.3%	(14)
RECHARGES	(360)	(330)	(275)	55	(330)	30	-8.3%	0
OTHER INCOME	(3,242)	(2,970)	(2,961)	9	(2,865)	377	-11.6%	(76)
TOTAL INCOME	(7,615)	(6,978)	(6,410)	568	(6,728)	887	-11.6%	(96)
NET EXPENDITURE	27,542	25,175	22,155	(3,020)	26,982	(561)	-2.0%	(223)

YR TO DATE	PROJECTED	CHANGE
VARIANCE	VARIANCE	
£'000	£'000	£'000

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

The year to date and annual forecast take into account timing issues in relation to the operation of Creches. This is offset by reduced income in respect of fees and charges for these creches. The change in estimate reflects a further review of staffing costs.

(1,263) (1,071) (89)

Property Costs

The year to date underspend reflects property repairs which will not be charged until later in the year. Forecast expenditure includes £160K of property works at Rosemount and Loirston CLD as previously approved by committee. The unspent portion of these monies will be carried forward to 2013-14 in line with the previous decision of EC&S Committee in March 2013..

(36) 95 (7)

Administration costs

The year to date underspend reflects a range of savings following a review of this area of the budget.

4 (90) (11)

Transport costs

A small underspend is projected in relation to travel and subsistence budgets.

(79) (54) 0

Supplies & Services

The year to date underspend mainly represents Management Committee funds held by the authority on their behalf. The unused element of these funds will be carried forward into the new financial year. Included within this forecast is additional expenditure of £100K in respect of equipment and fittings at Tullos Swimming Pool which is being carried forward into 2013-14 as agreed by EC&S Committee in March 2013. A review of this heading has identified a further £50K of savings from a number of account codes.

(2,719) (173) (52)

Commissioning Services

Both the year to date spend and the annual forecast reflect the estimated final position in respect of Out Of Authority Placements at the end of January. This indicates an expected overspend of £320K.

278 275 30

Transfer payments

A review of commitments in respect of payments to external bodies has confirmed there will be an underspend of approximately £290K offset by final expenditure of £30K in respect of the Bon Accord Bowling site.

227 (430) 2

Income - Government Grants

The favourable year to date position reflects grants already received which will be utilised during the remainder of the financial year.

50 57 0

Income - Other Grants

The estimated variance reflects a reduction in grants in relation to creches. This is offset by reduced staffing

75 (35) (6)

Income - Fees & Charges

The reduction in expected income relates to creches. This is offset by reduced staffing costs.

379 458 (14)

Income - Recharges

The annual forecast includes a small under recovery of costs associated with the common good fund.

55 30 0

Income - Other Income

The favourable year to date position reflects unbudgeted grants received which will be utilised during the remainder of the financial year.A33

9 377 (76)

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2012/2013

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

As At 28 February 2013	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE		
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 11								
STAFF COSTS	100,513	92,056	89,045	(3,011)	100,688	175	0.2%	(114)
PROPERTY COSTS	23,137	21,631	22,050	419	23,252	115	0.5%	340
ADMINISTRATION COSTS	306	281	187	(94)	292	(14)	-4.6%	0
TRANSPORT COSTS	217	199	218	19	254	37	17.1%	17
SUPPLIES & SERVICES	6,552	5,928	4,786	(1,142)	6,266	(286)	-4.4%	(251)
COMMISSIONING SERVICES	2,715	2,489	2,471	(18)	2,516	(199)	-7.3%	0
TRANSFER PAYMENTS TOTAL	1,249	1,144	921	(223)	1,179	(70)	-5.6%	1
CAPITAL FINANCING COSTS	0	0	0	0	0	0	0.0%	0
GROSS EXPENDITURE	134,689	123,728	119,678	(4,050)	134,447	(242)	-0.2%	(7)
LESS: INCOME								
GOVERNMENT GRANTS	(347)	(318)	(356)	(38)	(347)	0	0.0%	0
OTHER GRANTS	(230)	(211)	(207)	4	(230)	0	0.0%	30
FEES & CHARGES	(927)	(850)	(856)	(6)	(973)	(46)	5.0%	0
RECHARGES	0	0	0	0	0	0	0.0%	0
OTHER INCOME	(4,077)	(3,350)	(3,140)	210	(4,307)	(230)	5.6%	0
TOTAL INCOME	(5,581)	(4,729)	(4,559)	170	(5,857)	(276)	4.9%	30
NET EXPENDITURE	129,108	118,999	115,119	(3,880)	128,590	(518)	-0.4%	23

BUDGET TO DATE MONITORING VARIANCE NOTES	YEAR TO DATE PROJECTED		CHANGE
	VARIANCE	VARIANCE	
	£'000	£'000	£'000

Staff Costs

The year to date position reflects a cumulative staffing underspend in respect of the schools DEM budgets of £2.8M, plus a year to date underspend of £400K in respect of probationers teaching costs, offset by a year to date overspend of £320K in respect of Teachers Long term absence, regrading costs of £130K, plus £190K of exit costs.

The forecast position assumes that schools within the DEM scheme will carry forward any staffing underspend and that the above costs and savings will remain constant with the exception of Long term Teachers absence where the final overspend is expected to be £560K.

(3,011) 175 (114)

Property Costs

The forecast final position reflects expected savings in Vandalism costs at the 3Rs schools (£48K), expected rebates totalling £200K in respect of unused letting hours and lower than expected malicious damage costs at 3R's schools. This is offset by increased energy costs of £450K. These additional cost had not previously been apparent due to the timing of bills being received and bills now being received which cover the extended period of cold weather .

419 115 340

Administration costs

(94) (14) 0

Transport costs

the final forecast has been amended to reflect expected additional charges in respect of curricular travel.

19 37 17

Supplies & Services

The year to date underspend is in relation to Schools devolved teaching materials budgets is £530K, this is expected to be largely utilised by year end. In addition, there are year to date underspends of £210K in relation to Surestart, £210K for the ICT refresh programme £90K in respect of Determined To Succeed, £60K in relation to equipment repairs & maintenance contracts. In all of these cases, the variance is caused by timing issues, and charges are expected in line with budget at year end. A further review of the budgets within this heading has indicated savings of £250K are likely in a number of categories..

(1,142) (286) (251)

Commissioning Services

Both the year to date underspend and final outturn estimate relate to the closure of the Raeden Nursery which has released the property rental costs.

(18) (199) 0

Transfer payments

An underspend is projected in Pupil Clothing budgets. This is in line with previous years expenditure figures.

(223) (70) 1

Income - Government Grants

(38) 0 0

Other Grants

4 0 30

Income - Fees & Charges

The full year income forecast mainly represents greater than budgeted letting income offset by a small under recovery in respect of Music Fees.

(6) (46) 0

Income - Other Income

Forecast income includes greater than budgeted parental contributions at the School Of Music, £40K, increased premises recoveries income in relation to Swimming Pools. £90K, plus unbudgeted recharges of £100K in respect of Police and NHS offices in 3 R's schools.

210 (230) 0

(3,880)	(518)	23
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ABERDEEN CITY COUNCIL
REVENUE MONITORING 2012/ 2013

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

As At 28 February 2013	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE		
ACCOUNTING PERIOD 11	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	2,525	2,314	1,985	(329)	2,176	(349)	-13.8%	(102)
PROPERTY COSTS	154	141	182	41	216	62	0.0%	35
ADMINISTRATION COSTS	444	407	317	(90)	404	(40)	-9.0%	0
TRANSPORT COSTS	49	45	42	(3)	51	2	4.1%	0
SUPPLIES & SERVICES	664	609	448	(161)	778	114	17.2%	0
COMMISSIONING SERVICES	0	0	0	0	0	(0)	0.0%	(0)
TRANSFER PAYMENTS	325	298	278	(20)	355	30	0.0%	30
CAPITAL FINANCING COSTS	0	0	0	0	0	0	0.0%	0
GROSS EXPENDITURE	4,161	3,814	3,252	(562)	3,980	(181)	-4.4%	(37)
LESS: INCOME								
GOVERNMENT GRANTS	(366)	(335)	(276)	59	(356)	10	0.0%	10
OTHER GRANTS	0	0	(30)	(30)	(10)	(10)	0.0%	20
FEES & CHARGES	(31)	(28)	(24)	4	(24)	7	-22.6%	14
RECHARGES	0	0	(52)	(52)	(62)	(62)	0.0%	5
OTHER INCOME	(25)	(23)	(38)	(15)	(33)	(8)	32.0%	0
TOTAL INCOME	(422)	(386)	(420)	(34)	(485)	(63)	14.9%	49
NET EXPENDITURE	3,739	3,428	2,832	(596)	3,495	(244)	-6.5%	12

BUDGET TO DATE MONITORING VARIANCE NOTES	YEAR TO DATE PROJECTED VARIANCE		CHANGE
	£'000	£'000	

Staff Costs

The year to date underspend expenditure reflects the management of vacancies to contribute towards service wide annual vacancy factor savings of £720K.

(329) (349) (102)

The annual forecast has been updated to reflect ongoing staffing savings plus a small staff development grant which will now be utilised in the new financial year.

Property Costs

The final estimate mainly reflects the costs of securing the former Bankhead Academy site after the fire (£17K) plus greater than expected costs associated with School Security system maintenance (£30K) and energy conservation works (£20K).

41 62 35

Administration costs

The year to date position reflects expected savings in conference costs, plus a number of charges expected for Protecting Vulnerable Groups (PVG Checks)

(90) (40) 0

The forecast outturn reflects expected savings in respect of PVG Checks (£10K) plus savings in respect of conferences (£35K), offset by higher than budgeted postage costs (£5K)

Transport costs

(3) 2 0

Supplies & Services

The year to date position reflects underspends in the Learning Technologies budget of £35K plus a year to date underspend of £110K in relation to the budget held for property related works. This has been partially offset by unbudgeted MIS costs of £50K linked to the MIS Capital Plan plus greater than expected costs linked with Disability Adjustments (£35K)

(161) 114 0

The forecast position reflects expected overspends in relation to disability adjustments, the MIS System plus ASN related equipment costs.

Transfer Payments

This represents Education Maintenance Payments made to eligible individuals. These monies are fully recoverable via a grant. The annual forecast has been adjusted to reflect a small reduction in the expected value of annual payments plus additional costs arising in respect of the MIS system implementation.

(20) 30 30

Government Grants

This is the grant in respect of Education Maintenance Payments which is claimed in arrears. Final grant will reflect those payments made to students plus an associated admin fee which covers the salary of the staff member who administers the scheme.

59 10 10

Other Grants

This represents a small Staff Development Grant. £20K of this grant will now be utilised in the new financial year.

(30) (10) 20

Income - Fees & Charges

4 7 14

Recharges

The projected variance reflects expected income from the Non Housing Capital Plan in respect of staff time associated with the MIS Capital programme implementation.

(52) (62) 5

Other Income

(15) (8) 0

(596)	(244)	12
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Glossary

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

Staff Costs

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

Property Costs

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

Administration Costs

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

Transport Costs

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

Supplies & Services Costs

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

Commissioning Services

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

Transfer Payments

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

Capital Financing Costs

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

Income - Fees & Charges

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

Income - Other Income

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

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture & Sport
DATE	30 May 2013
DIRECTOR	Gordon McIntosh
TITLE OF REPORT	Capital Monitoring – Education, Culture & Sport Projects
REPORT NUMBER:	EPI/12/295

1. PURPOSE OF REPORT

- To advise the Committee of the total capital spend in 2012/13 for the Education, Culture & Sport projects included within the Non-Housing Capital Programme.
- To provide the Committee background information on the new projects included in the five year Capital Programme.

2. RECOMMENDATION(S)

The Committee note the current position and legally committed carry forwards.

3. FINANCIAL IMPLICATIONS

The monies required to fund these projects are achieved through external borrowing, capital receipts and grant income. These projects are all accommodated within the Non-Housing Capital Programme. Any underspend, carry forward or overspend will have implications for the programme. There are no issues at present that would result in such implications. As part of the Council's five year business plan, capital expenditure is now monitored within a five year timescale where appropriate. This has given budget holders the ability to profile across the full five years. In year monitoring will continue, alongside monitoring the complete Capital Programme.

Some projects are now profiled for little or indeed no expenditure in the current financial year. In these instances, budget holders have profiled the intended expenditure in the appropriate financial year. Budget holders who are profiling slippage on a legally committed project into the next financial year(s) are also profiling this expenditure into the appropriate year.

4. OTHER IMPLICATIONS

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

5. BACKGROUND / MAIN ISSUES

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

Previous financial year

Education, Culture & Sport had 7 projects, totaling £2,806,000 allocated from the Non-Housing Capital Programme in 2012/13.

Spend for all capital projects in 2012-13 totalled £533,000. Appendix A provides a breakdown of this spend and relevant supporting information as necessary.

A number of projects approved in 2012-13 require carry forward to the present financial year. These projects were approved as part of the previous three year capital programme and all have legal commitments against them. Carry forward was approved for all projects at the 25 April Finance & Resources Committee.

The projects granted carry forward to fund existing legal commitments, and the amounts required are:

- 1) School Estate Strategy - Bucksburn / Newhills (£522,000)
- 2) School Estate Strategy – Riverbank (£164,000)
- 3) Provision for Children with Complex Needs (£700,000)
- 4) Tullos Pool Refurbishment (£849,000)
- 5) Woodside Replacement Pitch (£82,000)

Carry forward for all Education, Culture & Sport projects totals £2,317,000.

New Projects

The new projects for Education, Culture & Sport included in the 2013 - 2018 Capital Programme are detailed below. Included is the total budget allocated to each project and a description of the nature of the project.

- 1) Art Gallery Redevelopment - Museums Collection Centre
Total budget: £3,000,000

There is a requirement to develop a Collections Centre in one location for the Art Gallery & Museums Collections which are currently stored over four venues at Kittybrewster, Crombie Road, Dyce and Braeside. The chosen site at Granitehill Industrial Estate, Granitehill Road will create a new purpose built venue for the public to view collections.

- 2) Art Gallery Redevelopment – Main Contract
Total budget: £29,000,000 (Heritage Lottery funding will account for £10,000,000 of funding for this project.)

The project is to undertake a transformational scheme at Aberdeen Art Gallery, including an improved Art Gallery complex incorporating the Cowdray Hall and War Memorial. Increased display space for collections and exhibitions will be provided, along with improved learning and educational provision and new visitor support facilities including a passenger lift, toilets, cloakrooms, catering and retail.

Both Art Gallery Redevelopment projects will be crucial in the City's bid to become UK City of Culture in 2017.

- 3) New Academy to the South of the City
Total budget: £32,000,000

The new Academy to the south of the city will address the poor standard of condition and suitability in the existing schools at Torry Academy and Kincorth Academy. One single state of the art larger school on an appropriate site will be built to accommodate all existing secondary pupils and additional pupils generated by proposed new housing developments at Loirston.

- 4) New Milltimber Primary
Total budget: £11,750,000

The replacement Milltimber School will be built on the same site as the Oldfold Farm housing development, which is expected to generate around 248 additional pupils. The building will be of a comparable standard to the schools recently built through the 3Rs programme.

Appendix B shows the five year Capital Programme for all Education, Culture & Sport projects, including carry forward from 2012/13. A

breakdown of the budget allocated to each project in each financial year is also included.

An update on the capital position will be reported to this Committee on 12 September 2013.

6. IMPACT



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

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

7. BACKGROUND PAPERS

Non-Housing Capital Programme 2012/13 – Capital Monitoring Report. Approved at Finance & Resources Committee on 21 February 2013.

8. REPORT AUTHOR DETAILS

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**Appendix A:
Capital Monitoring – Education, Culture & Sport Projects 2012-13**

Project Description	2012/13 revised budget £'000	2012/13 total spend £'000	Legally committed 2012-18 £'000
Information Communication Technology Connectivity	34	34	0
Replacement Education Management Information System	167	*210	0
School Estate Strategy - Bucksburn / Newhills	522	0	0
School Estate Strategy - Riverbank	172	8	1,742
Provision for Children with Complex Needs	771	71	0
Tullos Pool Refurbishment	1,049	200	849
Woodside Replacement Pitch	91	9	82
Totals	2,806	533	2,591

- Projects marked * indicate gross project expenditure before including contributions funded from service revenue budgets.
- Legal commitments have been made on Riverbank School, Tullos Pool and Woodside pitch. Carry forward is required to complete these projects. All are now progressing on site, with Tullos Pool currently profiled to conclude in July and Riverbank in September. Woodside Pitch is programmed for completion by end of May.
- Provision for Children with Complex needs and School Estate Strategy - Bucksburn / Newhills require carry forward of budgets to proceed with original programmes of works.

**Appendix B:
Capital Monitoring – Education, Culture & Sport Projects 2013-14 to 2017-18**

Project Description	Approved Budget 13/14	Carry forward 12/13	Total Budget 13/14	Budget 14/15	Budget 15/16	Budget 16/17	Budget 17/18	5 year budget
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
School Estate Strategy - Bucksburn / Newhills	1,215	522	1,737	7,638	2,555	149	0	12,079
School Estate Strategy – Riverbank	1,490	164	1,654	88	0	0	0	1,742
Provision for Children with Complex Needs	5,722	700	6,422	6,393	1,057	835	0	14,707
Tullos Pool Refurbishment	100	849	949	0	0	0	0	949
Museums Collections Centre	246	0	246	2,320	434	0	0	3,000
Art Gallery HLF Redevelopment	1,100	0	1,100	867	12,300	13,883	850	29,000
Woodside Replacement Pitch	0	82	82	0	0	0	0	82
New Academy to the South	500	0	500	11,500	19,000	1,000	0	32,000
New Milltimber Primary	0	0	0	0	1,250	7,500	3,000	11,750
Totals	10,373	2,317	12,690	28,806	36,596	23,367	3,850	105,309

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	30th May 2013
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/13/033

1. PURPOSE OF REPORT

The purpose of this report is to:

- provide Elected Members with a summary of performance data and Service Plan actions up to 31st March 2013, and the most recent Service Wide Indicators from the Education, Culture and Sport (ECS) Directorate

2. RECOMMENDATION(S)

The Committee is asked to:

- Approve the ECS Service Performance report for the period up to the 31st March 2013 and note the progress toward Service Plan actions

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." Together with the Administration's Policy Statement 'Smarter Aberdeen', 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 reports attached at **Appendices A,1-3** outline indicators and actions as follows:
 - Monthly performance indicators for the period up to 31st March 2013 and for April 2013
 - Progress against actions contained within the Service Improvement Plan 2011-2016 up to 31st March 2013
- The briefing note attached at **Appendix B** outlines the SQA Post Appeals analysis for 2011/12
- The report attached at **Appendix C** outlines the Community Planning Partnership (CPP) School Leaver Destination (SLDR) Report for February 2013

5.2 Key Analysis

Members should note the following performance this period:

5.2.1 Schools

- SQA Post appeals analysis

The briefing note attached at **Appendix B** outlines the SQA Post-Appeals analysis for 2011/12 SQA Examinations.

- At *Standard Grade level* (SCQF¹ level 3, SCQF level 4 and SCQF level 5) out of 917 appeals 52% were successful,
- At *Intermediate 1 level* (SCQF level 4) out of 43 appeals 51% were successful,
- At *Intermediate 2 level* (SCQF level 5) out of 167 appeals 37% were successful,
- At *Higher level* (SCQF level 6) out of 435 appeals 37% were successful, and
- At *Advanced Higher level* (SCQF level 7) out of 92 appeals 60% were successful.

Out of 11 National Priority measures, 6 have changed on post appeal results:

- 5+ awards at SCQF Level 4 or Better by the End of S4 from 75% to 76%
- 5+ awards at SCQF Level 5 or Better by the End of S4 from 33% to 34%

¹ Scottish Credit and Qualifications Framework (SCQF)

- 1+ Awards at SCQF Level 6 or Better by the End of S5 from 42% to 43%
- 1+ Awards at SCQF Level 6 or Better by the End of S5 from 46% to 47%

When compared to 2011 the 2012 results show:

- increase in one and decrease in two key S4 measures,
- increase in one and decrease in two key S5 measures,
- increase in all key S6 measures.

Examination results are an important indicator of performance, but don't give the full picture of education. These results should be considered alongside other indicators of pupils' progress, such as the quality of the learning experience and the ethos of the school

- School Leaver Destination Report

The February 2013 Community Planning Partnership (CPP) report is attached at **Appendix C**. This report provides the following information:

- analysis of the results of the Initial School Leaver Destination Return (2011/12)
- results of the national training programme delivery (April 12 to December 12)
- analysis of the unemployed seeking 16-19 group (at 11 February 2013)
- Overall the percentage of leavers entering a **positive destination** is **88.4%**, a rise of 2.8 percentage points (pp) in comparison to 2010/11. This is 1.5pp below the national average of 89.9%. Aberdeen City Council is 23rd out of 32 local authorities for the percentage of leavers entering a positive destination.
- The percentage of leavers entering **higher education** (HE) is **36.5%** which is 0.8pp lower than the national average of 37.3%. In comparison to 2010/11 this is a rise within the authority of 0.9pp.
- The percentage of leavers entering **further education** (FE) has fallen by 0.5pp to **25.4%** which is 1.4pp lower than the national average of 26.8%.
- The percentage of leavers entering **training** has fallen by 0.2pp to **2.3%**, the 5th lowest level in Scotland. It is 2.3pp below the national average (4.6%).
- The percentage of leavers entering **employment** has risen by 1.6pp since 2010/11 to **23.0%**, the 9th highest percentage in Scotland. This percentage is 3.2pp above the national average of 19.8%.
- The percentage of leavers who are **unemployed seeking** is **8.9%**, 2.4pp lower than in 2010/11. Although this is 0.5pp higher than the national average.

- School leavers whose destination is **unknown** is **1.0%** this year. This is 0.9% lower than last year and is the lowest it has been in the past 10 years.

5.2.2 Communities, Culture and Sport

(a) Library and Information Services

Book/Materials Issues

Cumulative Comparison

The Library and Information Services (LBIS) generated 817,403 Issues over the 12 month period, an aggregate reduction of 7.8% on 2011/12 but with the community based services retaining proportionately higher levels of issues activity and the four libraries based within the Central Library building, due to the extent of normal activity generated through these facilities, contributing a greater proportion of the reduction.

In regards to the Central Library building, there have been ongoing access problems to the upper floors experienced throughout the year and particularly since the beginning of 2013, caused by the main lift being unavailable which has also contributed to the reduction in visitors but the Service has a tentative date of June for commencement of replacement works which will resolve this issue and reduce the impact on both Issues and Visits In Person

Across the branch libraries, increases in issues of 6.4%, 6.6% and 4.3% were noted at Woodside, Kaimhill and Cornhill respectively and the Overdrive e-books service, introduced in March 2012, issuing some 5,700 books over the course of the year.

It is also worth noting that the number of Requests remains the same as in 2010/11 indicating that, whilst the level of Issues may be lower than in 2012, demand for particular related aspects of the Service's offering proportionately continues at or above previous levels

Use of PC terminals in Library Learning Centres and Learning Access Points

Cumulative Comparison

As reflected in prior Performance Reports, the Service has experienced a series of both network wide and localised issues relating to IT infrastructure connectivity throughout the 12 month period that have affected the accessibility of PC terminals, although the extent to which this has influenced the year-end outcome is difficult to quantify fully, although it is estimated that this may have reduced usage figures by around 1-2%

Taking account of this factor, the cumulative out-turn for 2012/13 indicates that the use of PC terminals has fallen in comparison with 2011/12 by some 9.9%

although figures for individual facilities such as Northfield, Bucksburn and Cornhill have shown year-on-year improvement.

As a counter-balance, however, the extent of access to the Service's on-line capacity, through Wi-Fi Netloan Users, has shown a significant rise in up-take of 19,337 uses, 'replacing' some 91.8% of the loss in PC use, suggesting that the extent to which libraries contribute to and serve the digital accessibility agenda is relatively stable.

Predicted Service Performance Indicator Outcome 2012-13:

SPI 50. Number of times that PC terminal in Library Learning Centres and Learning Access Points are used per 1,000 of resident population

Given that W-Fi use cannot, currently, be formally reflected within the framework for this Indicator as it falls outwith the existing provisions, it is likely that, on completion of the process of data consolidation, a reduction in line with the total use figure noted above will be recorded, providing for an out-turn of 871 uses per 1,000 of population.

However, In terms of recognising and recording the impact that changes to the patterns of network access, subsequent to the introduction of Wi-Fi capacity to Library premises, has had in driving growth in digital support for local communities, it is possible that an additional Non-Specified Performance Indicator, covering remote network accessibility, may be put forward for 2013/14.

Visits In Person

Cumulative Comparison

The aggregate figure for Visits in Person to Library premises during 2012/13 is recorded at 1,005,544 visits, a fall in comparison with 2011/12 of 6.33%.

Looking at this data in more detail, a number of facilities recorded rising visitor numbers, including Bucksburn, Culter, Kaimhill, Northfield and the Home Service. Comparatively, community based libraries retained a proportionately higher level of visits than the four libraries based within the Central Library with 645,874 (-4.9%) visits.

1,415 events, including school and nursery visits, author visits and other workshops/exhibitions were delivered by the Service across the range of departments and branches, generating 25,822 attendances, of which some 20,927 were pre-school and school pupil participations, an average of 18 participants (+15.1%) per event, which continues the developing pattern of effective event participation demonstrated over the three year trend period.

Virtual Visits

Cumulative Comparison

As noted through previous Service Performance Reports, the impact of the introduction of the Council's revised Cookie Policy, which led to a significant reduction of on-line accessibility and the loss of capacity to calculate virtual visit numbers through Google Analytics over the extended period from June to September, continues to be reflected in the comparative reduction in cumulative visit figures recorded at this point in time.

Whilst, on the basis of the currently available data, this would suggest that Virtual Visits in 2012/13 have experienced a fall of some 40%, given the growth trends experienced towards the end of fiscal period pattern and through a robust year end extrapolation exercise, completed as part of the SPI collation process, which will be used to populate data for the four month period identified above, it would be anticipated that the greater proportion of the loss in visits noted at this point in time will be retrieved.

Predicted Service Performance Indicator Outcome 2012-13

SPI 12 Number of visits to libraries per 1,000 population – person and virtual

Based on the currently available information, the Service is recording a annual sum total of just under 1.31 million visits (-17.1%) for 2102/13 and an SPI out-turn of 5,901 visits per 1,000 of population.

However, taking account of the factors outlined above, there is a reasonable assumption that the extrapolation process highlighted against Virtual Visits will heavily influence the final outcome, resulting in a verified outcome marginally below that of 2011/12 but potentially within the 5% threshold range for the SPI target figure (7,000 visits per annum per 1,000 of population).

(b) Museums and Galleries

Visits in Person

Cumulative Comparison

The aggregate position on attendances, across the five facilities, as at month/year end is 11.1% down on 2011/2 with 38,268 fewer admissions across the Service and, at same time, the Cowdray Hall demonstrating year-on-year growth of around 8.7%.

Taking the partial year closures affecting both the Maritime Museum and Provost Skene's House into account, it is calculated that a 'like-for-like' comparison against 2011/12 would suggest that approximately 15,700 of the reduction could be 'set-aside', offering a reduction of 6.5% year-on-year on cumulative attendances. Outwith these considerations, both the Art Gallery and Tolbooth experienced reductions in annual attendances of around 8.5%.

Reflection on the significant growth in attendances at the Aberdeen Art Gallery in particular during 2011/12, due to the investment in and hosting of major exhibitions, indicates that this fall in visits is relative rather than absolute, an

observation which is supported by the three year trend pattern with growth being recorded against all three facilities unaffected by closure issues.

Number of Outreach Attendances/Participations

Cumulative Comparison

Quarter four of 2012/13 saw the highest level of Outreach Attendances for a quarterly period in more than 3 years with 742 participants and indications are that the annual out-turn will exceed that of 2011/12 by 5.8% with 1,883 attendances which, again is a three year high.

Virtual Visits

Cumulative Comparison

Whilst cumulatively, the separate Aberdeen Art Gallery and Museums website has steadily grown its visitor numbers against the previous year's position, the overall pattern of visits across the Service's various website presences is some 20% below that of 2011/12 with just under 500,000 visits.

However, it should be borne in mind that overall web visits in 2011/12 achieved record levels against which the above reduction should be viewed since, proportionately, visits at the year- end are still significantly in advance of those recorded for the comparative period in 2010/11 (+29.6%)

Enquiries

Cumulative Comparison

Cumulatively, the level of Enquiries to March was some 50% above that recorded in 2011/12 with just over 2,700 enquiries received since March 2012, exceeding both that of 2011/12 and any previous year presently recorded through the Council's corporate database.

Predicted Service Performance Indicator Outcome 2012-13:

SPI 11 a. Number of visits to/usages of Council funded or part funded museums that were in person per 1,000 of population

As noted above, the number of in-person visits to the Museums and Galleries Service premises is likely, on verification and completion of data processing, to be calculated at a total figure of 305,482. This equates to an 11.1% reduction on 2011/12 and a visits per 1,000 of resident population level of 1,387 which, however, is within the 5% target threshold for this Indicator.

SPI 11 b. Number of visits to/usages of council funded or part funded museums – (person; enquiries; outreach; virtual) per 1,000 of population

Although the data has yet to complete final analysis, at this point in time the predicted out-turn for this Indicator will exceed the target set for 2012/13 (3,010 visits per 1,000 population) by an effective margin and sustain an overall three year growth trend of 14% although this will represent a reduction of 16.5% on the figures for 2011/12 with an estimated 801,671 annual visits/usages (equivalent to 3,637 visits per 1,000 of population).

(c) Sport

Quarterly and Year-end Performance Indicator data relating to wider Dry Sports Centre and Pool admissions, along with predicted SPI outcomes, linked to Priority 5, will be reported to the next meeting of the Committee as this information becomes available from Sport Aberdeen.

Aberdeen Sports Village

Cumulative Comparison

Financial year admissions for Aberdeen Sports Village are recorded at 701,874 which is a 10.0% improvement on the 2011/12 position, (compared to the City's strategic annual participation growth target of 1.66%) with 69,873 additional attendances. Within the five respective admissions groupings, all but Management Bookings (-1.1%) demonstrated an increase over the previous year with the core community access functions (Booked Activities, Classes and Ticketed Activities) generating improvements of 15.7%, 30.5% and 12.9%.

5.2.3 Service Wide

Absence Management

- The annual figure of the number of days lost per employee over a rolling 12 month period to March 2013 is 7.8 days, a fall of 0.1% on the averaged comparative 2011/12 period. This continues to compare well against other Council services, some of the lowest rates of absence recorded since the implementation of the Maximising Attendance Policy, showing the ongoing commitment from managers in the ECS Service to implement the Maximising Attendance policy and to support our employees.

Enquiries & Complaints

- There were 19 formal complaints across the ECS Service for Q4 (01 Jan - 31 Mar) 2012/13. 17 (89%) of these were answered with the required timescale of 20 working days which is the highest quartile performance by the Service since introduction of the metric in mid 2009. Work is still ongoing to develop a more robust reporting and recording process for complaints received by the ECS Service. A paper has been drafted and is waiting discussion at ECS SMT, the date of which is to be confirmed.

Health and Safety

- Of the six workplace inspections scheduled for April 2013, covering Community and Cultural establishments and the Educational Development, Policy and Performance service area, all of these have been completed and returned.
- There were 28 Health and Safety reportable accidents for 2012/13 across the Education, Culture and Sport Service, some 62.6% fewer than were recorded in 2011/12 and, at present, none are recorded for April 2013.
- There are currently 2 Health and Safety reportable incidents recorded for April 2013 and a total of 198 incidents recorded against the twelve month period to March 2013 which is 77 fewer (-28%) than for 2011/12.

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 may be property, equipment or Health and Safety implications arising from the Service-wide Health and Safety update included in this report. Actions arising from this update are being taken forward by the ECS Service.

7. BACKGROUND PAPERS

- **Appendices A 1-3:** Service Plan progress and monthly performance indicators/trend charts up to 31st March 2013 and for April 2013
- **Appendix B:** SQA Post appeals analysis 2011/12
- **Appendix C:** Community Planning Partnership (CPP) School Leaver Destination (SLDR) Report February 2013

8. REPORT AUTHOR DETAILS

Co-ordinated by Sarah Gear, Service Manager (Policy and Performance)
Education, Culture & Sport

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ECS Performance Scorecard

Summary Scorecard of Service Plan Indicators against Service Plan Themes

Report Author: Alex Paterson

Generated on: 08 May 2013



Performance Data Traffic Light	
Amber	1
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Data Only	8

Priority 04 - Technology

Performance Measure	January 2013	February 2013	March 2013	Q4 2012/13	2012/13	Annual Target	Status	Long Trend
	Value	Value	Value	Value	Value			
Number of times that PC terminals in Library Learning Centres and Learning Access Points are used	14,625	15,610	15,689	45,924	191,946	Linked to SPI target		→
Number of visits to libraries - virtual	35,098	45,554	46,342	126,994	295,191	Linked to SPI target		→
Number of visits to/ usages of council funded or part funded museums - virtual	39,278	46,740	39,964	125,982	491,471	Linked to SPI target		←

Priority 05 - Health and Wellbeing

Performance Measure	January 2013	February 2013	March 2013	Q4 2012/13	2012/13	Annual Target	Status	Long Trend
	Value	Value	Value	Value	Value			
Number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex:	64,375	75,153	72,544	212,072	701,874	Linked to SPI target		←
(a) Attendances at Aberdeen Sports Village								

Priority 06 - Engagement in Arts, Heritage, Culture and Sport



Performance Measure	January 2013	February 2013	March 2013	Q4 2012/13	2012/13	Annual Target	Status	Long Trend
	Value	Value	Value	Value	Value			
Total number of issues from libraries	65,266	62,964	65,480	193,710	817,403	Not applicable		➡
Number of visits to libraries - person	78,884	79,719	82,313	240,916	1,005,544	Linked to SPI target		➡
Number of visits to/usage of council funded or part funded museums - person	14,592	20,347	20,368	55,307	305,482	Linked to SPI target		➡
Number of visits to/usage of council funded or part funded museums - outreach	453	194	95	742	1,883	Linked to SPI target		➡

Priority 08 - Better Performing/Value for Money

Performance Measure	January 2013	February 2013	March 2013	Q4 2012/13	2012/13	Target	Status	Long Trend
	Value	Value	Value	Value	Value			
ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service	7.7	7.9	7.8		7.8	10.0		➡
Health and Safety Reportable Accidents	1	1	1		28	36		➡
% of complaints and enquiries responded to within current corporate timescale of 20 working days				89%	N/A	95%		➡
Number of ECS Workplace Inspections Completed	69%	57%	73%		100%*	100%*		➡
Health and Safety Incidents	11	15	9		198	240		➡

* reflects position as at April 2013 rather than 2012/13 year-end

PI Status		Long Term Trends			Short Term Trends		
	Alert	➡	Improving	➡	Improving		
	Warning	▬	No Change	▬	No Change		
	OK	➡	Getting Worse	➡	Getting Worse		

	Unknown
	Data Only

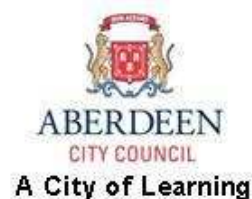
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ECS Performance Trend Charts

Trend Charts demonstrating performance of Monthly Reportable Indicators against Service Plan Themes

Report Author: Alex Paterson

Generated on: 09 May 2013



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.

ECS Lib PCUse Number of times that PC terminals in Library Learning Centres and Learning Access Points are used		Status
	Data Period	March 2013
	Value	15,689
	Target	Linked to SPI target
	Long Trend	↓
	Short Trend	↓
	Data Source	Library and Information Services
	Service Manager	Neil Bruce
	Head of Service	Patricia Cassidy

Narrative and Analysis

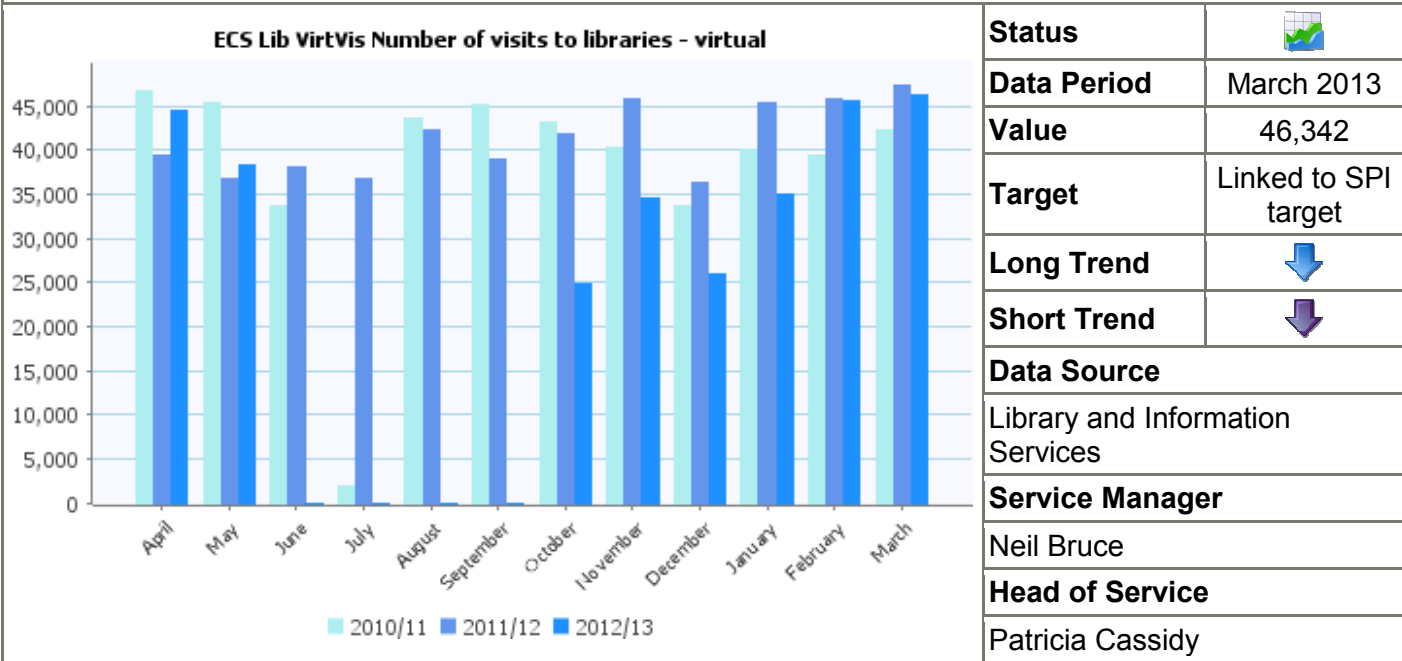
Computer usage in March was recorded at a figure of 15,689, a reduction of just over 16.0% on March 2012 which, in part, reflects the comparative fall in operating hours against the previous year.

In contrast to this trend, and linked to the overall levels of IT provision accessed through the Service, the number of Wi-fi connections for the month rose to 2112 users (+74.5%) despite changes to the access protocol implemented by ICT to improve security that affected the compatibility of a range of mobile devices.

On this basis, it can be reasonably argued that the increase in Wi-Fi usage effectively counter-balances the majority of the monthly fall in PC usage and reflects changing patterns of use between site installed computer provision and the 'value-added' availability of Wi-Fi capacity, rather than an absolute reduction in service uptake.

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.

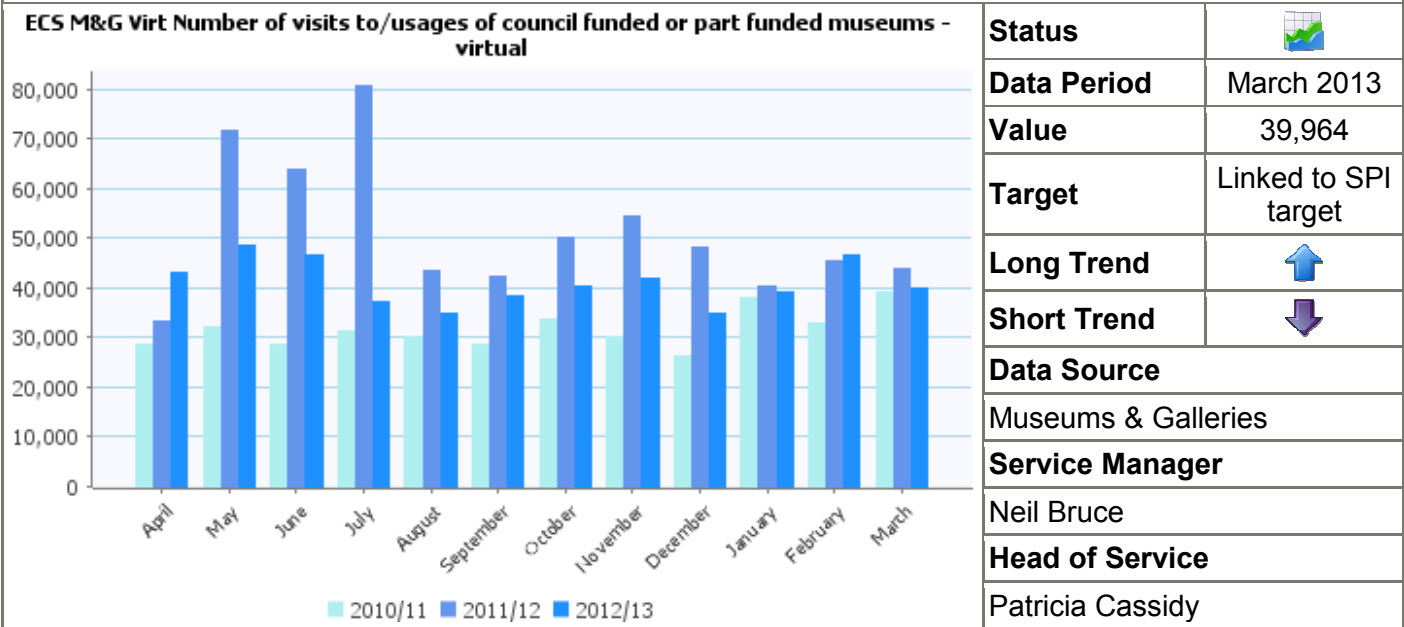


Narrative and Analysis

During March, the Service recorded 46,342 virtual visits, the highest figure for this year and an increase of 13.5% on 2012, an indicator that longer term levels of use have been unaffected by the extended period, earlier in the year, where technical issues limited the accessibility of parts of the Service's on-line offering

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.



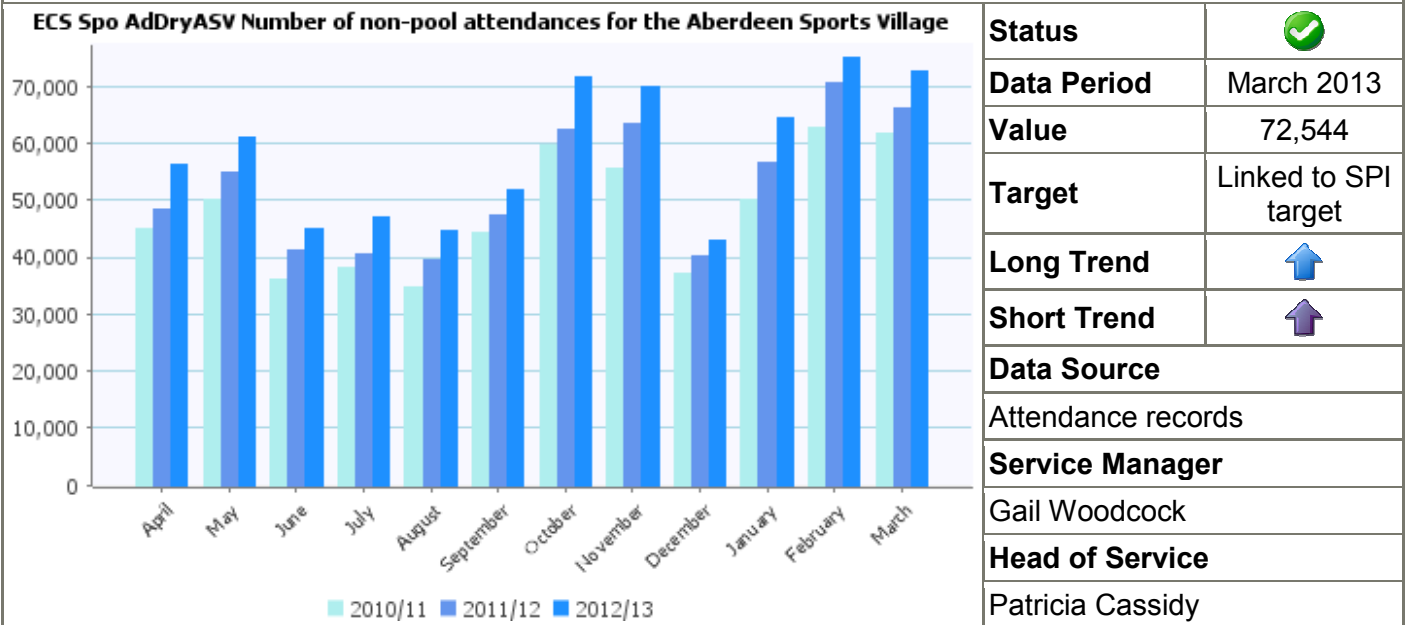
Narrative and Analysis

Although the Aberdeen Art Gallery and Museums site continues to show robust levels of use, virtual visits to the Service’s range of website based access fell by 9.2% in March 2013 with 39,964 visits in total

Priority 05 - Health and Wellbeing

Number of non-pool attendances for Aberdeen Sports Village

This indicator monitors the number of non-pool attendances for the Aberdeen Sports Village. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates current period v average of previous 3 year periods. Annual value = cumulative monthly values.



Status	✔
Data Period	March 2013
Value	72,544
Target	Linked to SPI target
Long Trend	↑
Short Trend	↑
Data Source	Attendance records
Service Manager	Gail Woodcock
Head of Service	Patricia Cassidy

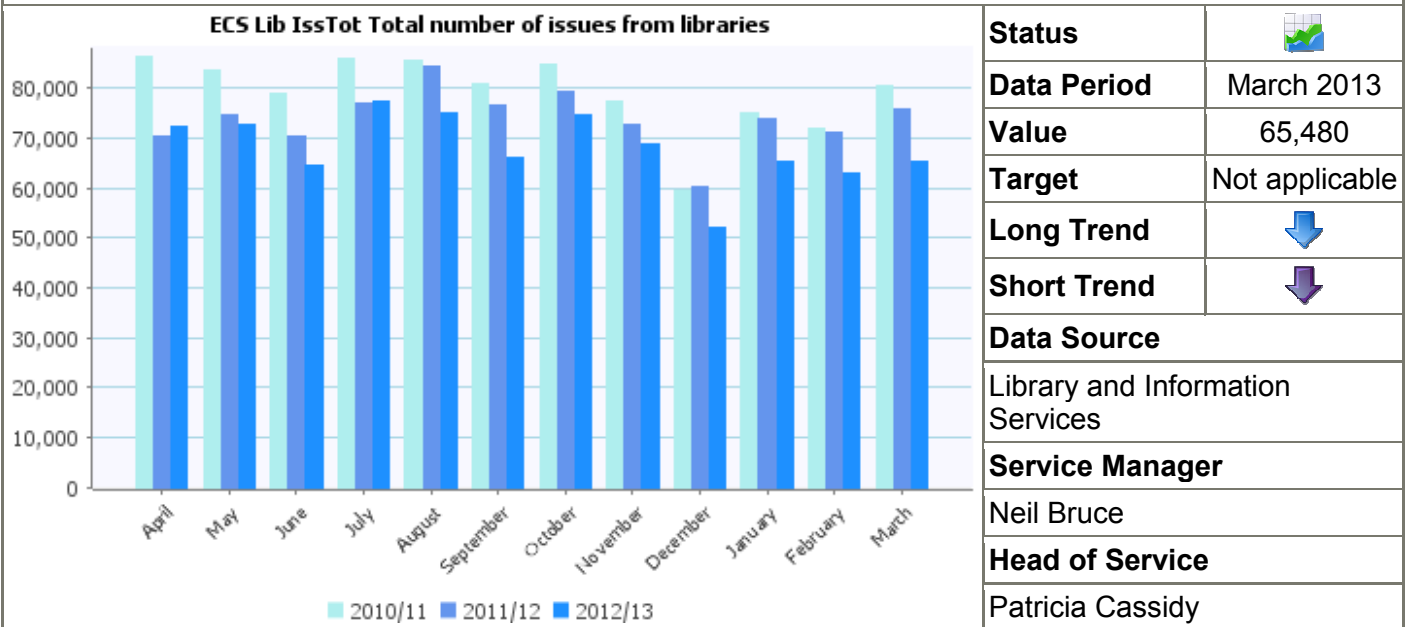
Narrative and Analysis

Aberdeen Sports Village recorded 72,544 attendances in March 2013, an 8.6% (+ 6225 admissions) increase in the year-on-year monthly figure. Across the five admissions frameworks, whilst a fall in admission levels was recorded against Management Bookings (-6.0%), attendances across the four 'pay-to-play' groupings, Booked Activities, Courses, Classes and Ticketed Activities rose by 12%, 49.9%, 41.2% and 11.4% respectively, indicating a continued growth in community based usage.

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Total number of issues from libraries

This indicator reflects the total number of issues from libraries. Trend calculation method is year on year- Short trend calculates current period v previous year period; Long trend calculates current period v average of previous 3 year periods. Annual value = cumulative monthly values



Status	
Data Period	March 2013
Value	65,480
Target	Not applicable
Long Trend	
Short Trend	
Data Source	Library and Information Services
Service Manager	Neil Bruce
Head of Service	Patricia Cassidy

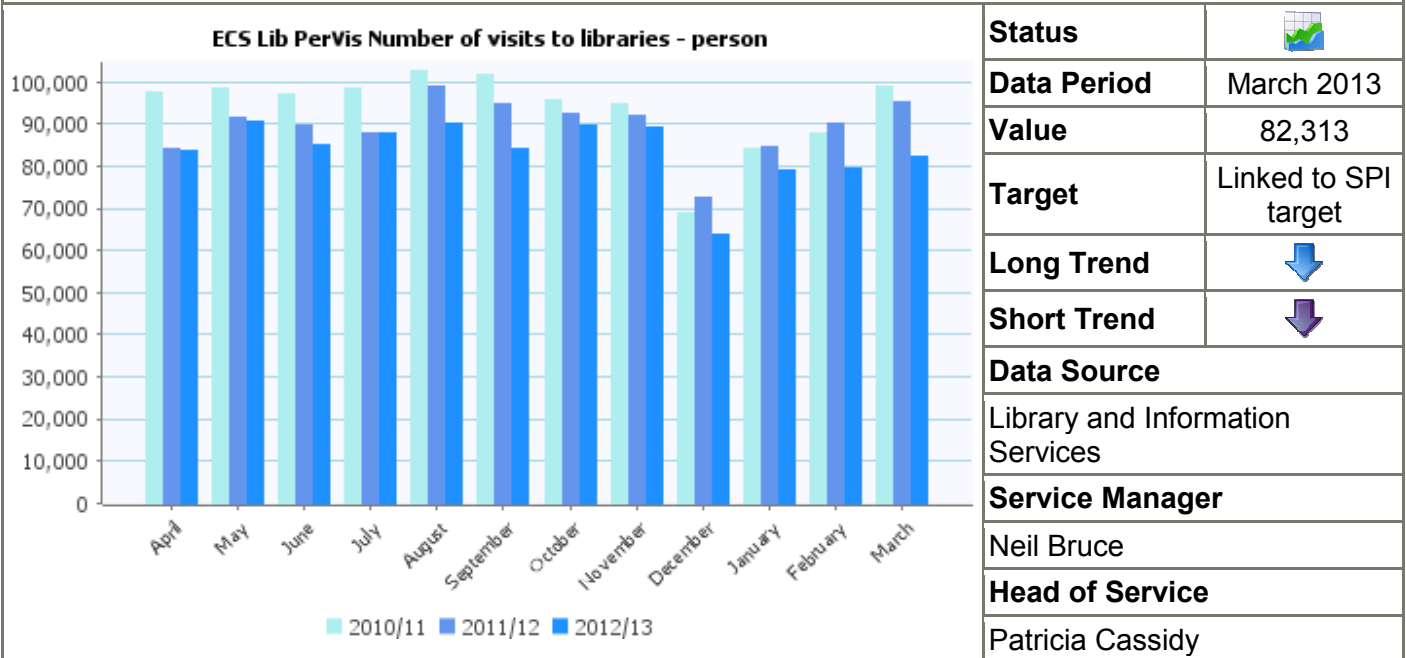
Narrative and Analysis

The Library and Information Service issued some 65,480 items during March 2013, just over 13% fewer than were issued in the same month in 2012. Due to the comparative calendar pattern of monthly opening days with March 2012, the Service was able to offer some 7.9% fewer operating hours during March in comparison with 2012, over half of this fall might be attributed to the reduced available walk-in access to premises.

Across the libraries network, 13 facilities demonstrated increases across at least one of the three Issue categories with a rising pattern of audio-visual materials borrowing, potentially related to the application of reduced fees linking to increased registrations and use of the Residents Accord Card, being recorded against ten facilities and increases in adult and children’s borrowing being noted against eight libraries.

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.



Narrative and Analysis

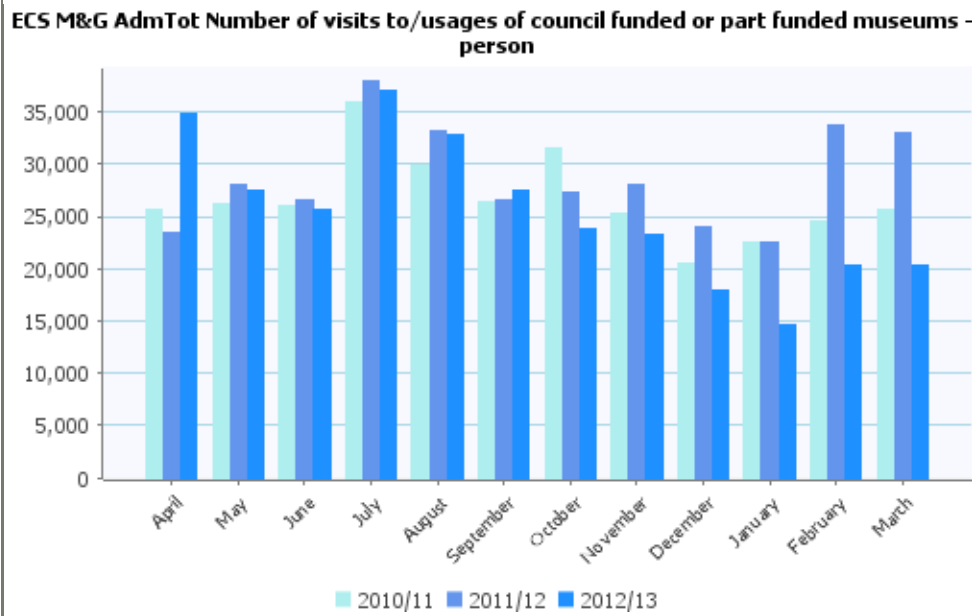
Overall, the Library and Information Service recorded 82,313 visits during March, a fall of 13.7% on the same period last year, the greater proportion of which is aligned against activities delivered through the four Central Library based units that are consistently the busiest service points and, therefore, have a disproportionate impact on the overall picture and is reflective of the 222 fewer operating hours available in comparison with March 2012 and the ongoing access problems caused by the lack of lift access to 3 floors affecting the Central Library building

Across the individual facilities, Bucksburn, Cornhill, Dyce and Northfield were all able, in spite of the reduced access linked to the operating hours profile, to demonstrate increases in visits and attendances throughout the Community Libraries (51,936 visits) were only marginally below those recorded in 2012 at - 1.3% based on the equivalent of attendances per hour.

112 events were delivered by the Service across the range of departments and branches, generating 1971 attendances, a proportionate increase in participants per event of just over 14.2% on the previous year's figures with Tillydrone and Cove Libraries highlighting 232 and 363 participant visits respectively and the aggregated Service totals, over the last several months, demonstrating a continued pattern of growth in relative event participation.

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.



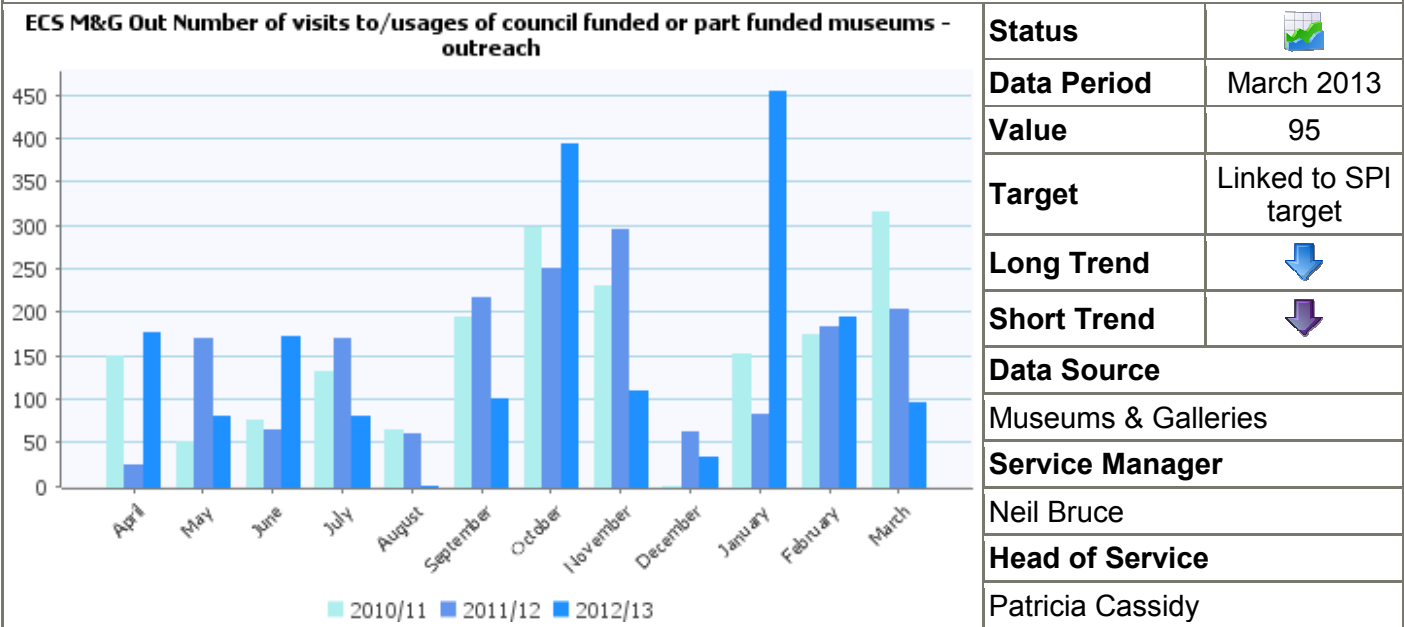
Status	
Data Period	March 2013
Value	20,368
Target	Linked to SPI target
Long Trend	
Short Trend	
Data Source	Museums & Galleries
Service Manager	Neil Bruce
Head of Service	Patricia Cassidy

Narrative and Analysis

20,368 visits to Museums and Galleries facilities were recorded in March, representing a decrease of 11,859 on 2012. Of this reduction, some 50% of the loss of admissions relates to the Maritime Museum and Provost Skene's House with both experiencing a loss in attendances linked specifically to facility closures relating to the development of the Energy Exploration displays and the demolition works around St. Nicholas House respectively.

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 - outreach visits are talks and events held outwith museum venues. 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.



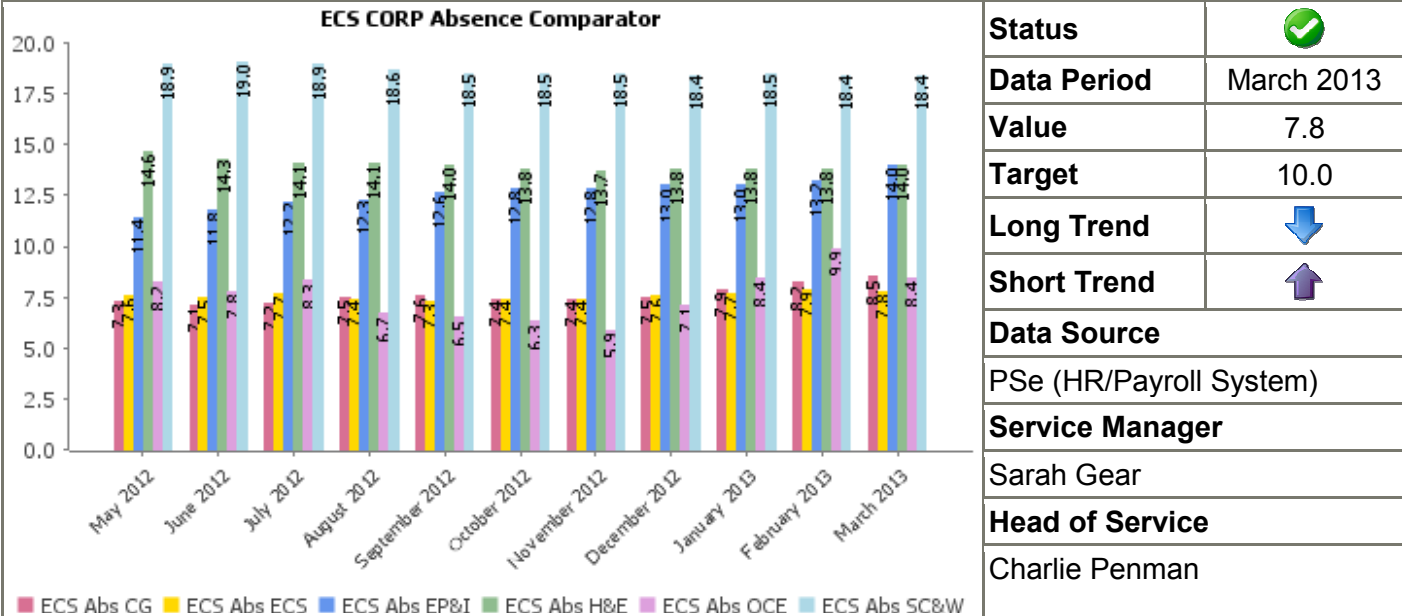
Narrative and Analysis

Museums and Galleries recorded 95 participations across a range of Outreach events during March 2013

Priority 08 - Better Performing/Value for Money

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



Status	
Data Period	March 2013
Value	7.8
Target	10.0
Long Trend	
Short Trend	
Data Source	PSe (HR/Payroll System)
Service Manager	Sarah Gear
Head of Service	Charlie Penman

Narrative and Analysis

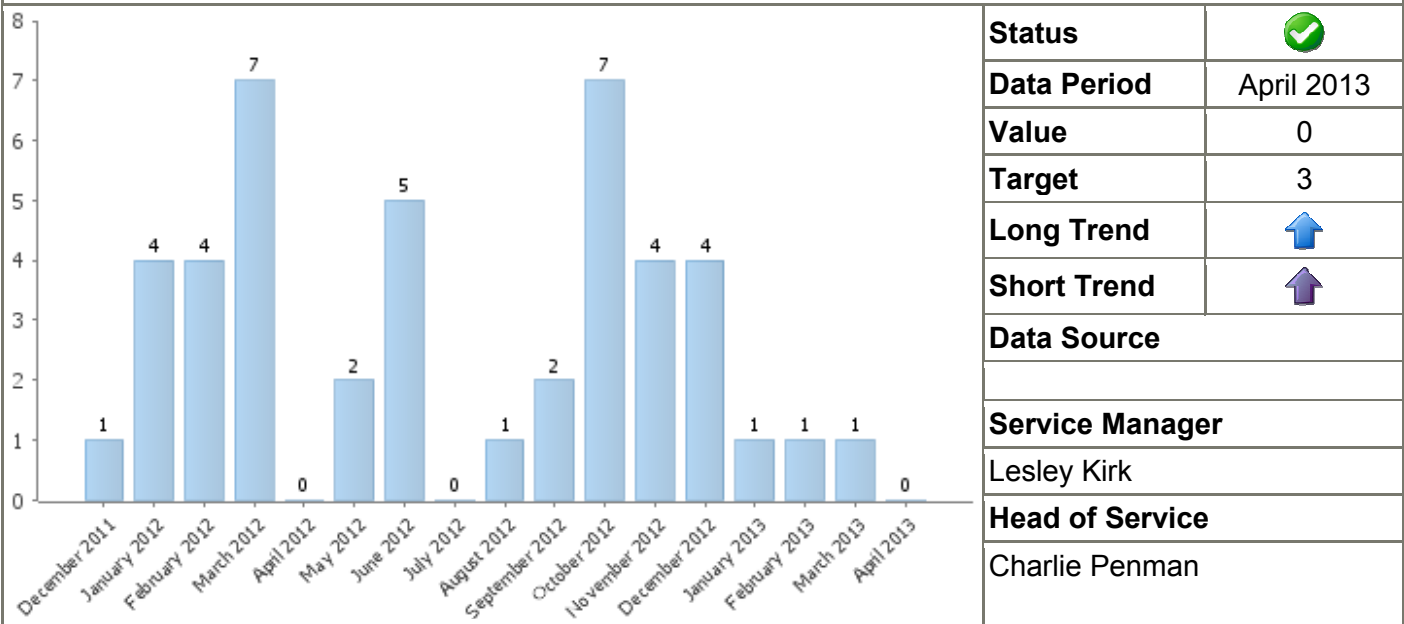
Education, Culture and Sport absence levels as at March 2013 have decreased by 0.1% over months to the end of March, 7.8 days lost per employee over the 12 month period to date.

Health and Safety Reportable Accidents

Health and Safety Reportable Accidents from across the service.

An accident will need to be reported on an accident report form and recorded if it is attributable to:

- Work organisation (e.g. the supervision of a field trip or sporting activity);
- Plant equipment or substances (e.g. lifts, machinery, classroom experiments);
- The condition of the premises.



Narrative and Analysis

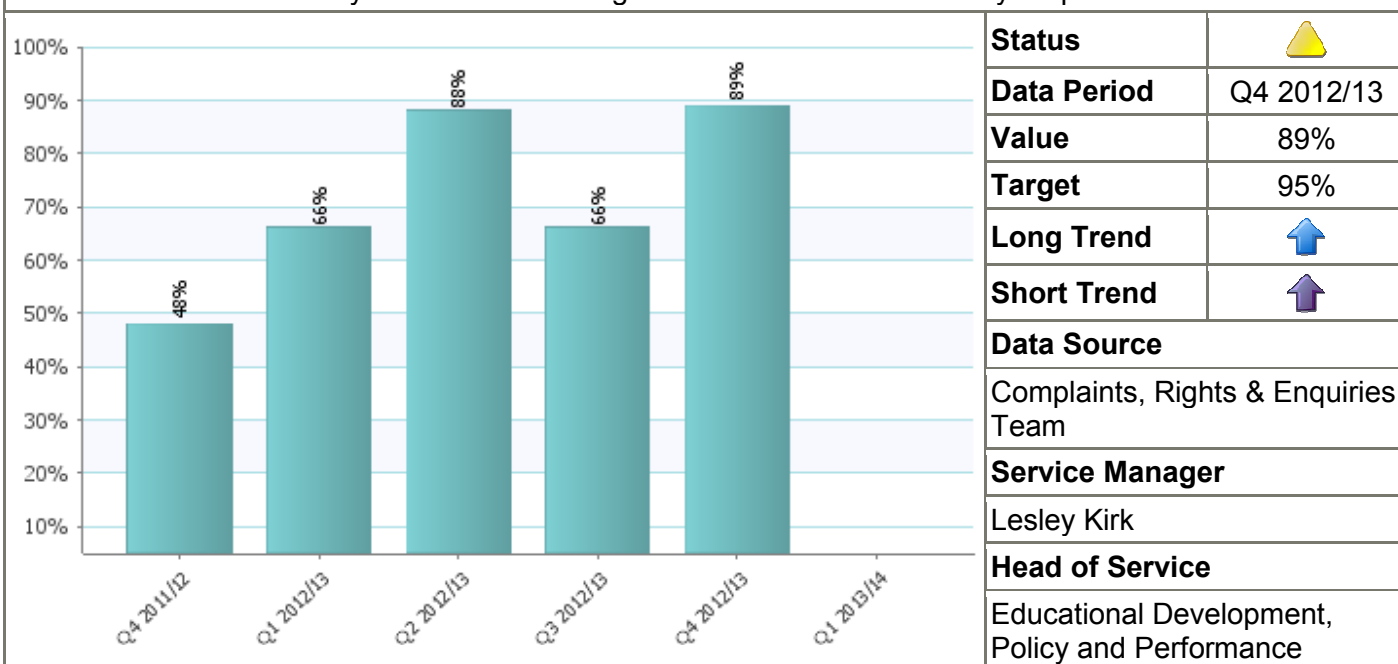
There were no reportable accidents for the month of April across the Education, Culture and Sport service. (This figure is correct at the date of this entry but could be subject to change due to possible late receipt of accident forms).

% of complaints and enquiries responded to within current corporate timescale of 20 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 previously required a response within the corporate standard of 15 working days. This was revised in April 2012 and the corporate standard for a response is now 20 working days. Work is ongoing to ensure complaints and enquiries are correctly categorised, managed and reported to reflect the changes.

On a day a to day basis the service also responds to a significant number of informal enquiries from these agencies.

The chart shows quarterly data from April 2011 to date. 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.

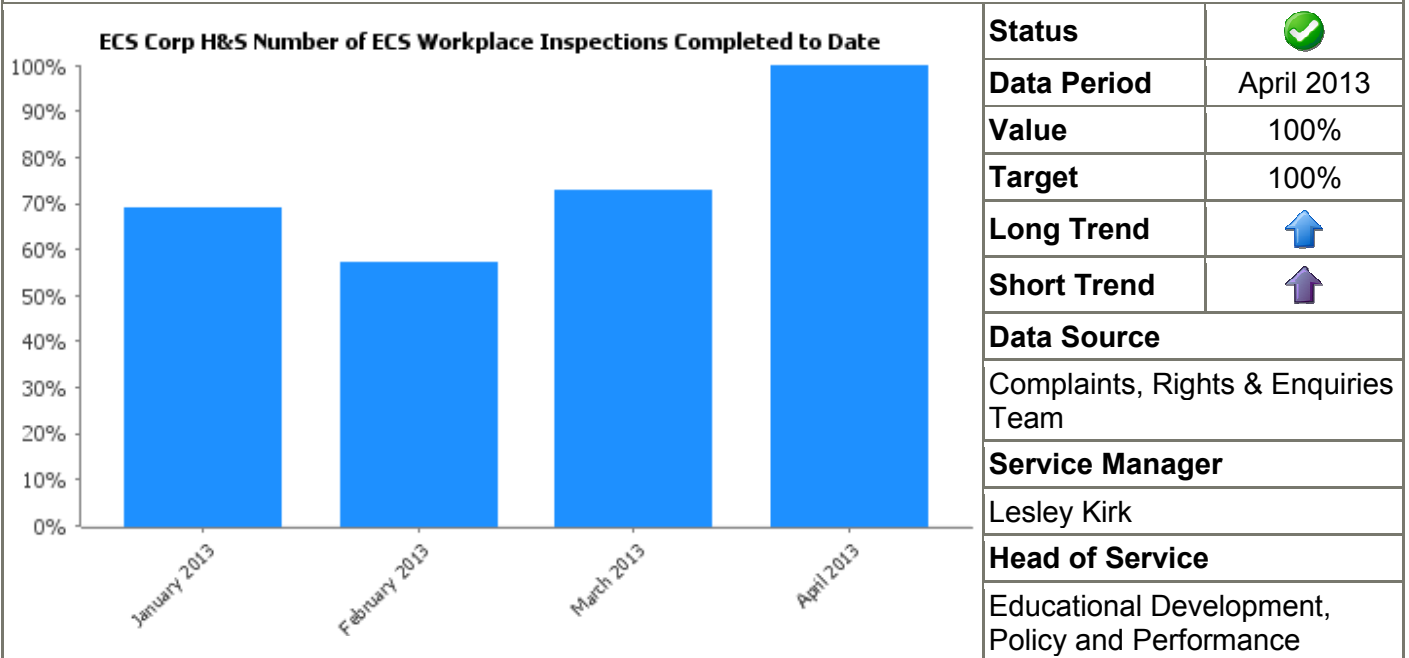


Narrative and Analysis

There were 19 formal complaints across the ECS Service for Q4 (01 Jan -31 Mar) 2012/13. 17 of these were answered with the required timescale of 20 working days. Work has been ongoing to develop a more robust reporting and recording process for complaints received by ECS Services and a paper drafted for discussion at SMT. However, a cross Directorate review of the processing of complaints is currently being undertaken and it is expected that this will highlight areas of best practice as well as identifying aspects of the complaints handling procedures where improvements can be made. The findings from this review will be included in the report for SMT to inform how the complaints handling process can be developed.

Number of ECS Workplace Inspections Completed to Date

Number of Workplace Inspections Completed to Date. Each ECS establishment is required to complete 2 workplace inspections in each calendar year. They are requested and recorded in January to June and July to December. If, and where, an establishment does not comply with the requirement to conduct at least one inspection each year, the relevant Head of Service is advised.



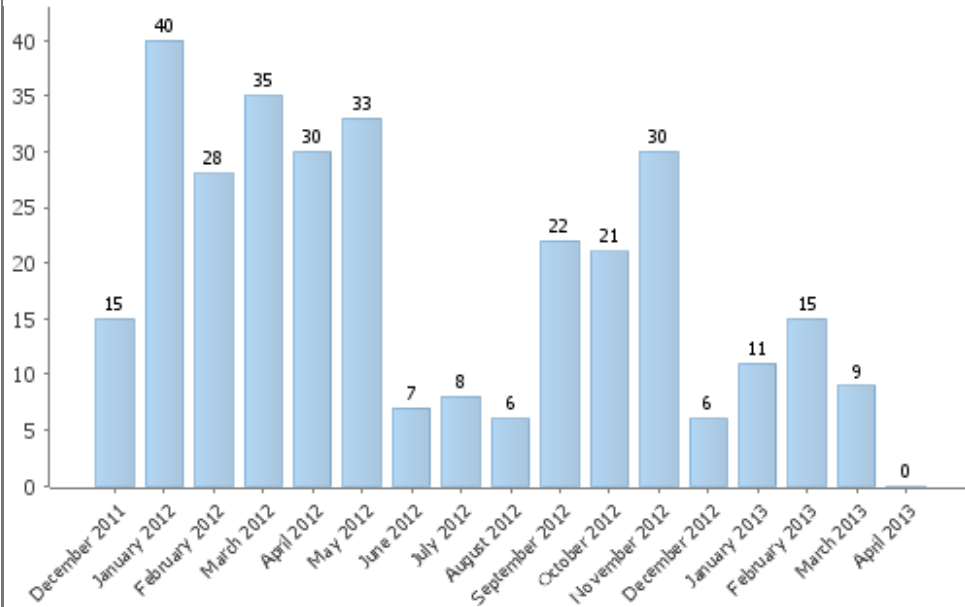
Narrative and Analysis

3 workplace inspections due in March were for Community and Cultural establishments, all of these have been completed and returned. The remaining 3 inspections were for the Educational Development, Policy and Performance service area these have also been completed and returned.

Health and Safety Incidents

A report to show Health and Safety Incidents from across the service. These may include vandalism, damage to property, breaches of security and violent incidents between pupils. (Violent incidents by pupils towards staff or another third party are reported separately).












Also reported in these figures are 'A Dangerous Occurrence' which is a serious failure of equipment, premises or plant as defined by RIDDOR.



Status	
Data Period	April 2013
Value	2
Target	18
Long Trend	
Short Trend	
Data Source	
Service Manager	Lesley Kirk
Head of Service	Charlie Penman

Narrative and Analysis

There were two incidents across the Education, Culture and Sport Directorate during April. Both incidents occurred in schools.

PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

ECS Service Plan - Progress of Actions

Performance Scorecard of Service Plan Actions

Report Author: Alex Paterson

Generated on: 15 May 2013



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

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	Lead Officer	Progress
Neil McLennan	Neil McLennan	 41%
Start Date	Due Date	Completion Date
01-Aug-2010	31-Jul-2017	


Progress update

All nurseries and primary schools have fully implemented a curriculum which meets the entitlements expected under the Curriculum for Excellence. In secondary education, all schools have implemented the BGE phase of the curriculum, with visits being made during the August to December term and implementation of Higher/Advanced Higher stage of CfE, scheduled for 2015, being programmed for in future planning. A communications plan for parents is in place and engagement is taking place at school level, through the City Parents Forum and with other partners (the most recent being the Education and Industry Conference with Oil and Gas UK, held in March 2013) and the process of roll-out for the new NQ's is being extensively supported both internally through the CPD teams and advice and resources provided by the SQA and Education Scotland.

ECS Edu 002a Revision of Overarching Learning & Teaching Policy			
Description	Amendment of existing Policy		
Managed by	Neil McLennan	Lead Officer	Neil McLennan
Start Date	16-Jun-2011	Due Date	31-Mar-2014
Progress update		Progress	 55%
Completion Date		Completion Date	
<p>A draft copy of the Policy has been produced and shared with both Head Teachers and internal ECS staff. Pending completion of a revisions process to incorporate consultation responses on the 8th May, the concluded draft document will be circulated to Heads of Establishment with a view to presenting this to Committee in September 2013.</p>			


ECS_E11 Redesign of senior secondary school towards a City campus			
Description	<p>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 senior 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 senior phase is planned to be delivered on a city-wide basis by schools, further and higher education.</p>		
Managed by	David Leng	Lead Officer	Neil McLennan
Start Date	01-Apr-2011	Due Date	31-Mar-2016
Progress update		Progress	 21%
Completion Date		Completion Date	
<p>The Campus itself is developing and growing as was reported to the EC&S Committee in January 2013 and work will continue to be focused on the four areas of recommendation highlighted against the Travel Afternoons programme, contained in that report with further update information being provided to Committee during 2013 as instructed.</p>			

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	As above		
Managed by	Sheila Sansbury	Lead Officer	Jackie Thain
Start Date	01-Apr-2011	Due Date	31-Mar-2014
Progress update		Progress	 <input type="text" value="0%"/>
Completion Date		Completion Date	

New guidance has been issued by the Scottish Government that superseded the previous strategy development. A review group has now been established to accommodate this guidance and implement a renewed strategy

01.01e - Enhance our youth voice and youth participation through schools and Aberdeen Youth Council

ECS CLD 001 Enable young people to achieve their full potential by providing high quality youth work			
Description	Provide opportunities for young people to take part in learning experiences which promotes their personal and social development		
Managed by	Linda Murray	Lead Officer	Craig Singer
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update		Progress	 <input type="text" value="82%"/>
Completion Date		Completion Date	


A group of 7 young people mainly from Tilly Youth Project have been involved in a Transnational youth seminar in Italy funded by the Youth in Action programme. The seminar focus was on Social Volunteering and Social Entrepreneurship. The young people are preparing a report and presentation for the EC&S Committee and plans for how they intend to move forward with the issues they discussed at the seminar at a local level. Girls' Group at Torry working with music tutor preparing for Torry Lighthouse Festival. Drugs Action delivering a session at Beacon group. 7 new youth workers have been recruited, awaiting PVG and references. Employability Awards are ongoing in Harlaw, Grammar and Torry Academies (Approximately 22 pupils are taking part). New classes, due to start in June, have been added to the curriculum in Harlaw and Torry, Employability Awards are SQA approved; the course content helps people to develop their skills and confidence in preparation for the world of work. Aberdeen City Youth Council are in the process of redesigning the Hear My Voice consultation with a view to relaunching it post AGM to bring it more up to date and include a section on Aberdeen's City of Culture Bid. GRADE A are working in partnership with Northfield Academy to toolkits, first session 7th May 2013. Kincoth Academy Pupil Parliament consultation with students has been completed and pupil parliament campaigning and elections for 2nd to 6th year will take place after exams (first year exams will happen after summer with the new cohort). Scottish Youth Parliament elections completed and Aberdeen has 6 MSYP Elects heading to the first sitting of the new parliament in June. During the month of May, street based youth work staff will be supporting RGU Street Dance in Torry, Inchgarth and Kincoth - these classes will run for 10 weeks each. Youth work staff completed 2 hr training session on Young Scot. Street Based Youth Workers attend sessions at Northfield Outdoor Centre, providing advice and information on a range of topics. This is part of "Project Fit" which is a partnership initiative for young people in the Northfield area. Project Fit aims to promote healthy lifestyles and positive choices. Youth work in schools team are delivering Peer Education, Youth Information Sessions and Personal/ Social Development Courses in an increasing number of secondary schools. A Community Learning Youth Worker is supporting a LAC group at Northfield. Personal Development groups for young people who exhibit challenging behaviour or lack confidence have been running at Bucksburn Academy. One of the groups has run successful fund-raising coffee mornings and the other planned and took part in a residential to an Outdoor Centre in Grantown.

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		
Start Date	01-Apr-2010	Due Date	31-Mar-2016	Completion Date		<input data-bbox="475 259 517 461" type="text" value="50%"/>


Progress update

The 2010-13 'More Choices, More Chances' Strategy has now concluded and is superseded by the 2013-18 'Opportunities for All' Strategy and action plans which are currently being prepared.

01.02b - Work with young people, particularly those in the More Chances More Chances Group, to support their transition into employment particularly via work experience opportunities

ECS CLD 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	Chris Smillie	Lead Officer	Gerry Dawson	Progress		
Start Date	23-Jan-2012	Due Date	31-Mar-2016	Completion Date		<input data-bbox="971 259 1013 461" type="text" value="15%"/>

Progress update

The Team have completed placements for 1573 pupils with 72.30% getting their first choices.

01.02c - Implement Outdoor Learning and Educational Excursions policy and guidance

01.02d - Redesign of childcare service in communities


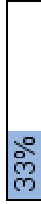
ECS CLD 004 Improve quality and impact of childcare services in communities			
Description	Work to continuously improve standards in line with Care Inspection regulations		
Managed by	Gail Woodcock	Lead Officer	Caroline Brain; Lynsey Logan
Start Date	01-Apr-2011	Due Date	31-Mar-2016
Progress update	 		

On track with review of Childcare Services policies & procedures. New policy guidance note is presented to staff on weekly basis and implemented. The Service continues to receive positive inspections by 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

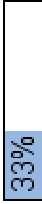
02.01a - Move Community Centres to 'Leased Model'


ECS CLD 005 Support local communities to run and manage community centres			
Description	Upskilling volunteers where required to manage community centres and develop centre programmes		
Managed by	Gail Woodcock	Lead Officer	Linda Clark
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update	 		

7 Management Committees have now signed up to the new lease and management agreement. Legal services have agreed to complete exercise on Management Committee constitutions by end of February so that management committee funds can be transferred into their own bank accounts and therefore they are able to manage their own funds. All management committees have received Finance training.


02.01b - Development of Culture and Sport Facilities


ECS CulSp 011 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
Start Date	14-Apr-2009	Due Date	28-Oct-2013	57%
Progress update				
<p>Graham Construction, the Principal Contractor for the contract, is currently reporting that the project is on programme. The construction contract is programmed for completion at the end of September 2013. The steel frame to the main pool and changing village is now complete and work is progressing on the erection of the steel frame to the diving pool which is due for completion by the end of 2012. The roof and insulated cladding panels to the main pool hall and changing village are complete which effectively means that this section of the building is water tight. The entire building is programmed to be weather-tight by the end of April 2013. The blockwork walls to the ground floor changing areas are also progressing on programme and the structural concrete slabs to the first floor area are almost complete. Work has also commenced on the installation of the pool filtration equipment, mechanical services electrical first fix works and it is anticipated that the heating to the building will be operational by the end of April 2013.</p>				
ECS CulSp 012 Refurbishment of Beach Ballroom				
Description	Refurbishment of Beach Ballroom will open opportunities to new markets, re-launching to business and conference market. Refurbishment programme will generate savings on heating and lighting			
Managed by	Neil Bruce	Lead Officer	Ray Douglas	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2015	35%
Progress update				
These works are currently on target with those projects identified and funded from the 2012-13 budget now completed				


ECS CulSp 400 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 
Start Date	01-Nov-2009	Due Date 01-May-2017	Completion Date
Progress update			
Aberdeen Art Gallery awarded a First-round pass for funding of £10million from the Heritage Lottery Fund [HLF] for its redevelopment project 'Inspiring Art and Music'; announced throughout the UK on 9/5/2013. HLF's support includes Development funding of £126,200 to help Aberdeen City Council progress its plans to apply for a full grant at a later date			


ECS CulSp 401 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 
Start Date	01-Apr-2010	Due Date 31-Dec-2013	Completion Date
Progress update			
Council approval of the project was provided in December 2012 with a £3m estimated cost. Awaiting further information regarding partnership arrangements			

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 
Start Date	01-Apr-2011	Due Date 31-Mar-2014	Completion Date
Progress update			
Identified 2013/14 priorities for EC&S condition and suitability works in December 2012, which were agreed by EP&I Committee in March 2013. Working closely with Architects section to schedule works over the Summer period. Identification of priorities for 2014/15 programme will take place between September – December 2013.			

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
Start Date	04-May-2012	Due Date	31-Mar-2014
Progress update		Progress	 <input data-bbox="311 257 343 459" type="text" value="57%"/>
Completion Date			
<p>The second Service Asset Management Plan was reported and approved by Education, Culture and Sport Committee in September 2012. Plan to be reviewed and updated on an annual basis. Detailed work is nearing completion on Sports & Leisure Asset Plan, (due to report in September 2013), and work is also underway on Review of Community Facilities, (due to report in November 2013), and a Cultural Assets Review, (due to report in November 2013), as key components of the Service Asset Management Plan.</p>			

ECS A&F 001c Review school security and develop action plan			
Description			
Managed by	David Wright	Lead Officer	David Wright
Start Date	01-Apr-2011	Due Date	31-Mar-2013
Progress update		Progress	 <input data-bbox="702 257 734 459" type="text" value="71%"/>
Completion Date			
<p>A comprehensive School Security survey was carried out in 2011. Together with information from School Suitability assessments, this information is being used to help establish school security priorities. Work has progressed on major security improvements at a number of city schools, including Dyce Academy, Broomhill, Kittybrewster and Woodside Primaries.</p>			

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
Start Date	01-Apr-2011	Due Date	31-Mar-2014
Progress update		Progress	 <input data-bbox="1069 257 1101 459" type="text" value="75%"/>
Completion Date			
<p>These are ongoing, and actions incorporated into Repair and Maintenance, or Condition and Suitability work programmes.</p>			

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 Mc Phee	Progress
Start Date	08-Feb-2012	Due Date	31-Oct-2013	Completion Date
Progress update				
Energy budgets now being managed centrally to ensure greater consistency and more robust monitoring of trends. The majority of properties have had insulation works to improve energy efficiency. Major project on installation of Photo Voltaic Solar technology in underway 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	Derek Samson; David Wright	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2015	Completion Date
Progress update				
Secondary School Estate Review agreed by Education, Culture and Sport Committee in October 2010 Following statutory consultation exercise, Education, Culture and Sport Committee approved closure of Raeden Nursery, Hazlewood and Woodland Special Schools in March 2011. Raeden Nursery closed in June 2011, and service relocated to 3 new Developmental Nurseries at Ashgrove Children's Centre, and Kaimhill and Seaton primary schools. Developed detailed business case for the new School for Children with Severe and Complex Needs. Primary School Estate Review agreed by Education, Culture and Sport Committee in February 2013. Programme of statutory consultation on specific proposals is in place from August 2013 onwards. Secured in principle funding from Scottish Government/ Scottish Futures Trust for new Academy to replace Torry & Kincorth Academies. Preferred site was agreed in March 2013 and statutory consultation is underway. April – September 2013. Work on an extension for Riverbank School, was agreed as part of the Non Housing Capital Programme and is due for completion in autumn 2013. Detailed design work is underway for new Primary School to replace Bucksburn and Newhills Schools. Decant of Newhills School scheduled for summer 2013 and building of new school due for completion by August 2015. Vacated and declared un-needed properties surplus to requirements, wherever possible, in order make best use of resources. Negotiating with housing developers and planners to secure developer contributions towards education provision, wherever appropriate				

02.01e - Develop and implement an improved approach to managing Directorate facilities

ECS A&F 003a Review and provide training on tenant landlord agreements				
Description				
Managed by	David Wright	Lead Officer	David Wright	Progress
Start Date	01-Apr-2011	Due Date	31-Mar-2014	Completion Date
Progress update				
<p>Tenant/ landlord agreements have been reviewed to bring these up to date, in the light of new national guidance. Propose to establish a new Working Group on Devolved Education Management with representatives from schools, in order to embed guidance and deliver training, as required.</p>				

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
Start Date	01-Apr-2011	Due Date	31-Dec-2013	Completion Date
Progress update				
<p>Detailed discussions are ongoing with Enterprise, Planning and Infrastructure about the content and format of SLAs, to take account of proposed budget savings. Draft SLAs to be completed by end of April 2013. Discussions ongoing to finalise these agreements,</p>				

Priority 03 - Learning in the Wider Community

03.01 - Support learners to access employment opportunities

03.01a - Work in partnership with key stakeholders to develop and sustain employment programmes

ECS CLD 002b Support young people to gain skills and attitudes which increases their employability

Description To engage with learners and raise awareness of the benefits to returning to learning

Managed by	Craig Singer	Lead Officer	Melanie Garrick; Colin Lemmon		Progress	
Start Date	23-Jan-2012	Due Date	31-Mar-2016	Completion Date		

Progress update

Employability Awards are ongoing in Harlaw, Grammar and Torry Academies (Approximately 22 pupils are taking part). New classes, due to start in June, have been added to the curriculum in Harlaw and Torry. Employability Awards are SQA approved; the course content helps people to develop their skills and confidence in preparation for the world of work. The Youth Development team of ACC have also developed the Employability awards in partnership with SHMU. These Employability Awards are being run for the first time using the "campus" model: ten pupils from six academies will meet in the Belmont Cinema for the 12-week programme. The recruit programme (delivered in partnership with ENET) has finished with 5 young people awaiting their results.

03.01b- Provide support to overcome barriers to access to learning, training and employment

ECS CLD 002c Provide support to access learning and training which increases adults employability

Description Enhancing support for ICT and English skills that increase adult employability


Managed by	Chris Smillie	Lead Officer	Gerry Dawson		Progress	
Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date		

Progress update


Discussions with Employee Development have identified a need to provide basic IT support to enable some employees to undertake duties which require basic ICT skills. Work is ongoing to establish a "summer school" for citizens who require assistance with English skills to progress into employment .

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	Lead Officer	Progress	Completion Date
New structure to be developed and implemented within revised budget	Gail Woodcock		01-Feb-2012
Managed by	Gail Woodcock		
Start Date	31-Mar-2011		
Due Date	31-Mar-2016		
Progress update			
With implementation of the structure, work is now ongoing to sustainably manage and implement delivery of the services identified above			

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	Lead Officer	Progress	Completion Date
To create a strategy which will plan to improve the literacy abilities and capacity of Aberdeen City citizens.	Penny Morton		
Managed by	Neil McLennan		
Start Date	13-Jan-2012		
Due Date	29-Jul-2014		
Progress update			
Progress on this project has been marginally delayed due to a need to revise the personnel involved in the Strategy Group and to re-align resources to ensure meeting of the strategy aims			

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	Fiona Gray
Start Date	01-Aug-2011	Due Date	31-Mar-2015
Progress update			
CAN Day (come along and network) 2013 was held on the 23rd March, where a choice of workshops was made available to 60 Management Committee members attending on the day. This provided the participants with relevant information, support and networking opportunities that had been requested by them with the event culminating in a Volunteers Celebration.			
		Progress	38%
		Completion Date	

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
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update			
The service is currently preparing a bid for upskilling monies in order to deliver training in relation to the recently released national Strategic guidance documents			
		Progress	39%
		Completion Date	


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	Provide facilitation support to, and Communities Team service representation on, Learning Partnerships to build up robust, sustainable partnerships to identify and address local learning needs		
Managed by	Gail Woodcock	Lead Officer	Kate Anderson
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update			
The Enterprise Innovation and Funding Officer and the Lifelong Learning Team Manager have developed a pilot work experience project with Northfield Academy as a result of an action from the Learning Partnership.			

03.03d - Work in partnership with representative community fora to support effective engagement and representation

ECS CLD 010b Facilitate partnership working between representative community fora, service and third sector representatives to deliver community planning at the local level			
Description	Work to build the capacity of community groups and service providers to engage with each other to build partnerships.		
Managed by	Linda Clark	Lead Officer	Fiona Gray
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update			
Capacity Building Officers have provided project support to local groups as required around community engagement, including time limited community events and longer term community enterprise initiatives. In addition to managing support requests from community councils and some local forums, Capacity building and associated officers have continued to respond to the demand for support from volunteer management committees to help them adapt to the changes in the management of community centres and have developed and adapted health check exercises to help local group's navigate through, adapt and respond to changes and new project opportunities.			

03.03e - Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City

ECS CulSp 300 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. 300 older people attend this programme every week. Programme activities are designed to encourage active participation in the arts.		
Managed by	Jacky Hardacre	Lead Officer	Elsbeth Winram
Start Date	01-Apr-2010	Due Date	31-Dec-2012
Progress update		Progress	 100%
Completion Date	31-Dec-2012		
Progress update			
The 50+ Festival 2012 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, involving some 300 taking part weekly, were organised for inclusion into the festival programme. These included digital photography led by National Galleries Outreach officers, the new Artist in Residence in Care Homes pilot project, and an exhibition in John Lewis of local residents art work.			

ECS CulSp 301 Delivery of Outreach Programme			
Description	Delivery of a community based outreach arts programme		
Managed by	Jacky Hardacre	Lead Officer	Elsbeth Winram
Start Date	01-Apr-2010	Due Date	31-Dec-2016
Progress update		Progress	 100%
Completion Date	07-Feb-2013		
Progress update			
Supported by a successful application to Creative Scotland, the City, led by Aberdeen International Youth Festival, in partnership with Arts Development developed the 'First in a Lifetime' fund which brought considerable investment and an outreach project to eight areas of Aberdeen City in 2012 providing for sustainable outreach work, engaging residents of Aberdeen in participatory arts. The Arts Development programme itself offered ongoing opportunities to 150 learners in the city in weekly classes led by local artists. 'Engage and Enable' a project funded by Fairer Scotland offered opportunities to regeneration areas of Aberdeen. 500 participants took part in an outreach programme linked to AAG exhibition Wildlife Photographer of the Year. 'Next Step' is a cash back funded project in collaboration with the Youth Justice team and partners to offer diversionary activities for young people involved in violent crime which was ongoing from May 2011 - May 2012 involving artists working with Barnardos and the RGU Street Sport project along with musicians working with the Foyer and Adventure Aberdeen in 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		
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date	16-Jan-2013

Progress update

Policy ready in draft along with supporting guidelines. Guidelines are continuously updated. Committee paper and policy refinement to be completed.

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		
Start Date	08-May-2012	Due Date	31-Mar-2014	Completion Date	

Progress update

Work is ongoing to maximise the potential of e1, to achieve consistency and accuracy of data and to empower users in their daily work. All schools will move to web-based Groupcall Messenger during June 2013, in order to provide improved communication with parents and carers. Development of pupil tracking, monitoring and reporting is ongoing in primary and secondary schools.

ECS A&F 005b Develop and implement service level agreement with Corporate ICT in relation to support provided to the Directorate				
Description ICT SLA implementation				
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, taking account of changing circumstances and new developments in ICT.				
ECS A&F 005c Work with Sport Aberdeen to agree a fit for purpose management information system				
Description Alignment of Sport Aberdeen management information systems with Aberdeen City Council reporting and Bookings and Lettings frameworks				
Managed by	David Wright	Lead Officer	Jo Conlon	Progress  75%
Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date
Progress update				
Management information system has been procured by Sport Aberdeen and is currently being 'rolled out' to sports facilities. It is intended that this will be 'up and running' for Educational Lettings system in time for August 2014.				
ECS A&F 005d Secure funding for citywide roll out of wireless networks across Education, Culture and Sport facilities				
Description As above				
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress  45%
Start Date	08-Feb-2012	Due Date	31-Mar-2014	Completion Date
Progress update				
Approximately half of the schools have Wireless LAN and this is being treated as top priority within the ICT Rolling Programme. Work on other schools has been delayed due to new asbestos regulations, and Corporate ICT and the Service are working closely with Facilities Management and others to progress asbestos surveys as quickly as possible.				

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	Rosaleen Rentoul	Progress
Start Date	01-Apr-2010	31-Mar-2016	45%
Progress update			
Spending has particularly focussed on installing managed wireless local area networks in schools. Additional funding has been targeted to the replacement of laptops in schools			

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	Rosaleen Rentoul	Progress
Start Date		31-Mar-2016	45%
Progress update			
Schools have been supported in the roll out of the next phase of Glow. A new interface was made available for staff and pupils by January 2013. Migration to the new GlowMail system has now taken place.			

ECS CLD 006a Determine, develop and deliver appropriate levels of online learning skills within communities			
Description			
Managed by	Chris Smillie	Julie Milne	Progress
Start Date	01-Aug-2011	31-Mar-2016	9%
Progress update			

In addition to the ACC guidance for Facebook and social media use the Communities Team is planning to pilot the use of the Online Compass free online tool from the UK safer Internet Centre developed for use by groups and organisations that need to protect young people online. This is a complementary tool to the 360 degree safe, which is being used for online safety in schools settings. The Communities Team are currently in discussion with the Education ICT Strategy Team to determine how adult learners and tutors will be able to access the new version of GLOW which will increase the availability of online learning resources and support for the wider learning community. The development of a mobile optimised website to support the Youth Information Sessions delivered in schools by the Communities Team is underway with completion and launch scheduled for the autumn.

ECS Edu 005 Implement Science and Technology Strategy in schools				
Description	As above			
Managed by	Charlie Penman	Lead Officer	Neil McLennan	Progress
Start Date	26-Aug-2011	Due Date	31-Aug-2016	Completion Date
Progress update				
The Services Science, Technology, Engineering and Mathematics (STEM) Development Policy, supporting the implementation of the S&T Strategy, was approved at the E,C&S Committee meeting in January and outlined the aims and objectives of the STEM Action Plan which will articulate with those in the Service's School Improvement Plan.				

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
Start Date	01-Apr-2011	Due Date	31-Mar-2014	Completion Date
Progress update				

The current Corporate Health and Safety Policy was approved by the Chief Executive in April 2013. There is no longer a requirement for a Directorate Health and Safety Policy to reflect the Corporate Policy however there is a requirement for each Directorate to develop a Health and Safety Plan, highlighting and prioritising their own health and safety activities. The current plan needs to be reviewed and updated.

The Health & Safety Annual Service Update Report was presented to Committee on 30 November 2012 detailing the health and safety activities for EC&S for the period 1 October 2011 to 30 September 2012. Quarterly reports are provided on the Directorates H&S activities to the EC&S H&S Committee, the last meeting being held in March 2013. This included a breakdown of all accidents and incidents in this period. Work is continuing with health and safety colleagues to introduce an electronic incident recording and reporting system as part of Phase 2 of the e-form project. Linked to PSe and absence management data this will enable collated information to be manipulated to assist in the identification of trends and the cost of work related accidents, injury and ill health. The system will also ensure consistency and accuracy in accident recording and reporting

05.01b - Ensure robust incident and emergency planning procedures are in place

ECS DSUP 000b			
Co-ordination of the risk management process within EC&S.			
Description	Identification, analysis, monitoring and reporting of risks through a regularly maintained Directorate risk register.		
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	14-Dec-2011	Due Date	31-May-2013
Progress update			
<p>A Directorate group 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 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. 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. A meeting was held with the Development Officer in the Policy and Performance Team to discuss how this piece of work might be moved forward and a paper is being prepared for SMT with recommendations as to how this could be linked to the review of the Service Plans.</p>			
ECS DSUP 000c			
Ensure all service areas have current Business Continuity Plans in place			
Description	In line with our responsibilities under the terms of the Civil Contingencies Act 2004 we are required to put in place Business Continuity Management arrangements		
Managed by	Lesley Kirk	Lead Officer	Caroline Hastings
Start Date	03-Dec-2012	Due Date	31-Mar-2014
Progress update			
<p>Ongoing process whereby all critical services need to be reviewing their Business Continuity Plans when required but at least once a year. All BCPs received have been sent to the Emergency Planning Unit who are currently considering all BCPs which they hold for the various Directorates to see how the plans dovetail with one another. It's expected that there will be some overlap in services' plans and that further work will be required to review the emergency plans on a corporate basis. A meeting on 9 May with the Emergency Planning Manager highlighted some establishments categorised as 'critical functions' which have yet to return their completed BCPs. These will be followed up. In addition, the BCP for EC&S Support Services encompassing staff at Marischal College and Balgownie One is to be reviewed. This will require decisions from SMT regarding planning for different scenarios and incident team responsibilities. Once feedback received on the plans received to date, schools and other critical services will be required to update BCPs where applicable, likely to be at the start of the new term in August 2013.</p>			

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	As above		
Managed by	Gail Woodcock	Lead Officer	Jonathan Kitching
Start Date	01-Apr-2011	Due Date	31-Mar-2015
Progress update			
Work on this strategy has progressed slowly to date due to other priorities. There is a need to establish baseline information.			

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	Neil McLennan	Lead Officer	Lynn Scanlon
Start Date	01-Nov-2011	Due Date	31-Jul-2012
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

ECS Edu 009 Produce and publish health related resource packs on Glow

Description	Make resource packs available to schools through Glow		
Managed by	Neil McLennan	Lead Officer	Lynn Scanlon
Start Date		Due Date	31-Jul-2012
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 were leading on sexual health and relationship pack which was completed by early 2012 and Moray were leading on mental health pack which was concluded in the latter half of 2012. Both of these additional resources, along with ACC's substance misuse resource pack, will be available on Glow as a planning resource in City schools.

ECS Edu 011 Sexual Health and Relationship Education (SHARE) training to be offered to primary teachers			
Description	Provision of SHARE training to primary school teaching staff		
Managed by	Neil McLennan	Lead Officer	Lynn Scanlon
Start Date	29-Nov-2011	Due Date	31-Jul-2013
Progress update		Progress	75%
		Completion Date	
<p>In 2012, primary schools from the three ASG's with the highest rates of teenage pregnancy within Aberdeen City (St Machar, Northfield and Torry) were 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 were asked for two representatives (from early/middle and middle/upper stages) to attend the training in the expectation that the teachers who attended the training would cascade the information to all staff within their own establishment. This training will be complemented by relationships, sexual health and parenthood education guidelines which were circulated for consultation in late 2012 and are currently being finalised.</p>			

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	Neil McLennan	Lead Officer	Lynn Scanlon
Start Date	03-Feb-2012	Due Date	30-May-2013
Progress update		Progress	75%
		Completion Date	
<p>The authority was 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 were provided time out of school to develop "I Can" statements for all levels within the Curriculum for Excellence, supported by a short term steering group including representatives from Early years, EP services, NHS, Education Scotland primary and secondary education to lead the work. The aim is to produce a common understanding of what staff, working with young people in schools and wider community, should be aiming for to cover these experiences and outcomes. The work of the group will be developed into a visual guide which will be available across the Service's establishments in order to increase awareness and understanding.</p>			

ECS Edu 023 Continue to work in partnership with NHS Grampian developing peer education approach to oral health in five targeted primary schools			
Description	Five targeted primary schools are: Stoneywood, Bramble Brae, Riverbank, Woodside and Broomhill		
Managed by	Neil McLennan	Lead Officer	Lynn Scanlon
Start Date	03-Feb-2012	Due Date	31-Jul-2012
Progress update		Progress	100%
		Completion Date	3-Sep 2012

ECS Edu 024 Develop PE agenda in schools				
Description	Lead Officer	Progress	Completion Date	
Managed by	Neil McLennan	Gary Giles		70%
Start Date	03-Feb-2012	31-Jul-2014		
Progress update				
A Curriculum Development Officer has been appointed on secondment to take this project forwards and is working with the Service HWB Network to develop the agenda principles and a School and Community Action Plan with internal and external partners				

ECS Edu 025 CPD training for teachers and other professionals on substance misuse				
Description	Lead Officer	Progress	Completion Date	
Managed by	Neil McLennan	Lynn Scanlon		100%
Start Date	03-Feb-2012	30-May-2012		
Progress update				
Substance Misuse Training, supporting staff working with young people around Substance Misuse, incorporating up to date information on Legislation, Alcohol, Drugs and Tobacco from health professionals, teaching staff and police was provided to primary and secondary schools during 2012. This training, in partnership with the Alcohol and Drugs Partnership, Aberdeen City Council, NHS Grampian and Grampian Police, was offered to teaching staff from each school with provision for youth workers, school nurses, 3rd sector employees/volunteers and police.				

05.02b - Improve the health and wellbeing of the City

ECS CLD 016 Work with communities to improve health and well-being across the city				
Description	Lead Officer	Progress	Completion Date	
Managed by	Jackie Thain	Averil Ferries		42%
Start Date	01-Aug-2011	31-Mar-2016		
Progress update				
Communities Team Health and Wellbeing subgroup now meeting regularly, share information , collate response to appropriate consultations and drive forward some partnership initiatives. Group also identifying gaps, issues and opportunities.				



ECS Edu 010	Establish Health and Wellbeing Network			
Description	To establish a Service wide HWB Network encompassing Schools, Communities, FVL and Culture and Sport services			
Managed by	Derek Samson	Lead Officer	Lynn Scanlon	Progress
Start Date	11-Jan-2012	Due Date	31-Jul-2012	100%
Progress update	27-Jan-2012			
The Network now meets on a regular basis to develop, implement and advance actions and issues that support the HWB themes				
05.03 - Environmental sustainability				
05.03a - Encourage and increase active travel to school				
ECS Edu 012	Encourage and increase active travel to school			
Description	As above			
Managed by	Neil McLennan	Lead Officer		Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2014	40%
Progress update				
Four city primaries are currently nominated as Cycle Friendly Schools by Cycling Scotland, Greenbrae, Fernielea, Cults and Airyhall primary schools received the nationally recognised award for being committed to increasing the number of children cycling to school. Additional schools will continue, through the HWB Network, to be encouraged to consider seeking nomination under the Scheme during 2013/14				
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	Neil McLennan	Lead Officer	Roslyn Shanley	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2013	95%
Progress update				
As of May 2013, 59 out of 64 schools hold eco-school awards at Silver or Bronze level with 15 having been awarded Green Flag status and work is on-going to encompass the remaining schools.				

05.04 - Ensure access to opportunities to participate in cultural and sporting activities

05.04c - Support the development of quality public spaces which provide residents of the City with a high quality of life

ECS CulSp 302 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	Jacky Hardacre	Lead Officer	Elspeth Winram	Progress		Completion Date	12-Dec-2012
Start Date	01-Apr-2010	Due Date	31-Mar-2012	Progress		Completion Date	12-Dec-2012

Progress update

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', was developed. The first round of Public Art commissions was launched in early 2012 and the Strategy team and External funding officers gained £250,000 in funding from the EU lively Cities Programme, the delivery of which was supported by Arts Development. The project itself used 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. The artists for the Aberdeen Olympic Public Art Commission were confirmed in Jan 2012, building 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 2012 and the Public Art toolkit was launched in September 2012 and is available to the public.

ECS CulSp 315 Leaving 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	Jacky Hardacre	Lead Officer	Jacky Hardacre	Progress		Completion Date	31-May-2013
Start Date	01-Mar-2010	Due Date	31-May-2013	Progress		Completion Date	31-May-2013

Progress update



A two year writer in residence programme as the main education initiative linked to the The Green Townscape Heritage Initiative commenced in October 2010 supported by funding of £50,000 from Scottish Arts Council Lottery and £20,000 The Green Townscape Heritage Initiative (THI) delivered early progress through work with schools in the Torry ASG and through other community activities. The main programme concluded with an end of project publication and event celebrating the participants' achievements in October 2012 with the final project evaluation due to be completed in May 2013.

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

06.01 - Raise the profile of culture and sport nationally and internationally

06.01a - Attract major cultural and sporting events to the City



ECS CulSp 402 Attract major exhibitions to the City's Museums and Galleries

Description			
Managed by	Christine Rew	Lead Officer	Christine Rew
Start Date	01-Apr-2010	Due Date	31-Dec-2013
Progress update			
			
		13-May-2013	Completion Date



Aberdeen Art Gallery's major spring exhibition, From Van Gogh to Vetrriano, Hidden Gems from Private Collections attracted a record audience during its run from 4 February until 14 April 2012. Visitor numbers to the Gallery doubled to view this outstanding selection of paintings and sculpture which had been drawn from several local collections. More than 6,000 visitors came in the first 2 weeks of the show and weekends saw up to 2,000 visitors. The total number of visitors to the building between 4 February and 14 April was 51,943. Many of these were new visitors to the Gallery and a considerable number made special journeys to visit the show.

06.01b- Develop partnership networks and links with both cultural and non cultural bodies

ECS CulSp 303 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; Jacky Hardacre	Lead Officer	Elsbeth Winram
Start Date	01-Apr-2010	Due Date	01-Dec-2016
Progress update			
			
		07-Feb-2013	Completion Date

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 2012, the Arts Development team also worked in partnership with APA to create an inviting environment for "Spend a Minute with Us" during the Culture Crush, Aberdeen's weekend of creativity part of London 2012 Open Weekend.


ECS CulSp 311 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 - Shelli; in kind support from Transition Extreme		
Managed by	Jacky Hardacre	Lead Officer	Jacky Hardacre
Start Date	01-Apr-2010	Due Date	30-Jun-2013
Progress update			
 87%			
<p>The Project was nominated for the Critics Award for Theatre in Scotland in Best Ensemble category which was the first nomination for a non-professional company since the awards began in 2002. A year of input to Kingsford Primary School with artist Fiona Milligan Rennie -working with teachers and pupils to further embed creative approaches to teaching and learning in the school concluded with a project report being completed by the artist in July 2012 and participants from the school providing a presentation at the Scottish Learning Festival in September 2012.</p>			
ECS CulSp 316 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	Jacky Hardacre	Lead Officer	Jacky Hardacre
Start Date	01-Apr-2010	Due Date	31-May-2013
Progress update			
 83%			
<p>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</p>			

ECS CulSp 317 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	Jacky Hardacre	Lead Officer	Jacky Hardacre
Start Date	01-Apr-2010	Due Date	31-May-2014
Progress update			
The Arts Education Team was 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.			
06.03 - Raise the profile of culture and sport in the City			
06.03b - Move to Cultural Trust			
ECS_C03 Future Delivery of Cultural Services			
Description	Creation of a Cultural Trust. Transfer the operation of Art Gallery and Museums from the Council to a charitable trust. Scope to include catering venues, including the Beach Ballroom, and libraries. Potentially the Trust could be formed with other existing bodies and/or closer working with neighbouring councils. A full options appraisal regarding the composition of the proposed cultural trust is required and a scoping exercise undertaken to define which services are included. This will impact on the benefits in Year 5 and potential one-off costs.		
Managed by	Patricia Cassidy	Lead Officer	Neil Bruce
Start Date	31-Mar-2011	Due Date	31-Mar-2016
Progress update			
Consideration of possible joint working with University of Aberdeen being developed through monthly meetings between Vice Principal and ECS Head of Service. Possibilities of joint collections centre to be confirmed.			

06.04 - Recognise and celebrate the City's heritage

06.04a - Celebrate, preserve and interpret our tangible and intangible cultural heritage

ECS CulSp 404 Develop a cultural programme reflecting the uniqueness of the area exploiting our unique assets


Description			
Managed by	Neil Bruce, Lesley Thomson	Lead Officer	Christine Rew, Lesley Thomson
Start Date	01-Apr-2010	Due Date	31-Mar-2013
Progress update		Progress	
Start Date		Completion Date	09-May-2013

A review of the administration of the Cultural Grants application process for 2013/14 has recently been concluded providing for more focused investment decisions and the gathering of additional information around project outcomes, the Museums & Galleries, Library and Creative Learning Teams, taking into account the actions arising from the Review of External investment and the City of Culture bid, are finalising their 2013-14 team plans to incorporate future programming priorities

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 CulSp 306 Provide skills and creative development opportunities to local artists

Description			
Managed by	Jacky Hardacre	Lead Officer	Elspeth Winram
Start Date	01-Apr-2010	Due Date	01-Apr-2016
Progress update		Progress	
Start Date		Completion Date	

To offer work opportunities, training or sign post artist training to other cultural providers.

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.

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 - 2014/15 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
Start Date	01-Apr-2011	Due Date	31-Mar-2015
Progress update			
An update to the Plan was presented to and approved at the most recent ICS Partnership forum			

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
Start Date	12-Apr-2012	Due Date	31-Mar-2016
Progress update			

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	Develop a system in line with the Additional Support for Learning Act 2004 and Getting It Right for Every Child policy to identify and assess additional support needs in order to provide timely and effective support		
Managed by	David Leng	Lead Officer	Helen Milne
Start Date		Due Date	31-Mar-2016
Progress update		Progress	 15%
A working group has been established to deliver the effective collection and sharing of data relating to pupils' additional support needs. Work is underway with schools to ensure the consistent use of E1 to record additional support needs. The Supporting Learners' CPD Framework for 2013/14 will focus on the Education Staged Intervention and on the knowledge and skills required to identify and assess pupils' needs in order to raise attainment.			
ECS Edu 015 Evaluate ASN bases in primary schools as part of school improvement approach			
Description	To review and evaluate the quality of learning, teaching, support and resource in primary ASN bases and make recommendations in order to raise attainment. This evaluation links to the Inclusion Review ECS Edu 17		
Managed by	David Leng	Lead Officer	Helen Milne
Start Date		Due Date	31-Mar-2016
Progress update		Progress	 10%
A Quality Improvement Officer for Additional Support Needs has been appointed and will lead this review. All primary school ASN bases will be evaluated by 31 December 2013. All primary schools have completed an ASN audit of pupils with additional support needs and of those in ASN bases.			
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	David Leng	Lead Officer	Helen Milne
Start Date		Due Date	31-Aug-2014
Progress update		Progress	 10%
A Quality Improvement Officer for Additional Support Needs has been appointed to focus on raising attainment for pupils with additional support needs. A task and finish group has been established to develop a robust system for the collection and intelligent use of performance, attainment and achievement data. Skills development in using information and data effectively to improve attainment will be part of the Supporting Learners CPD Framework for 2013/14			

ECS Edu 026 Redesign of Pupil Support Service			
Description	To develop a Pupil Support Service which meets the needs of pupils to raise attainment in line with the Additional Support for Learning Act 2004, Getting it Right for Every Child and Curriculum for Excellence.		
Managed by	David Leng	Helen Milne	Progress  <input type="text" value="10%"/>
Start Date		31-Mar-2016	Completion Date
Progress update			
The Quality Improvement Officer for ASN has started working on improved outcomes for the Pupil Support Service with a focus on improved data collection and intelligent use of performance, attainment and achievement data. The Service will be redesigned in light of recommendations from the Inclusion Review.			
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	David Leng	Helen Milne	Progress  <input type="text" value="16%"/>
Start Date		31-Aug-2014	Completion Date
Progress update			
A systematic review of the Inclusion Strategy and Inclusive Practice is in progress. A headteacher has been seconded to lead the project. A timeline for the Review has been produced which includes work with schools and partners during the autumn and spring terms of school session 2013/14. A draft vision statement is being finalised prior to circulation for consultation in June 2013.			
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	David Leng	Helen Milne	Progress  <input type="text" value="57%"/>
Start Date	08-Feb-2012	31-Mar-2016	Completion Date
Progress update			
The SEBN policy and strategy will be based on the findings of the Inclusion Review. SEBN provision will be reviewed as part of the Inclusion Review. The current Exclusion Policy will be reviewed by the end of 2013. A review of the "Second Starts" process for pupils removed from roll has already taken place. An audit of all pupils with social, emotional and behaviour needs has been carried out to target need effectively. Work is ongoing to develop staff in solution oriented approaches, restorative practice and nurturing approaches.			

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
Start Date	12-Apr-2012	Due Date	31-Mar-2016	50%
Progress update				
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	Reduce the demand for out-of-authority residential placements by 18 over the next 5 years by developing a local service; retain Kincorth Children's Unit; use on satellite unit and develop an intensive support and monitoring service.			
Managed by	Patricia Cassidy; Susan Devlin	Lead Officer	Patricia Cassidy; Susan Devlin	Progress
Start Date	01-Apr-2011	Due Date	31-Mar-2016	15%
Progress update				
This is a demand driven budget. Officers are continuing to monitor this, however the reduction in cost continues to be at risk. Officers continue to strive to reduce the number of Out of Authority Placements though decisions can be taken which are outwith Officer control. These decisions have an impact on the costs.				
07.02f - Develop a programme of support for young carers				
ECS FVL 009 Develop a programme of support for young carers				
Description	Develop a programme of support for young carers			
Managed by	Sheila Sansbury	Lead Officer	Sheila Sansbury	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2013	100%
Progress update				
Programme of work ongoing through carers funding from SC and WB. Work transferred from the Communities team to FVL team. Currently working with a third sector provider to agree additional project work				

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 opportunities 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	Jackie Thain
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress update			
The milestones identified for 2012/13 have been successfully completed with 38 classes delivered over the year. 2 new classes are proposed to start May 2013 as part of the 2013/14 programme.			

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
Start Date	10-Apr-2012	Due Date	31-Mar-2016
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. Now included in savings proposal ECS_C25, 'Potential Shared Services with other Local Authorities'. It is anticipated that it would be possible to reduce managerial costs and it is suggested one principal and a team of deputies could manage the field work EP's which could be aligned with the local authority 'patches' for service delivery. The cost savings are likely to be marginal if we retain the current level of EP's across the neighbouring authorities as the EP management pay scales are nationally negotiated.


Managed by	Patricia Cassidy	Lead Officer	Sheila Sansbury	Progress		<input type="text" value="0%"/>
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date		

Progress update

This savings proposal had been included in the savings option ECS_C25, 'Potential Shared Services with other Local Authorities, however, discussions with partner Council's have made it clear that there is no appetite to share Educational Psychology Services included in this option and resultantly the Directorate will be unable to make realistic savings from these sources, although an alternative savings plan has been agreed

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		<input type="text" value="2.5%"/>
Start Date	01-Jul-2011	Due Date	31-Mar-2014	Completion Date		


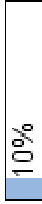
Progress update

EC&S Services continue to work with other local authorities to consider how to deliver joint/shared services. This service option was developed at a time when both Aberdeenshire and Moray Councils had vacancies in the post of Director of Education. Since that time Aberdeenshire, Moray and Aberdeen City Councils have appointed new Directors of Education against which posts the proposed savings were based

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	As above		
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	13-May-2013	Due Date	31-Mar-2014
Progress		Completion Date	
Progress			

Progress update

The EC&S Directorate and HR colleagues have continued to work together in developing service agreements which set out the responsibilities for parties involved in the various HR processes. EC&S Directorate distributed the service agreement for Recruitment and Resourcing and supporting workflow documents across all Service areas for action on 15th June 2012. It was also uploaded to Glow, the national intranet for all our teachers. In addition, in August 2012, the same guidance was made available through the EC&S Policy and Guidelines pages on the Zone. An Absence/Leave service agreement and Employee Life Cycle service agreement are being worked on - HR colleagues are developing procedural charts to sit alongside the SLAs which will assist staff in carrying out their day to day tasks around HR processes. HR are about to review the recruitment and resourcing service agreement across all Directorates - a meeting has been set for 6th June 2013 between HR colleagues and EC&S representatives to review these processes within schools. In the last year, 4 audits have been done into HR processes across Directorates. A memo dated 29th April 2013 has been circulated to all establishments highlighting issues identified. In addressing the issues and recommendations made, a number of changes have been made to the way in which the HR Service Centre handles and processes information. The memo also reiterates that all paperwork should be submitted to the HR Service Centre timeously by Services. In addition, all Directorates have been asked to complete and return a proforma to capture HR data which might be held by Services instead of being passed to the HRSC for placing in the employees' personal files. Once this exercise has been completed, the data will be analysed and decisions taken as to the appropriate and correct storage of the personnel information.

ECS DSUp 007 Service implementation of corporate robust financial systems – PECOS, E-Financials, Collaborative Planning


Description	As above		
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	01-Apr-2010	Due Date	31-Mar-2014
Progress		Completion Date	
Progress			

Progress update

To facilitate improved budget monitoring, all budget holders who manage budgets totalling £250,000 receive 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 use of Collaborative Planning by budget holders for predicting year end out-turns is sporadic across the Directorate and is an area for improvement in the coming year. Last year's Priority Based Budgeting exercise resulted in an overview and scrutiny of all budget lines across all Service areas, realigning budgets to those service areas with the greatest need, and working towards a balanced budget. The 2014/15 PBB process is about to commence with the Directorate and Corporate Round Tables currently being scheduled for August and September 2013.

08.01d - Explore options for alternative service delivery models for culture and sport

ECS CulSp 008 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, Lesley Thomson	Lead Officer Lesley Thomson	Progress 
Start Date	01-Apr-2010	Due Date 31-Mar-2013	Completion Date 09-May-2013


Progress update

With completion of the Service's Review of External Investment as part of ECC C_10, through the Review sessions held with Culture and Sports organisations covering capacity and alternatives, a range of recommendations relating to the implementation of alternative models for the culture and sports sector was reported to the Culture and Sport Sub-Committee in January 2013 and are being taken forwards. In addition, the Leisure Asset and Pitch Strategy Review, due for conclusion in mid 2013 and reporting to a later meeting of the Committee, may inform future direction.

08.02 - Demonstrate our commitment to continuous improvement

08.02a - Introduce a rolling cycle of service validated self assessment


ECS P&P 001 Implementation of How Good is Our Council self assessment framework


Description	Develop and implement a qualitative self- assessment Service performance framework based on the HGIOC template		
Managed by	Sarah Gear	Lead Officer Sarah Gear	Progress 
Start Date	01-Apr-2012	Due Date 28-Jun-2013	Completion Date

Progress update


ECS colleagues are actively involved in the Corporate 'How Good is our Council' self evaluation. The outcome is anticipated in July 2013.

08.02c - Effectively monitor and evaluate the impact of arts, culture, heritage and sports activities

ECS CulSp 113 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	Fiona Clark	Lead Officer	Fiona Clark
Start Date	01-Apr-2010	Due Date	31-Mar-2013
Progress	 <input type="text" value="100%"/>		
Completion Date	08-Feb-2012		
Progress update			
The PLQIM report outcome for 2012, covering Indicator 2 - Community and Personal Participation, rated the Service at level 5 "Very Good" and the PLQIM process for 2013 is due to commence in May 2013			





ECS CulSp 405 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	Christine Rew	Lead Officer	Christine Rew
Start Date	08-Feb-2012	Due Date	31-May-2015
Progress	 <input type="text" value="20%"/>		
Completion Date			
Progress update			
QIS actions have recently been added to the Museums and Galleries Service Plan 2013-16 and performance evaluation framework linked to this			


08.02d - Effectively monitor and evaluate the impact of community learning activities

ECS CLD 019 Ensure high quality performance to meet standards in national documents including 'How Good is Our Community Learning and Development 2'			
Description	Through programme of CPD and performance support enable Communities Team and partners to improve outcomes		
Managed by	Gail Woodcock	Lead Officer	Colin Wright
Start Date	01-Aug-2011	Due Date	31-Mar-2016
Progress	 <input type="text" value="34%"/>		
Completion Date			
Progress update			
Good progress being made across range of CPD and performance management activities. CPD Audit and update of Self Evaluation Calendar about to be completed			


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 P&P 003a 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
Start Date		Due Date	30-Apr-2012
Progress		Completion Date	09-Mar-2012
Progress update			
A leadership development policy has been drafted and will be presented to ECS Committee on 23rd February. A leadership development framework has been produced and launched on Glow and the Zone.			
ECS P&P 003b Implement a programme of professional development opportunities to develop leadership skills across the service			
Description	Enhance professional development opportunities within the Service linked to learned leadership skills		
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	18-May-2012	Due Date	31-Dec-2013
Progress		Completion Date	14-Feb-2013
Progress update			
A job shadowing scheme for aspiring head teachers has been launched.			
ECS P&P 003c Build leadership capacity for our emerging, existing and experienced leaders			
Description	Within a leadership and management framework throughout the EC&S Service, support groups will be established to help identify and meet the leadership development needs of staff.		
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	18-May-2012	Due Date	31-Mar-2014
Progress		Completion Date	
Progress update			
A group of 6 secondary faculty PTs have been trained as trainers to use the SCSSA leadership toolkit training materials. They are due to start delivering this training to faculty leaders across the City from March 2013.			


09.01b - Develop and deliver comprehensive, high quality professional development programmes



ECS P&P 002a 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	Lead Officer	Progress	Completion Date
Sarah Gear	Andrew Jones		09-Mar-2012
Start Date	Due Date	Progress	
	31-Mar-2013		
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 P&P 002b 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	Lead Officer	Progress	Completion Date
Sarah Gear	Andrew Jones		66%
Start Date	Due Date	Completion Date	
18-May-2012	31-Dec-2013		
Progress update			
Currently working with the Libraries Team to carry out an updated audit of CPD needs for library staff, which will be used to create a programme of appropriate on-going CPD opportunities.			
ECS P&P 002c 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 appropriate professional development opportunities throughout the induction year, as well as supporting school staff in supervising and assessing probationer teachers.		
Managed by	Lead Officer	Progress	Completion Date
Sarah Gear	Andrew Jones		100%
Start Date	Due Date	Completion Date	
18-May-2012	31-Mar-2013	18-Jul-2012	
Progress update			
Work is continuing on schedule			






ECS P&P 002d 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
Start Date	18-May-2012	Due Date	31-Mar-2014
Progress update		Progress	
		Completion Date	March 2013
A programme of conferences was developed and delivered for 2012/13 and the content of these conferences delivered within the existing ECS schedule of meetings. A conference programme for 2013/14 is currently being planned			






09.01c - Develop an enabling culture throughout the workforce






ECS EDPP 002 Development of Directorate Communications Strategy			
Description	Develop, publish and circulate a communications strategy.		
Managed by	Charlie Penman	Lead Officer	Lesley Kirk
Start Date	01-Jun-2011	Due Date	30-Jul-2012
Progress update		Progress	
The Directorate aims to improve internal communications based upon the findings of an internal staff survey undertaken in August / September 2011 and focus groups conducted in March 2012. The expected outcome is an improved flow of information to, from and across staff groups ensuring that relevant information is shared timeously using suitable methods and that, where appropriate, opportunities are provided for comment. The Internal Communications Strategy was worked up as a report for Committee in 2012. However, as a strategy document and not a Policy, there was no requirement for it go to Committee. The document needs to be reviewed and guidance sought from SMT on how to further develop and/or publish and circulate the communications strategy.			







ECS P&P 004a Recognise and celebrate the achievements of staff			
Description	A new set of award categories has been agreed and the 2012 awards will be launched on 23rd May		
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	18-May-2012	Due Date	31-Mar-2013
Progress update		Progress	
		Completion Date	14-Feb-2013

ECS P&P 004b Share practice at local and national level			
Description	Provide opportunities for staff to share their practice, with each other, and with colleagues at a local and national level		
Managed by	Sarah Gear	Lead Officer Andrew Jones	Progress 
Start Date	18-May-2012	Due Date 31-Mar-2013	Completion Date 14-Feb-2013
Progress update			
It has taken longer than planned to establish a programme of CPD for colleagues in Communities, Culture & Sport. Plans to introduce a professional exchange programme for these colleagues will be put on hold until the CPD programmes are in place.			
Priority 10 - Working Together			
10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery			
10.01b - Encourage the participation of the public, private and voluntary sectors in our service planning and development			
ECS EDPP 003 Encourage the participation of the public, private and voluntary sectors in our service planning and development			
Description			
Managed by	Charlie Penman	Lead Officer Lesley Kirk	Progress 
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 pupil 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

Risk Status	
	Alert
	High Risk
	Warning
	OK
	Unknown

Long Term Trends		Short Term Trends	
	Improving		Improving
	No Change		No Change
	Getting Worse		Getting Worse

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SQA EXAMINATION RESULTS 2012 Post-Appeal

This briefing note follows on from the initial SQA analysis in August 2012 and provides a concise analysis of the 11 measures of SQA attainment as at August 2012. Data is post-appeal and results for 2012 are rounded to 1 decimal point. The content of this briefing paper will be shared with Elected Members as a verbal update at the Education, Culture and Sport Committee on 30th May 2013.

SUMMARY

The SQA examination results for 2012 have now been updated after completion of the annual SQA appeals process.

Appeal Analysis:

- At *Standard Grade level* (SCQF¹ level 3, SCQF level 4 and SCQF level 5) out of 917 appeals 52% were successful,
- At *Intermediate 1 level* (SCQF level 4) out of 43 appeals 51% were successful,
- At *Intermediate 2 level* (SCQF level 5) out of 167 appeals 37% were successful,
- At *Higher level* (SCQF level 6) out of 435 appeals 37% were successful, and
- At *Advanced Higher level* (SCQF level 7) out of 92 appeals 60% were successful.

Aberdeen City: SQA Appeals Analysis (diet 2012)

Level	Entries	Appeals	Appeals as a % of Entries	Successful Appeals			Unsuccessful Appeals		
				Number	as a % of Appeals	as a % of Entries	Number	as a % of Appeals	as a % of Entries
Standard Grade	21,542	917	4%	475	52%	2%	442	48%	2%
Intermediate 1	1,665	43	3%	22	51%	1%	21	49%	1%
Intermediate 2	2,769	167	6%	61	37%	2%	106	63%	4%
Higher	4,537	435	10%	162	37%	4%	273	63%	6%
Advanced Higher	792	92	12%	55	60%	7%	37	40%	5%

¹ Scottish Credit and Qualifications Framework (SCQF)

Out of 11 National Priority measures, 6 have changed on post appeal results:

- 5+ awards at SCQF Level 4 or Better by the End of S4 from 75% to 76%
- 5+ awards at SCQF Level 5 or Better by the End of S4 from 33% to 34%
- 1+ Awards at SCQF Level 6 or Better by the End of S5 from 42% to 43%
- 1+ Awards at SCQF Level 6 or Better by the End of S5 from 46% to 47%

When compared to 2011 the 2012 results show:

- increase in one and decrease in two key S4 measures,
- increase in one and decrease in two key S5 measures,
- increase in all key S6 measures.

Examination results are an important indicator of performance, but don't give the full picture of education. These results should be considered alongside other indicators of pupils' progress, such as the quality of the learning experience and the ethos of the school.

Attainment by the end of S4

Attainment by the end of S4 is calculated as a percentage of the S4 year group of that same year. The post-appeal results for 2012 show decreases in three out of four key S4 measures. Lower SQA examination performance does not mean that pupils' achievements are less than expected. All pupils in Aberdeen City take a baseline assessment² at the start of S1 and this is a predictor of future attainment at S4. Average baseline attainment varies between schools significantly. Many pupils achieve better attainment in S4 than predicted by baseline assessment.

- The percentage of pupils achieving **English and Mathematics at SCQF level 3 or better by the end of S4 (Foundation Level)** decreased for the second consecutive year and was well below the national pattern. The 2012 value is the

² 'MidYIS, the Middle Years Information System developed by Durham University, provides new and innovative tests widely used in the UK and elsewhere, forming a baseline for Value Added measures in secondary schools. The tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement.'
(<http://www.cemcentre.org/RenderPage.asp?LinkID=11410000>)

lowest since 2001. The English and Maths attainment by the end of S4 in most previous years was above the national pattern.

S4 Eng & Maths Level3	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	92.7	93.7	91.8	92.7	94.5	94.9	92.3	90.6
Comparators	89.9	91.5	91.0	92.3	92.6	92.9	93.4	94.0
National	90.5	91.2	91.5	91.9	92.8	93.0	93.3	94.1

- The percentage of pupils achieving **5 or more awards at SCQF level 3 or better by the end of S4** (Foundation level) decreased by 1% for the second consecutive year and was well below the national and comparator authorities' average. The 2012 value is ranked 10th out of 12 years.

S4 5+ Level 3	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	91.2	90.5	87.9	89.4	91.2	92.0	91.0	89.8
Comparators	88.7	89.7	90.0	90.1	90.6	91.8	92.7	94.3
National	90.2	90.7	90.6	90.7	91.5	92.4	92.7	93.9

- Percentage of pupils achieving **5 or more awards at SCQF Level 4 or better by the end of S4 (General level)** was well below the national pattern and in most previous years was below the national pattern. The 2012 value is ranked 5th out of 12 years.

S4 5+Level 4	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	77.1	75.0	71.5	71.1	73.0	76.1	75.6	75.7
Comparators	74.5	75.3	75.2	75.8	77.2	78.1	77.7	79.7
National	76.1	76.8	75.6	76.3	77.6	78.3	78.8	80.2

- The percentage of pupils achieving **5 or more awards at SCQF level 5 or better by the end of S4 (Credit level)** increased by 1% but in 2012 and in most previous years was below the national and comparator authorities' pattern. Our baseline assessments predicted a decrease to 28%. 2012 value is ranked 4th out of 12 years.

S4 5+ Level 5	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	33.7	35.2	31.8	32.9	31.0	36.0	33.4	34.1
Comparators	34.6	34.0	33.4	34.1	36.6	36.9	36.9	38.3
National	34.2	34.8	33.1	34.5	35.4	36.1	36.4	37.4

Attainment by the end of S5

Attainment by the end of S5 is calculated as a percentage of the S4 year group. From the previous year the S4 to S5 staying on rate has had an effect on the measures of attainment by the end of S5. Staying on rates in Aberdeen have generally been lower than the national rate. S4 to S5 (post Christmas) staying on rate in Aberdeen in 2012 was 69%.

The post-appeal results for 2012 show an increase in one and decrease in three out of four key S5 measures.

- The percentage of pupils achieving **5 or more awards at SCQF level 5 or better by the end of S4 (Credit level)** decreased in 2012 and was well below the national pattern and in all previous years was below the national pattern. The 2012 value is the second highest since 2001 NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2011.

S5 5+ Level 5	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	45.3	45.3	45.5	41.3	42.8	43.1	47.7	47.0
Comparators	44.9	45.4	44.5	45.7	46.8	50.4	52.4	52.2
National	45.5	44.8	45.8	45.1	47.0	49.3	50.8	52.1

- The percentage of pupils achieving **1 or more awards at SCQF level 6 (Higher Grade A-C) or better by the end of S5** increased by 2 % This is an increase for four consecutive years but still well below national and comparator authorities' average. The value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2011. The 2012 value is the highest since 2001.

S5 1+ Level 6	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	39.3	39.0	39.4	36.8	39.2	40.0	40.6	42.8
Comparators	38.4	39.0	38.1	39.7	40.9	44.9	46.5	47.0
National	38.8	38.0	38.5	38.7	40.7	43.3	44.9	46.8

- The percentage of pupils achieving **3 or more awards at Higher Grade A-C or better by the end of S5** decreased by more than 2% in 2012. Attainment at this measure in 2012 was well below the national and comparator authorities' average and in most previous years was in line with the national pattern. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2011.

S5 3+ Level 6	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	24.0	22.0	24.4	22.1	23.7	22.8	27.2	24.6
Comparators	22.7	22.8	21.9	23.3	23.9	26.6	27.1	27.3
National	22.7	21.7	22.1	22.4	23.4	25.0	26.3	27.2

Attainment by the end of S6

As attainment by the end of S6 is calculated from the relevant S4 roll, the S4 to S6 staying on rate has an effect on the measures of attainment by the end of S6.

Staying on rates in Aberdeen have generally been lower than the national rate, however 2010 saw a substantial jump in the number of pupils staying on both in Aberdeen and across Scotland. Staying on rate in Aberdeen in 2012 was up 2 points to 48%.

- The percentage of pupils achieving **1 or more awards at SCQF level 6 (Higher Grade A-C) or better by the end of S6** increased significantly but still was well below the national pattern. The 2012 value is the highest since 2001 and in most previous years was in line with the national pattern. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010. The value for this measure has increased each year since 2009.

S6 1+ level 6	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	44.8	44.1	43.8	44.3	41.1	44.0	44.5	46.8
Comparators	43.3	42.7	43.9	43.2	45.6	47.4	52.4	54.2
National	43.1	43.0	42.5	43.2	44.2	46.6	49.7	51.8

- The percentage of pupils achieving **3 or more awards at SCQF level 6 (Higher Grade A-C) or better by the end of S6 significantly** increased in 2012. The 2012 value is the highest since 2001 and in most previous years was in line with the national pattern. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010.

S6 3+ level 6	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	32.6	32.2	29.7	32.5	30.3	32.9	31.9	35.4
Comparators	30.7	29.9	30.6	29.6	32.4	33.4	37.8	38.4
National	30.1	30.0	29.4	30.0	31.0	33.2	35.3	36.8

- Percentage of pupils achieving **5 or more awards at SCQF level 6 (Higher at A-C) 6 or better by the end of S6** significantly increased in 2012, and was above the national pattern and in all previous years was in line with the national pattern. The 2012 value is the highest since 2001. NCD values indicate that the 2012 value for this measure is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2010.

S6 5+ level 6	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	21.9	22.1	20.5	21.7	20.6	23.0	22.2	26.8
Comparators	20.1	19.9	19.9	19.5	21.9	22.4	25.8	27.0
National	19.4	19.7	19.2	19.7	20.5	22.3	23.9	25.7

- The percentage of pupils achieving **1 or more awards at SCQF level 7 (Advanced Higher at A-C) or better by the end of S6** increased by 2% in 2012 and was above the national pattern. The 2012 value is the highest since 2001. NCD values indicate that the 2012 value for this measure is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2010. The value for this measure has increased each year since 2009.

S6 1+ level 7	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	16.5	15.7	14.0	14.3	13.8	16.6	17.2	19.2
Comparators	12.8	13.5	13.6	13.3	15.9	15.7	17.5	18.6
National	12.1	12.5	12.2	12.7	13.5	14.6	15.8	16.4

Subjects/Courses

At **Standard Grade** in 2012 the following subjects or courses had positive or negative relative values (pupils did better or worse on average in this subject than the other subjects they sat). Subjects or courses for which patterns are strong are highlighted in green or red.

S4 Courses 2012

Pattern	Positive	Negative
Trend	Int1 French, SG Spanish, SG Chemistry, SG Physics, SG Soc & Voc Skills, SG Religious Studies	Int2 English, Int1 Mathematics, SG Technological Studies
Current Year	SG German, SG Science , Int2 Physical Education	Int1 English, Int2 Mathematics, Int1 Physics , Int2 Geography, Int2 Modern Studies, Int1 Administration

S4 Subjects 2012

Pattern	Positive	Negative
Trend	French, German, Chemistry	Graphic Comm, <i>Art and Design, Drama</i>
Current Year	Modern Studies	<i>Spanish, Mathematics</i>

At **Higher Grade** in 2012 the following courses had positive or negative progression values (pupils did better or worse on average in this subject than the other subjects they sat). Subjects or courses for which patterns are strong are highlighted in green or red.

S5 Courses 2012

Pattern	Positive	Negative
Trend	H French, Int2 Chemistry, H Chemistry	H Graphic Communication, <i>H Art & Design, H Drama</i>
Current Year	Int2 Media Studies, H Mathematics, H Biology, H Product Design	<i>Int2 English, H Accounting, Int2 Administration, H Administration, Int2 Computing, H Computing, H RMP Studies</i>

S5/S6 Courses

Pattern	Positive	Negative
Trend	H French, H Chemistry	H Administration, <i>H Art & Design, H Drama</i>
Current Year	Int2 Media Studies, H Mathematics, H Biology, Int2 Chemistry, Int1 Travel and Tourism	Int2 English, Int2 Spanish, Int2 Administration, <i>Int2 Computing, H Computing, H RMP Studies</i>

S6 Cumulative Higher Courses

Pattern	Positive	Negative
Trend	H Chemistry, H Philosophy	H Technological Studies
Current Year	H Media Studies, H Mathematics, H Biology , H Modern Studies, H Computing, H Physical Education	

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Aberdeen City Council

Community Planning Partnership Report

February 2013

- **Initial School Leaver Destination Return 2011/12**
- **National Training Programme Results
1st April 2012 to 28th December 2012**
- **Unemployed Seeking Analysis**

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Initial Leaver Destination Report (Analysis note)

Please note that information regarding institutions, courses and employment sectors have been suppressed where there are less than 5 leavers. In these instances, these leavers have been captured under the 'other' categories. In addition, due to rounding techniques some total percentages may not equal 100%.

Foreword

We're pleased to provide you with the February 2013 Community Planning Partnership (CPP) report. This report provides you and other local partners with information and analysis specific to your local authority:

- **analysis of the results of the Initial School Leaver Destination Return (2011/12)**
- **results of our national training programme delivery (April 12 to December 12)**
- **analysis of the unemployed seeking 16-19 group (at 11 February 2013).**

The team at SDS are committed to providing information we have available to inform joint working in local areas.

The content of this report will support partners in their contribution to delivering Opportunities for All, the Scottish Government's guarantee of a place in training or education for every 16 – 19 year old.

We welcome your feedback and suggestions.



Damien Yeates
Chief Executive, Skills Development Scotland

Report Section 1: Initial School Leaver Destination Return 2011/12

Background

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The cohort is young people who left school between the 1st of August 2011 and the 31st of July 2012. We follow up these leavers to confirm their destinations as of 15th October 2012. The data is recorded on the SDS customer record system and transferred at an individual level to the Scottish Government analytical services unit. This enables us to agree on the cohort who will form the basis of both the initial and follow up destination reports.

The SLDR cohort is followed up again in March and the Scottish Government use the results of the March follow up to report against the National Indicator, "Increase the proportion of young people in learning, training or work". This indicator is based on the school leavers from publicly funded secondary schools. This excludes schools in the independent sector and all special schools. This year the Scottish Government's Analytical Services Unit will publish the initial destination results at the same time as the follow up results in June 2013.

Analysis

The analysis that follows is based on data recorded about leavers on our customer record system. It is only leavers from publicly funded mainstream secondary schools that are within the scope of the SLDR reports and any leaver that was identified as having moved out with Scotland is excluded. This report relates to the 1,818 leavers from publicly funded secondary schools in Aberdeen City Council.

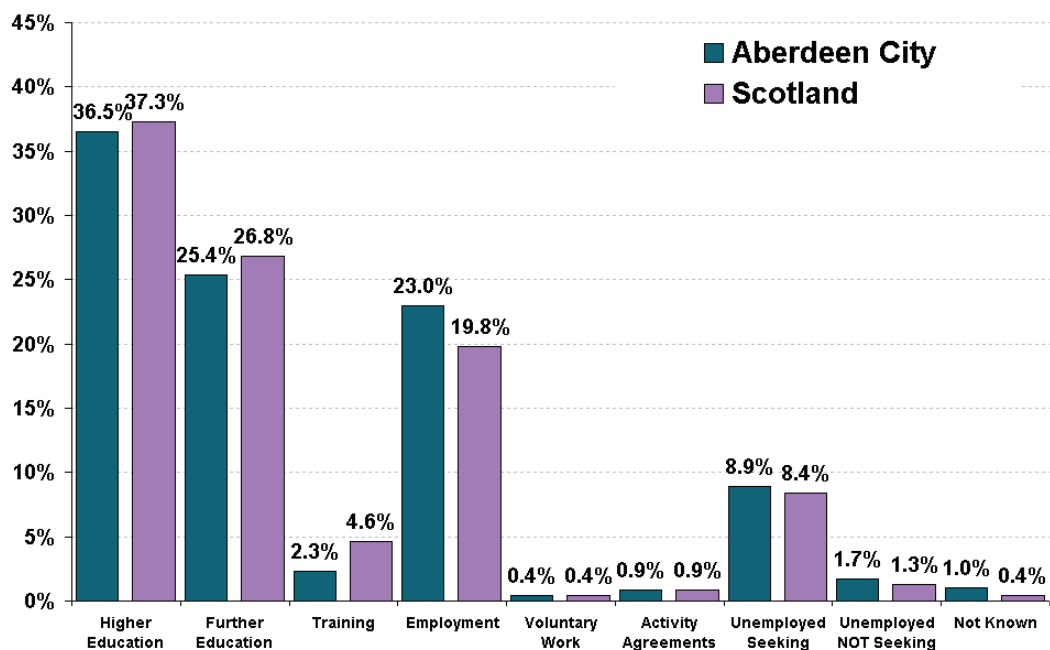
Section 1: Overview – Main Findings

- Overall the percentage of leavers entering a **positive destination**ⁱ is **88.4%**, a rise of 2.8 percentage points (pp)ⁱⁱ in comparison to 2010/11. This is 1.5pp below the national average of 89.9%. Aberdeen City Council is 23rd out of 32 local authorities for the percentage of leavers entering a positive destination.
- The percentage of leavers entering **higher education** (HE) is **36.5%** which is 0.8pp lower than the national average of 37.3%. In comparison to 2010/11 this is a rise within the authority of 0.9pp.
- The percentage of leavers entering **further education** (FE) has fallen by 0.5pp to **25.4%** which is 1.4pp lower than the national average of 26.8%.
- The percentage of leavers entering **training** has fallen by 0.2pp to **2.3%**, the 5th lowest level in Scotland. It is 2.3pp below the national average (4.6%).
- The percentage of leavers entering **employment** has risen by 1.6pp since 2010/11 to **23.0%**, the 9th highest percentage in Scotland. This percentage is 3.2pp above the national average of 19.8%.
- The percentage of leavers who are **unemployed seeking**ⁱⁱⁱ is **8.9%**, 2.4pp lower than in 2010/11. Although this is 0.5pp higher than the national average.
- School leavers whose destination is **unknown** is **1.0%** this year. This is 0.9% lower than last year and is the lowest it has been in the past 10 years.

Table 1: Year on Year destination percentage split. Local Authority & Scotland

Destinations	Aberdeen City Council			Scotland		
	2010/11 %	2011/12 %	% point change	2010/11 %	2011/12 %	% point change
Higher Education	35.6	36.5	0.9	35.8	37.3	1.5
Further Education	25.9	25.4	-0.5	27.1	26.8	-0.3
Training	2.5	2.3	-0.2	5.6	4.6	-1.0
Employment	21.4	23.0	1.6	19.3	19.8	0.5
Voluntary Work	0.2	0.4	0.2	0.5	0.4	-0.1
Activity Agreement	0.0	0.9	0.9	0.5	0.9	0.4
Unemployed Seeking	11.3	8.9	-2.4	9.6	8.4	-1.2
Unemployed Not Seeking	1.2	1.7	0.5	1.2	1.3	0.1
Unknown	1.9	1.0	-0.9	0.3	0.4	0.1
Positive Destinations	85.6	88.4	2.8	88.9	89.9	1.0
Total Leavers	1,774	1,818		54,073	50,892	

Graph 2: Local Authority Comparison to Scotland

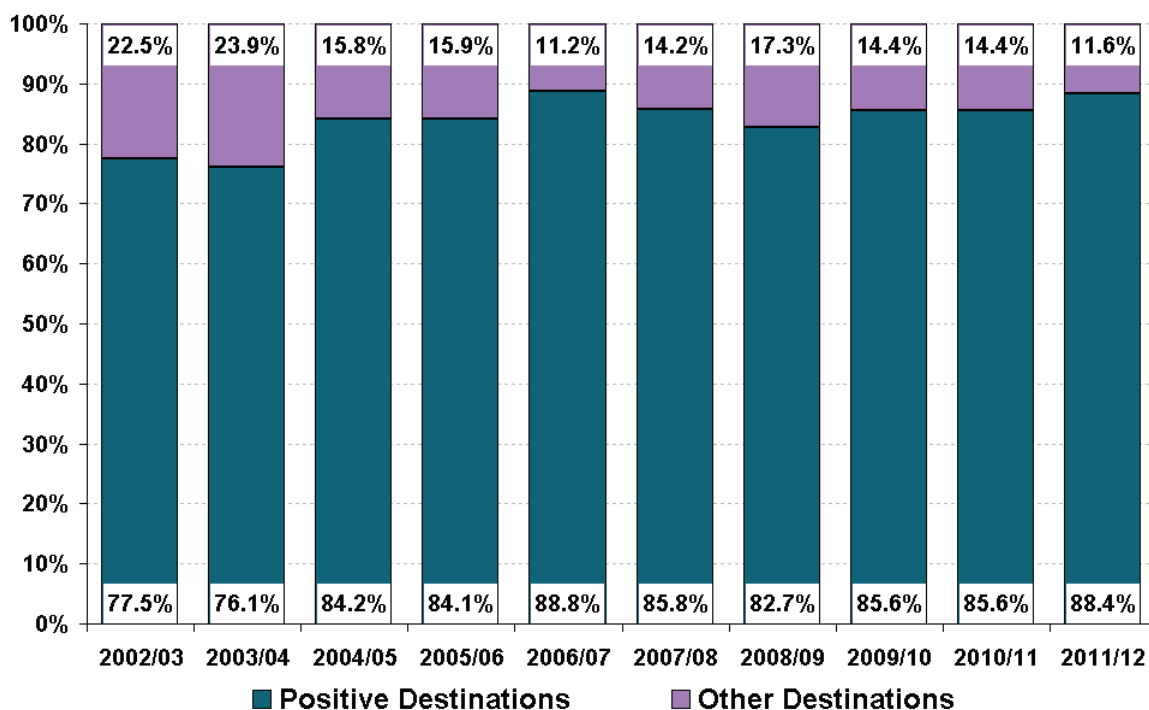


Section 1.1 - Annual Trends

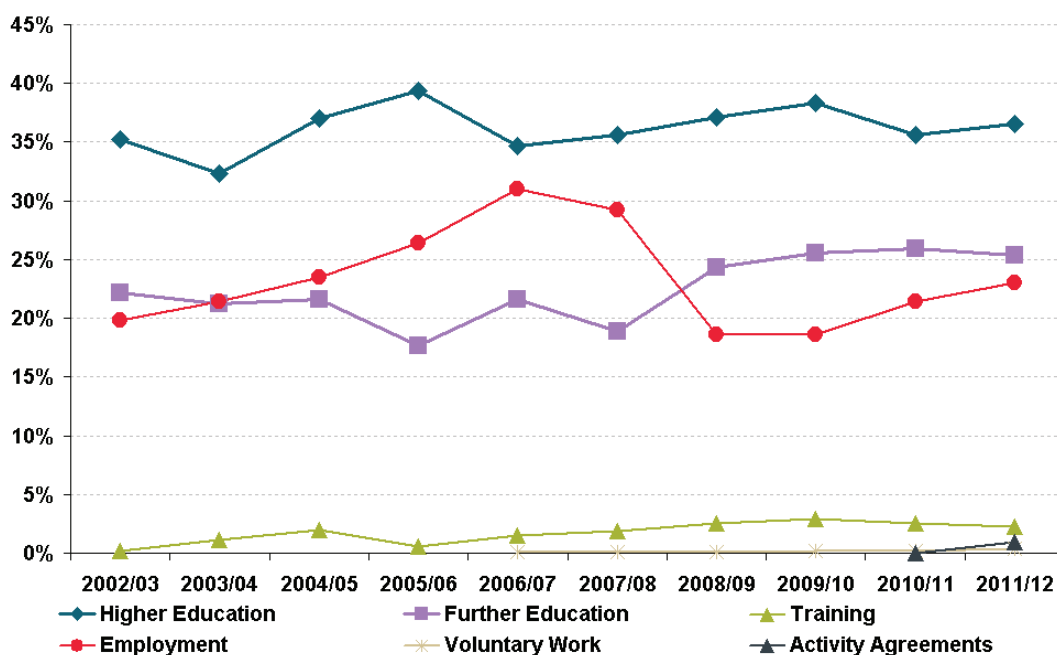
Table 3: Year on Year Destination Split

Year	Total	HE (%)	FE (%)	Training (%)	Employed (%)	Voluntary Work (%)	Activity Agreement (%)	U/E Seeking (%)	U/E NOT Seeking (%)	Not Known (%)
2002/03	2,005	35.2	22.2	0.2	19.8			14.5	1.7	6.4
2003/04	1,793	32.3	21.2	1.1	21.4			19.1	2.2	2.6
2004/05	1,916	37.0	21.6	2.0	23.5			9.1	1.9	4.9
2005/06	1,804	39.4	17.7	0.6	26.4			11.8	1.3	2.9
2006/07	1,989	34.7	21.6	1.5	31.0	0.1		8.6	1.0	1.6
2007/08	2,015	35.6	18.9	1.9	29.2	0.1		9.6	1.5	3.1
2008/09	1,730	37.1	24.3	2.5	18.6	0.1		12.6	0.7	4.0
2009/10	1,772	38.3	25.6	2.9	18.6	0.2		12.0	1.1	1.4
2010/11	1,774	35.6	25.9	2.5	21.4	0.2	0.0	11.3	1.2	1.9
2011/12	1,818	36.5	25.4	2.3	23.0	0.4	0.9	8.9	1.7	1.0

Graph 4: Year on Year Positive/Other Destination Trend

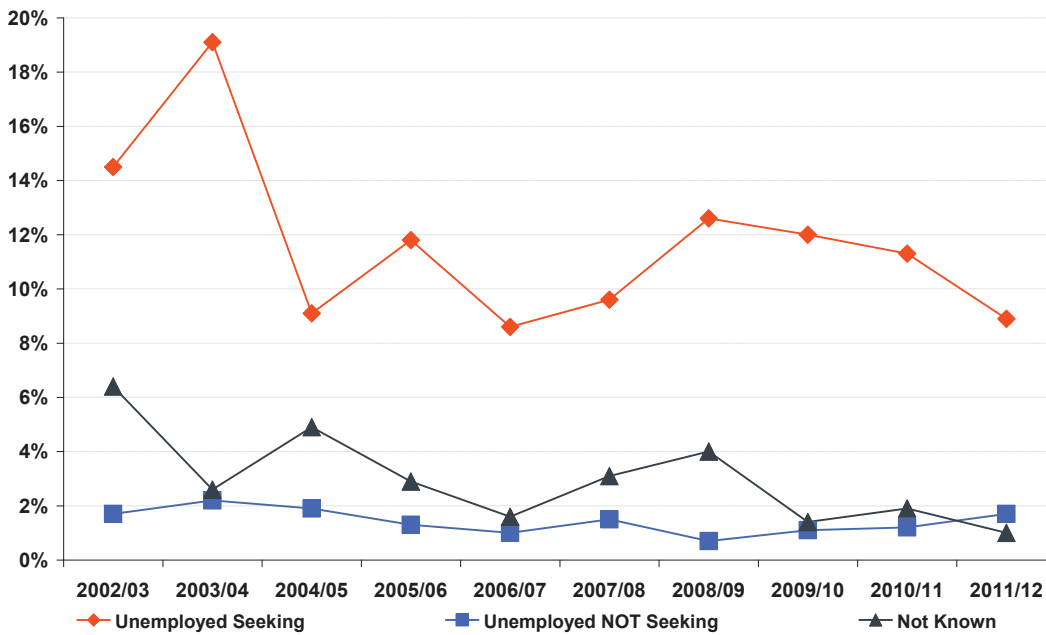


Graph 5: Year on Year Positive Destination Trend Analysis



- In 2005/06 the percentage of leavers entering **higher education** reached its highest point in the decade with 39.4% entering this destination. This year 36.5% of leavers entered HE which is 2.9pp below its peak. The percentage of leavers choosing this destination is 0.9pp higher than last year.
- Whilst in 2005/06 HE had reached its peak, **further education** was at its lowest level at 17.7%. Last year the percentage of leavers entering further education reached its highest point in the decade with 25.9% entering this destination. This year slightly less leavers entered this destination with 25.4% entering FE but this is 7.7pp higher than its lowest level.
- The percentage of leavers entering **training** has remained relatively static over the last ten years and in 2009/10 the percentage of leavers entering training reached its highest point at 2.9%. Similar to FE, the percentage fell slightly this year with 2.3% of leavers entering training.
- From 2002/03 the percentage of leavers entering **employment** rose year on year until it reached its highest point in 2006/07 at 31%. By 2008/09 this dropped significantly to 18.6%. Since then the percentage of leavers has risen each year and this trend continues this year with 23.0% of leavers entering employment.
- **Activity Agreements**, which were only introduced in 2010/11 account for 0.9% of leavers within the authority. This is the same as the national average.

Graph 6: Year on Year Other Destination Trend Analysis



- The percentage of leavers reported as **unemployed seeking** was at its highest level in 2003/04 at 19.1% and this had fallen by 2006/07 to its lowest level at 8.6%. By 2008/09 this had risen again to 12.6% but has fallen year on year since then and has now reached its second lowest level at 8.9%, which is 2.4pp lower than last year.
- The percentage of leavers reported as **unknown** has fluctuated throughout the decade with a starting point in 2002/03 of 6.4%. In general, since this point the percentage has remained above 2%, but in the last three years it has been below 2% and is now 1% which is 0.9pp lower than it was in 2010/11 and is the lowest it's been in the 10 year period.

Section 1.2: Leaver Characteristics

Table 7: Destinations split by Gender

Destinations	Male		Female	
	No of Leavers	%	No of Leavers	%
Higher Education	321	33.2%	343	40.4%
Further Education	231	23.9%	231	27.2%
Training	31	3.2%	10	1.2%
Employment	243	25.1%	175	20.6%
Voluntary Work	2	0.2%	5	0.6%
Activity Agreement	10	1.0%	6	0.7%
Unemployed Seeking	105	10.8%	56	6.6%
Unemployed Not Seeking	13	1.3%	18	2.1%
Unknown	12	1.2%	6	0.7%
Positive Destinations	838	86.6%	770	90.7%
Total Leavers	968		850	

- 90.7% of females enter positive destinations in comparison to 86.6% of males, a 4.1pp difference. This position mirrors that of the national picture where a greater percentage of females enter positive destinations compared to males.
- 67.6% of females continue with their studies post school in comparison to 57.1% of males, a difference of 10.5pp.
- 28.3% of males enter employment or training in comparison to 21.8% of females, a difference of 6.5pp.
- Males are more likely than females to be unemployed seeking with the split of unemployed leavers being 65.2/35.8%.

Graph 8: Gender split within each destination

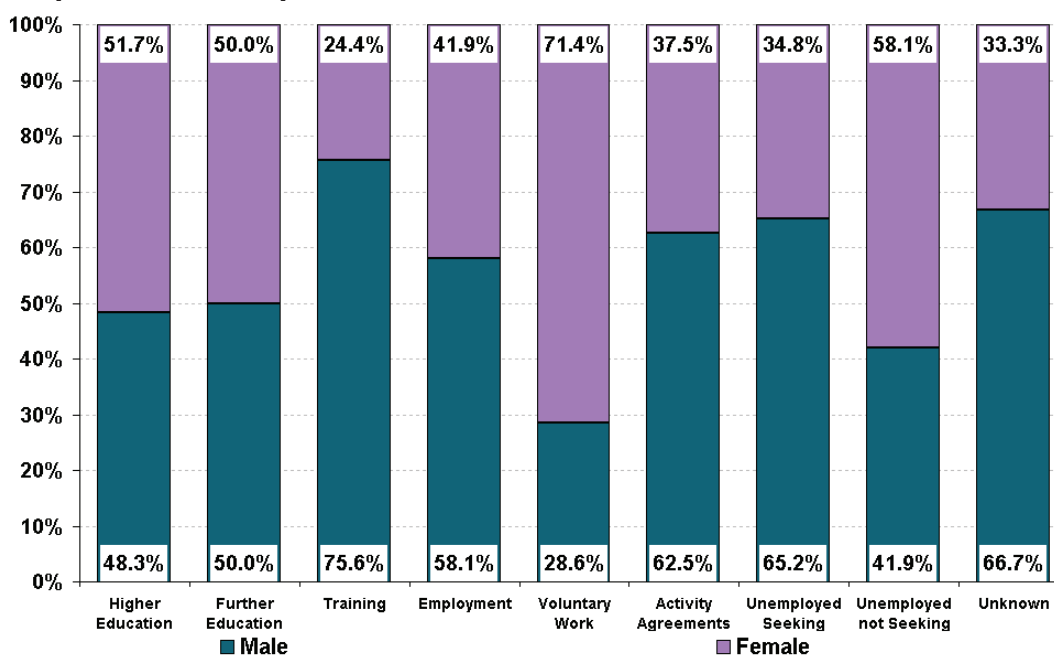
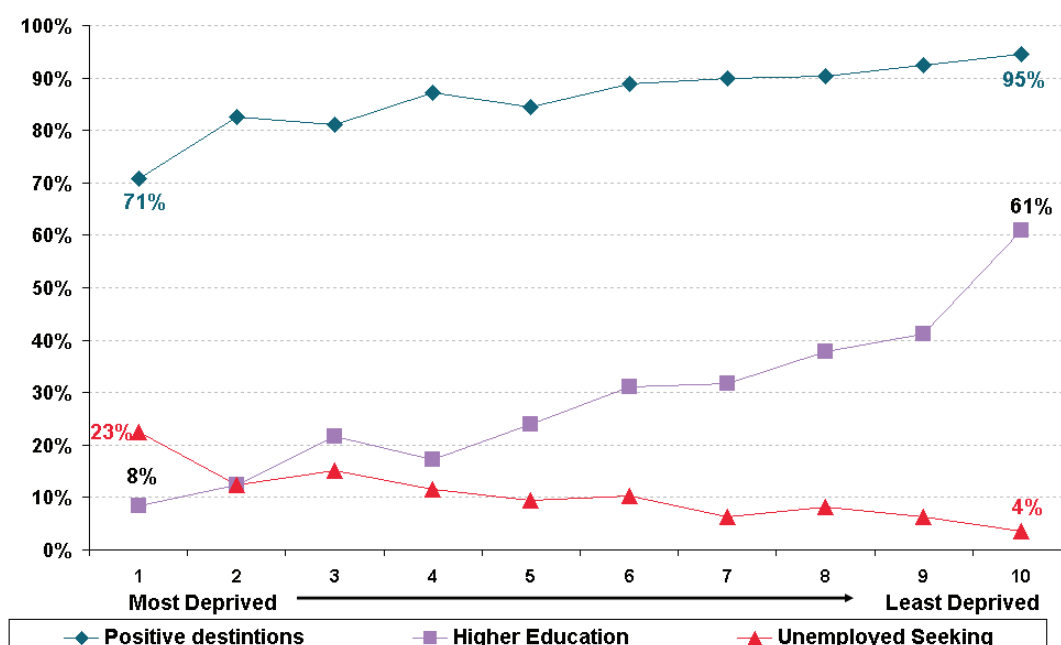


Table 9: Percentage Destinations by SIMD 2012

SIMD Decile ^{iv}	Most Deprived → Least Deprived										Not Known
	1	2	3	4	5	6	7	8	9	10	
Higher Education	8	13	22	17	24	31	32	38	41	61	0
Further Education	38	41	27	34	36	23	28	21	27	14	0
Training	4	6	6	3	3	2	3	1	0	1	0
Employment	18	21	25	31	19	31	25	28	24	19	0
Voluntary Work	1	0	0	0	1	1	1	1	0	0	0
Activity Agreement	2	3	1	2	1	1	1	1	0	0	0
Unemployed Seeking	23	13	15	11	9	10	6	8	6	4	0
U/E Not Seeking	5	3	3	1	3	0	3	1	1	1	0
Unknown	2	2	1	1	3	1	1	1	0	1	0
Positive Destinations	71	83	81	87	84	89	90	90	92	95	0
Total	120	160	153	157	96	116	79	135	252	550	0
% of Total Leavers	7	9	8	9	5	6	4	7	14	30	0

Graph 10: Percentage Positive, HE and Unemployed Seeking by SIMD 2012



The table and graph above attempt to show that where leavers live could have an affect on their destination on leaving school. For example,

- In general, leavers who live in the more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas. A similar percentage of leavers live in SIMD 1 and SIMD 8 but their positive outcomes vary by 19pp.
- Leavers who live in the less deprived areas are more likely to enter higher education in comparison to leavers who live in the more deprived areas. The proportion of leavers entering HE from SIMD 8 is 38% compared to the proportion of leavers in SIMD 1, 8%. The percentage of entrants to HE from SIMD 10 is 61%.
- Leavers from the more deprived areas are more likely to be unemployed seeking than leavers from the less deprived areas. Using SIMD 1, 23% of leavers become unemployed seeking compared to 8% from SIMD 8.

Table 11: School Leavers by Stage of Leaving

Stage of Leaving^v Destination	Statutory Summer Leaver %	Statutory Winter Leaver %	Post Statutory Leaver %
Higher Education	0.3	3.3	48.6
Further Education	42.1	25.5	21.6
Training	5.8	5.2	1.1
Employment	26.4	32.0	21.2
Voluntary Work	0.0	0.7	0.4
Activity Agreement	2.6	1.3	0.4
Unemployed Seeking	18.6	24.8	4.8
Unemployed Not Seeking	2.6	6.5	1.0
Unknown	1.6	0.7	0.9
Positive Destinations	77.2	68.0	93.4
Total Leavers	311	153	1,354
% of Total Leavers	17.1	8.4	74.5

- It can be noted that the majority of leavers had remained at school past their statutory leave date and this has had a positive impact on their progression from school. Leavers who stay on past their statutory leave date are more likely to progress to positive outcomes on leaving school with the highest proportion entering higher education (48.6%). Overall 93.4% of those who stay on at school past their statutory leave date enter a positive destination.
- Statutory winter leavers are the least likely to enter positive destinations with only 68.0% of leavers reported entering a positive outcome which is similar to last year. The highest proportion is reported in employment at 32%. Statutory winter leavers are almost five times more likely to be reported as unemployed seeking than a post statutory leaver.
- Two out of five statutory summer leavers entered further education (42.1%) and 77.2% entered positive destinations, a slight improvement on last year (71.5%). However, they were also three times as likely as post statutory leavers to be unemployed seeking.

Section 2: Positive Destinations

Section 2.1 Higher and Further Education

Higher Education (HE): This category includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. Leavers with a deferred, unconditional place in higher education have also been included in this year's figures.

Further Education (FE): This category includes leavers undertaking non advanced further education which is not higher education.

From those reported in the SLDR, 664 leavers entered higher education and 462 entered further education. Detailed analysis can be provided on 96.8% (1,090) of this cohort for whom we hold information on institution and course chosen. The analysis below is based on 648 HE and 442 FE students.

Table 12: HE by Institution Type

Institution	Total	%
University/HE College	438	68
FE College	193	30
Other ¹	17	3

¹ Other category includes Institutions Outwith Scotland and Other Learning Providers.

Table 13: HE Students by Institution^{vi}

Institution	Total	%
The Robert Gordon University	152	23
Aberdeen University	131	20
Edinburgh University	38	6
Strathclyde University	29	4
Glasgow University	19	3
Heriot Watt University	17	3
Stirling University	10	2
St Andrews University	7	1
Royal Conservatoire of Scotland	6	1
Edinburgh Napier University	5	1
Queen Margaret University Edinburgh	5	1
Other Learning Providers	20	3
Outwith Scotland	16	2
FE College	193	30

Only Institutions with 5 or more leavers have been displayed. All other institutions are captured under "Other Learning Providers".

Table 14: HE Students by FE Colleges

Institution	Total	%
Aberdeen College	188	97
Other Institutions / Learning Providers	5	3

Only Institutions with 5 or more leavers have been displayed. All other institutions are captured under "Other Institutions / Learning Providers".

Table 15: FE Students by FE Colleges

Institution	Total	%
Aberdeen College	428	97
Other Institutions / Learning Providers	14	3

Table 16: HE Course Information^{vii}

Course Area	Total	%
Engineering	115	18
Science & Mathematics	71	11
Arts & Social Sciences	60	9
Admin, Management & Business	52	8
Communications & Media	45	7
Law	44	7
Performing Arts	39	6
Health & Medicine	38	6
Computing & ICT	37	6
Art and Design	30	5
Finance	21	3
Hospitality, Catering & Tourism	18	3
Sport, Leisure & Sport Science	16	2
Construction	15	2
Animals, Land & Environment	12	2
Teaching	12	2
Social, Caring & Advisory	11	2
Languages	8	1
Other Course Information	4	1

Table 17: FE Course Information

Course Area	Total	%
Engineering	51	12
Hairdressing & Beauty	39	9
Social, Caring & Advisory	33	7
Art and Design	26	6
ASN Courses	26	6
Hospitality, Catering & Tourism	26	6
Admin, Management & Business	25	6
Sport, Leisure & Sport Science	25	6
Computing & ICT	24	5
Garage Services	24	5
General Education (Highers etc)	24	5
Performing Arts	22	5
Construction	21	5
Health & Medicine	21	5
Communications & Media	16	4
Arts & Social Sciences	15	3
Animals, Land & Environment	12	3
Science & Mathematics	8	2
Other Course Information	4	1

Only course areas with 5 or more leavers have been displayed above. All other course areas are captured under "Other Course Information".

Table 18: HE/FE Course Areas Combined

Course Area	Total	%	Course Area	Total	%
Engineering	166	15	Art and Design	56	5
Science & Mathematics	79	7	Hospitality, Catering & Tourism	44	4
Admin, Management & Business	77	7	Law	44	4
Arts & Social Sciences	75	7	Social, Caring & Advisory	44	4
Communications & Media	61	6	Sport, Leisure & Sport Science	41	4
Computing & ICT	61	6	Hairdressing & Beauty	40	4
Performing Arts	61	6	Other Course Information	182	17
Health & Medicine	59	5			

Only the top 14 course areas have been displayed above. All other course areas are captured under "Other Course Information".

Graph 19: Course Areas split by Gender

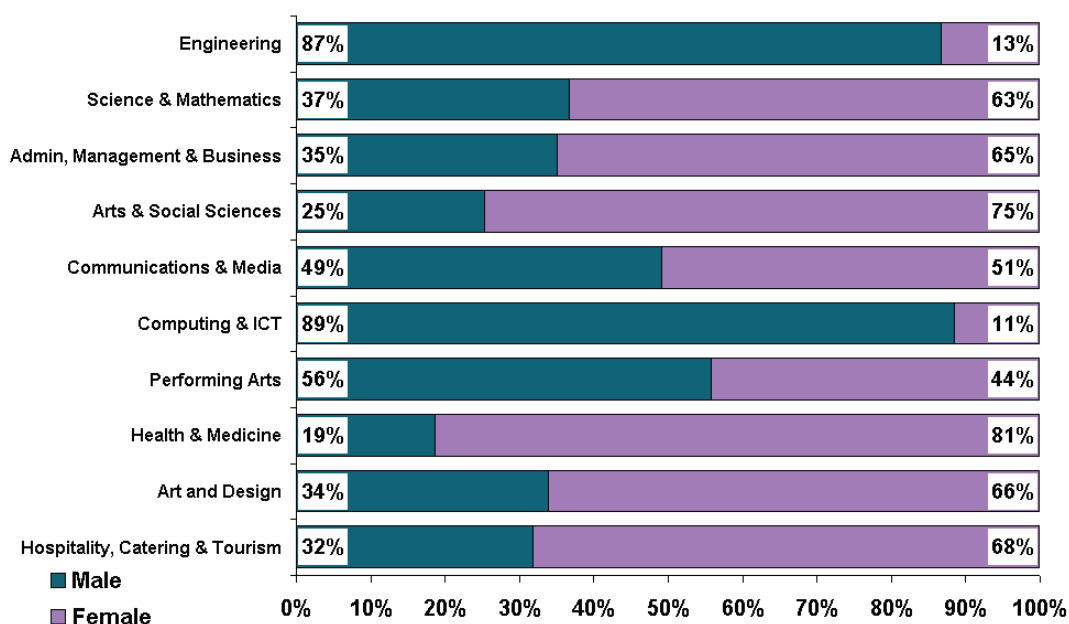


Table 20: Top HE/FE Course Areas (Female only)

Course Area	Total	%
Arts & Social Sciences	56	10
Admin, Management & Business	50	9
Science & Mathematics	50	9
Health & Medicine	48	9
Social, Caring & Advisory	42	8
Hairdressing & Beauty	39	7
Art and Design	37	7
Communications & Media	31	6
Hospitality, Catering & Tourism	30	5
Performing Arts	27	5
Law	24	4
Engineering	22	4
Animals, Land & Environment	17	3
General Education (Highers etc)	15	3
Other Course Information	67	12

Table 21: Top HE/FE Course Areas (Male only)

Course Area	Total	%
Engineering	144	27
Computing & ICT	54	10
Performing Arts	34	6
Construction	31	6
Communications & Media	30	6
Science & Mathematics	29	5
Admin, Management & Business	27	5
Sport, Leisure & Sport Science	27	5
Garage Services	23	4
Law	20	4
Art and Design	19	4
Arts & Social Sciences	19	4
ASN Courses	18	3
Finance	14	3
Other Course Information	46	9

Only the top 14 course areas have been displayed above. All other course area are captured under "Other Course Information".

- The course area with the highest percentage of leavers is Engineering. The gender split in this area shows that mainly males are choosing to study these subject with 87/13% split. The next course area with the greatest number of leavers is Science & Mathematics with more females entering this course area with the gender split being 63/37%.

- The course area entered by most females is Arts & Social Sciences with 56 leavers (10%) choosing this area. Admin, Management & Business and Science & Mathematics are 2nd and 3rd respectively. For males, Engineering was the course area entered by most with 144 leavers (27%) choosing this area. Computing & ICT was the second most popular area and Performing Arts was the third.

Section 2.2: Employment

Employment: This category includes those who are employed and who are in receipt of payment from their employers. It includes young people undertaking training in employment through Modern Apprenticeships. 418 young people entered employment and analysis can be provided on 96.9% (405) of those entering employment for whom we hold information about the occupational area entered.

Table 22: Top Occupational Areas

Occupational Area	Total	%	Occupational Area	Total	%
Hospitality & Catering / Travel & Tourism	83	20	Garage Services	11	3
Engineering	78	19	Armed Services & Security	10	2
Retail, Sales & Marketing	58	14	Finance	8	2
Construction	44	11	Sport & Leisure	8	2
Administration & Management	37	9	Transport & Distribution	6	1
Social & Caring Occupations	29	7	Computing & ICT	5	1
Hairdressing & Beauty	16	4	Other Occupational Areas	12	3

Table 23: Top Occupational Areas (Female only)

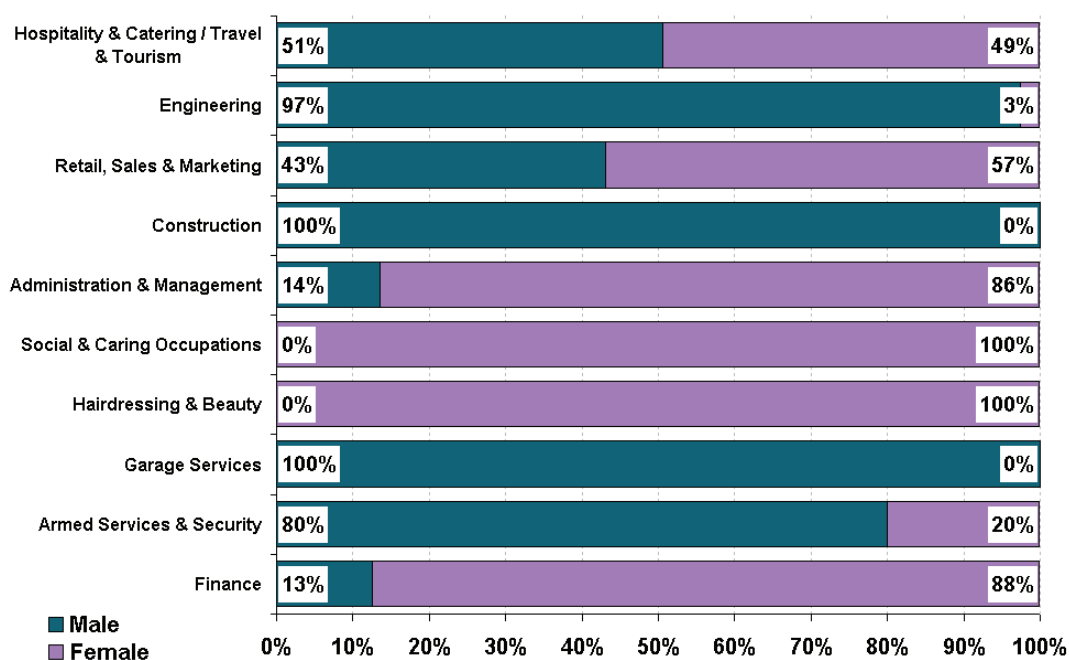
Occupational Area	Total	%
Hospitality & Catering / Travel & Tourism	41	24
Retail, Sales & Marketing	33	19
Administration & Management	32	19
Social & Caring Occupations	29	17
Hairdressing & Beauty	16	9
Finance	7	4
Other Occupational Areas	12	7

Table 24: Top Occupational Areas (Male only)

Occupational Area	Total	%
Engineering	76	32
Construction	44	19
Hospitality & Catering / Travel & Tourism	42	18
Retail, Sales & Marketing	25	11
Garage Services	11	5
Armed Services & Security	8	3
Sport & Leisure	6	3
Transport & Distribution	6	3
Administration & Management	5	2
Computing & ICT	5	2
Other Occupational Areas	7	3

Only occupational areas with 5 or more leavers have been displayed above. All other areas are captured under "Other Occupational Areas".

Graph 25: Occupational Areas split by Gender



- The area of employment entered by the most school leavers is Hospitality & Catering / Travel & Tourism which accounts for 20% of all leavers who take up employment. The gender split of this area is relatively even with a 51/49% split, with males being in the majority. The next two most popular employment areas for school leavers this year are Engineering (19%) followed by Retail, Sales & Marketing (14%).
- When examining occupational areas by gender we see that the top three areas for females are Hospitality & Catering / Travel & Tourism, Retail, Sales & Marketing and Administration & Management. With males, the top three areas are Engineering, Construction and Hospitality & Catering / Travel & Tourism.
- 32% of male leavers who enter employment enter Engineering occupations, which equates to 76 leavers. 24% of female leavers enter Hospitality & Catering / Travel & Tourism occupations, which is the equivalent of 41 leavers.
- There is a gender imbalance in some occupational areas entered by school leavers. The areas of Engineering (97%), Construction (100%) and Garage Services (100%) are dominated by males, whereas Social & Caring occupations (100%) and Hairdressing & Beauty (100%) are female dominated.

Section 3: Other Destinations

School leavers who do not achieve a positive destination on leaving school are key customers for Skills Development Scotland and our partner organisations. The SLDR is a snapshot in time and should only be used as an indicator.

Unemployed and seeking employment or training: This category includes those who are in contact with SDS and are known by them to be seeking employment or training. This is based on regular contact between SDS and the customer. This does not refer to the definition of 'unemployed' used by the Department for Work and Pensions (DWP) to calculate published unemployment rates. This group also included some of those individuals undertaking personal skills development^{viii}.

Unemployed and not seeking employment or training: This category includes all those individuals who are not seeking employment or training for a range of reasons. These individual circumstances may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

Unemployed Seeking Leavers

The table provides a comparison of the percentage of unemployed seeking customers with specific characteristics as opposed to the rate of the full SLDR cohort.

Table 26: Unemployed Seeking Leaver Characteristics

Unemployed Seeking Leaver Characteristics	% of Full SLDR	% of Unemployed Seeking
Gender		
Male	53	65
Female	47	35
Stage of Leaving		
Statutory Summer Leaver	17	36
Statutory Winter Leaver	8	24
Post Statutory Leaver	74	40
SIMD Decile (SIMD 2012)		
1 (most deprived)	7	17
2	9	12
3	8	14
4	9	11
5	5	6
6	6	7
7	4	3
8	7	7
9	14	10
10 (least deprived)	30	12
Unknown	0	0

Data & percentages based on less than 5 leavers are suppressed due to disclosure reasons. Totals may not equal 100% due to rounding

- Statutory winter leavers represent only 8% of the whole SLDR cohort but are disproportionately represented within the leavers reported as unemployed seeking at 24%. A similar situation is evident for statutory summer leavers with 17% and 36% respectively.
- Although male leavers account for 53% of the leaving cohort, they account for almost 65% of leavers reported as unemployed seeking. Female leavers account for 47% of the leaving cohort with 35% of them being reported as unemployed seeking.

Table 27: Unemployed Seeking Leavers by Intermediate Data zone

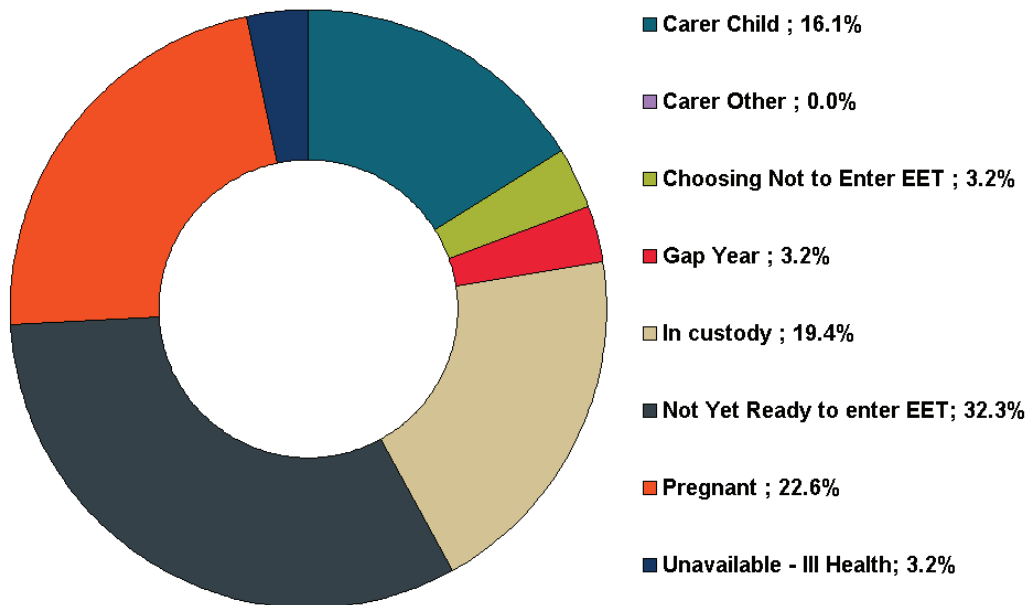
There were 161 leavers from Aberdeen City Council secondary schools who were reported as unemployed seeking in the SLDR. By using postcode and SDS centre, we were able to identify that, at the snapshot 14 of these leavers were living outside the local authority area, however, a further 12 unemployed seeking school leavers from other local authority schools were now residing within Aberdeen City Council boundaries. By using postcodes we were able to identify areas within the authority where unemployed school leavers were living. The analysis below is based on 159 leavers residing in the authority who could be mapped to an intermediate data zone based on their postcode. The table below shows the intermediate data zones with the highest percentage of unemployed leavers.

Intermediate Data zone ^{ix}	Total	%
Heathryfold and Middlefield	16	10
Torry East	13	8
Torry West	10	6
Northfield	9	6
Stockethill	7	4
Bucksburn North	5	3
City Centre	5	3
Cummings Park	5	3
Garthdee	5	3
Mastrick	5	3
Oldmachar East	5	3
Summerhill	5	3

Unemployed NOT Seeking Leavers

There were 31 school leavers within this category. The highest proportion of leavers reported as unemployed not seeking are those who are not yet ready to enter education, employment or training (32.3%). This is followed by those who are pregnant (22.6%).

Graph 28: Individual Circumstances of those Unemployed NOT Seeking



Unknown Leavers

There were 18 school leavers whose destination was unknown at the time of SLDR.

Section 4: Percentage Destinations by School

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Not Known (%)	Positive (%)
Aberdeen Grammar School	200	62.0	15.5	0.0	16.0	0.5	0.5	3.0	1.5	1.0	94.5
Bridge Of Don Academy	143	39.2	17.5	2.1	28.7	0.7	1.4	8.4	0.0	2.1	89.5
Bucksburn Academy	109	14.7	42.2	2.8	29.4	0.0	0.9	8.3	0.9	0.9	89.9
Cults Academy	199	61.8	18.1	1.0	14.6	1.0	0.0	2.0	1.0	0.5	96.5
Dyce Academy	97	35.1	33.0	0.0	20.6	1.0	1.0	6.2	0.0	3.1	90.7
Harlaw Academy	161	44.1	23.0	0.6	23.6	0.0	0.0	7.5	1.2	0.0	91.3
Hazlehead Academy	182	30.8	30.8	5.5	19.8	0.0	1.1	9.9	1.1	1.1	87.9
Kincorth Academy	131	24.4	24.4	3.8	33.6	0.0	0.8	10.7	1.5	0.8	87.0
Northfield Academy	118	5.1	29.7	0.8	35.6	0.8	0.8	22.9	4.2	0.0	72.9
Oldmachar Academy	198	50.5	16.7	1.5	24.7	0.5	0.5	4.0	0.5	1.0	94.4
St Machar Academy	175	17.1	32.6	5.7	21.7	0.0	2.9	13.7	4.6	1.7	80.0
Torry Academy	105	15.2	40.0	2.9	16.2	0.0	1.0	20.0	4.8	0.0	75.2
Aberdeen City Council	1,818	36.5	25.4	2.3	23.0	0.4	0.9	8.9	1.7	1.0	88.4

Report Section 2: National Training Programme Results Apr-Dec 2012

Individuals in the Aberdeen City Council area had access to all our National Training Programmes including: Modern Apprenticeships (MA), Skillseekers (SS), Get Ready for Work (GRfW), including Lifeskills, Training for Work (TfW) and Targeted Pathways.

New Starts created between 1st April 2012 and 28th December 2012			
Training Programme	Local Authority Area based on Trainee Address (Employer address is within or out with Local Authority Area)	Local Authority Area based on Employer address (Trainee address is out with Local Authority Area)	Starts by Local Authority Area
MA 16-19	382	213	595
MA 20-24	214	80	294
MA 25+	115	73	188
Total	711	366	1,077
GRFW	101		101
Lifeskills	25		25
Total	126		126
TFW	44		44
Total New Starts	881	366	1,247

In Training as at 28th December 2012			
Training Programme	Local Authority Area based on Trainee Address (Employer address is within or out with Local Authority Area)	Local Authority Area based on Employer address (Trainee address is out with Local Authority Area)	In Training by Local Authority Area
MA 16-19	952	595	1,547
MA 20-24	320	128	448
MA 25+	389	142	531
Skillseekers	0	0	0
Targeted Pathways	0	0	0
Total	1,661	865	2,526

In Training as at 28th December 2012 (cont)			
Training Programme	Local Authority Area based on Trainee Address (Employer address is within or out with Local Authority Area)	Local Authority Area based on Employer address (Trainee address is out with Local Authority Area)	In Training by Local Authority Area
GRFW	33		33
Lifeskills	7		7
Total	40		40
TFW	3		3
Total In Training	1,704	865	2,569

Positive Outcomes achieved between 1st April 2012 and 28th December 2012			
Local Authority is based on Trainee Address (Employer address is within or out with Local Authority Area)			
Type of Achievement	Total	Leavers	Achievement Rate (%)
MA 16-19 - Achievement of MA	283	434	65.2
MA 20-24 - Achievement of MA	71	92	77.2
MA 25+ - Achievement of MA	115	191	60.2
Skillseekers - Achievement of VQ	1	1	100.0
Targeted Pathways - Outcome	2	1	200.0
Achievement rate is the achievements divided by the leavers displayed as a percentage			
Total	472	719	65.6
GRFW & Lifeskills - Job Outcome	29		
GRFW & Lifeskills - Progression from GRFW to MA	12		
GRFW & Lifeskills - Progression from Lifeskills to GRFW	7		
GRFW & Lifeskills - Progression into Full-time education	7		
<i>GRFW & Lifeskills - Sustained Job</i>	14		
Achievement rate includes the job outcome, progression to mainstream and the progression to full time education divided by the total leavers displayed as a percentage			
Total (excluding GRFW Sustained Jobs)	69	109	50.5

Positive Outcomes achieved between 1 st April 2012 and 28 th December 2012 (cont)			
Type of Achievement	Total	Leavers	Achievement Rate (%)
TFW - Job Outcome	23		
TFW - Self Employment Outcome	0		
TFW - Retention in employment *(see definition)	7		
TFW - VQ 2 Outcome Payment	0		
TFW - Other Approved Qualification	10		
Achievement rate includes the job outcome and self employment outcome divided by the total leavers displayed as a percentage			
TFW Total	40	54	42.6

Total Achievements	581		
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Definitions:

TFW – Retention in Employment: A Retention in Employment Outcome can be claimed for the same trainee if they are in employment, but not necessarily the same job, 12 weeks after the first job has commenced, for a minimum period of 1 week (the qualifying period for achievement does not apply where the trainee is still employed by the first employer).

TFW – Sustained Job: For trainees who started prior to 1st April 2010 only – a Sustained Job Outcome can be claimed if the trainee is in employment 26 weeks after the first date of employment.

Report Section 3: Characteristics of 16 – 19 Unemployed Seeking

The information that follows relates to 16 – 19 year olds recorded as being unemployed on the SDS customer records system. The extract was taken on Monday 11th February 2013 and relates to individuals who had been in contact with us during the last eight weeks or we have been notified by partners that the individual is unemployed.

Therefore, this information may differ when compared to that of the Department for Work and Pensions, especially for the 18/19 year old age groups. We are working with DWP to close the information gap on 18/19 year olds.

Unemployed Table 1: Unemployed Seeking, by gender & age

Age Group	No. Male	%	No. Female	%	Total	% Age
15/16	59	56	47	44	106	36
17	67	66	34	34	101	34
18	40	68	19	32	59	20
19	18	62	11	38	29	10
Total	184	62	111	38	295	

Due to rounding totals may not equal 100.

Individuals will enter and leave the unemployed group as their circumstances change, for instance, **49% (145)** of those within the current unemployed seeking cohort had secured at least one positive destination since leaving school.

The unemployed group is fluid and table 2 provides an overview of the period of time customers have been recorded as unemployed seeking based on the start date of the newest unemployed seeking status.

Please note, we may have supported a customer for a period of time as unemployed seeking but after 8 weeks of non contact we would update their destination to unknown. If we subsequently make contact with a customer, a new unemployed seeking status would be recorded. The duration in table 2 is measured from the newest point of contact.

Unemployed Table 2: Unemployed Seeking, by age & duration of current unemployed status

Age Group	0-3 months	3-6 months	6-12 months	> 12 months	Total
15/16	91	10	5	0	106
17	76	12	11	2	101
18	46	5	7	1	59
19	22	3	2	2	29
Total	235 (80%)	30 (10%)	25 (8%)	5 (2%)	

Due to rounding totals may not equal 100.

By comparison, table 3 is based upon the last participation recorded on our client management system. Participation includes school, further education, higher education, national training programmes (MA, Skillseekers, GRfW, TfW, etc), employment, activity

agreement or voluntary work. The duration has been calculated from the end date of the last known positive destination to the date of the extract. If no positive destination has been recorded on our client management system then the duration has been calculated from the statutory school leaving date of the customer.

Unemployed Table 3: Unemployed Seeking, by age & duration since last positive status

Age Group	0-3 months	3-6 months	6-12 months	> 12 months	Total
15/16	63	22	20	1	106
17	18	28	29	26	101
18	8	8	19	24	59
19	6	2	5	16	29
Total	95 (32%)	60 (20%)	73 (25%)	67 (23%)	295

Due to rounding totals may not equal 100.

Using customer postcodes we can map information about the unemployed seeking cohort by SIMD decile and intermediate data zones as in Table 4 and 5 below:

Unemployed Table 4: Unemployed Seeking by SIMD 2012 Ranking

SIMD Decile (2012)	Most Deprived → Least Deprived										Not Known
	1	2	3	4	5	6	7	8	9	10	
	42	50	57	40	23	20	7	12	19	20	5
	14%	17%	19%	14%	8%	7%	2%	4%	6%	7%	2%

Unemployed Table 5: Unemployed Seeking by Intermediate Datazone

Intermediate Data zone	Total	%
Torry East	28	9
Heathryfold and Middlefield	27	9
Northfield	23	8
Garthdee	17	6
Mastrick	14	5
Torry West	14	5
City Centre	10	3
Sheddocksley	10	3
Bucksburn North	8	3
Cummings Park	8	3

Background Notes

i **Positive Destinations:** Positive Destinations have been defined by Scotland Performs in relation to the National Indicator - "Increase the proportion of young people in learning, training or work". As from 2010/11, activity agreements became a separate position destination category.

Higher Education: This category includes all leavers who have entered University to study at degree level, or an FE/HE college to study at HNC/HND level. Leavers with a deferred, unconditional place in higher education have also been included in this category.

Further Education: This category includes all leavers who are studying at a non-advanced level and are not on a school roll e.g. National Qualifications, Access courses, portfolio preparation, pre-vocational courses or Highers or A Levels.

Training: This category includes leavers who are on a training course and in receipt of an allowance. This includes those participating in the SDS funded Targeted Pathways to Apprenticeships, Get Ready for Work or Lifeskills programmes. It also includes those participating in placements through the community jobs fund. In addition, leavers who are in receipt of an allowance and the programme they are participating in, is not funded by SDS e.g. vocational programmes funded by local authorities or third sector organisations.

Employment: This category includes leavers who are employed and are in receipt of payment from their employers. It includes those undertaking formal training whilst in employment funded through modern apprenticeships. It also includes those who are Self Employed and those working on a part-time basis (less than 16 hours) who regard this employment as their main destination, irrespective of the hours worked.

Voluntary Work: This category includes leavers who are undertaking voluntary work, defined as those choosing to give time or energy to something that is of benefit to others or a cause e.g. an individual (not family), an organisation or the environment. An individual who is volunteering won't be getting paid but may be given an allowance or expenses. This can include individuals who are volunteering at home or abroad.

Activity Agreement: includes those leavers where there is an agreement between the young person and a trusted professional that the leaver will take part in a programme of learning and activity which helps them become ready for formal learning or employment. This is based on SDS's knowledge of participation rates and may not match similar data held by local authorities who have the lead delivery role activity agreements.

ii **Percentage point(s)** has been abbreviated to pp throughout this document.

iii **Unemployed Seeking:** this category includes those who are in contact with SDS and are known by them to be seeking employment or training. This is based on regular contact between SDS and the customer. This does not refer to the definition of 'unemployed' used by the Department for Work and Pensions to calculate published unemployment rates. This group also included some of those individuals undertaking personal skills development.

iv **The Scottish Index of Multiple Deprivation (SIMD):** SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. SDS uses a file created by Scottish Neighbourhood Statistics to identify SIMD based on an individual leaver's postcode. The leaver's postcode is based on the last known address of the leaver as recorded on our client management system. As the last known postcode is used it may be that a leaver from one local authority was living in another local authority at the time of the return. Therefore, the SIMD relates to where a leaver was living at the point of the return and not the concentration of SIMD within a local authority. The Scottish Government has a useful tool that helps identify SIMD areas:
<http://www.scotland.gov.uk/Topics/Statistics/SIMD/SIMDInteractive>.

v **Stage of Leaving:** A statutory summer leaver is a school leaver who chose to leave school at the earliest opportunity when they became eligible to leave school i.e. their 16th birthday fell on or between 1st March and 30th September in their year of leaving. A statutory winter leaver is a school leaver who chose to leave school at the earliest opportunity when they became eligible to leave school i.e. their 16th birthday fell between 1st October and the last day in

February. A post statutory leaver is a school leaver who chose to remain at school passed their statutory leave date e.g. a winter leaver who would have been eligible to leave at the winter leave date but choose to remain at school until the summer leave date. Included in this group are leavers who have passed their statutory leave date and have left school at any stage throughout the year.

^{vi} **Institutions:** through our follow up of leavers, SDS confirm Further and Higher Education destinations and as part of the SLDR process we request further information about the institution a leaver is attending. This is not a mandatory requirement and the information displayed is based on the recorded detail on the SDS customer records system and is provided as a guide only. As part of our data sharing processes with Further Education colleges we may receive enrolment detail directly from a college, however, it should be acknowledged that this may not be available for the initial SLDR due to timing. Therefore, the detail provided in this report may not fully match that held on institutions own MIS systems. Those leavers recorded in a Higher Education destination and their recorded institution was one of the colleges and research institutions that make up The University of the Highland and Islands their institution was updated to the UHI. However, Further Education destinations have been reported using the college description, where available.

^{vii} **Course Information:** through our follow up of leavers, SDS confirms Further and Higher Education destinations and as part of the SLDR process we request further information about the course a leaver is attending. This is not a mandatory requirement and the information displayed is based on the recorded detail on the SDS customer records system and is provided as a guide only. Where gathered, SDS staff record the actual course name, unfortunately, this is not contained within a searchable/reportable field within our current MIS system. Based on their interpretation, staff translate the course detail into predefined groupings. It is possible that courses are not an exact fit to one of the categories or could be shown in different categories e.g. psychology may be defined within arts and social science or within science and mathematics. There are other examples such as event management which could be placed within hospitality, catering and tourism or within administration and management depending upon interpretation.

^{viii} **Personal Skills Development:** this status includes leavers who participate in learning opportunities/personal and social development activities with the aim of improving their confidence and employability. These programmes can be viewed as a stepping stone to a positive destination. The programmes may be delivered by community learning and development or third sector organisations. For the 2011/12 SLDR return, SDS provided the individual level detail of all recorded PSD statuses to the Scottish Government's Education, Information and Analytical Services: Schools Unit. They returned the official SLDR destination mapping to SDS on an individual programme by programme basis and this mapping has become the blueprint for this year's mapping.

^{ix} **Intermediate Data zone Geography:** The data zone is the key small area statistical geography in Scotland. The intermediate geography is built up from data zones and can be used to disseminate statistics that are not suitable for release at the data zone level. Due to the small number of individuals it has been decided to use the intermediate level geography. There are 1,235 intermediate zones in Scotland, containing on average 4,000 household residents and these have been designed to respect local authority boundaries as at 2001 Census.

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Roots of Empathy
REPORT NUMBER:	ECS/13/039

1. PURPOSE OF REPORT

The purpose of the report is to bring to the attention of the committee the Roots of Empathy Programme that has been running in the Northfield area; the outcomes of an "Evaluation of the Roots of Empathy Programme by North Lanarkshire Psychological Service"; and to seek endorsement for the role out of the Roots of Empathy Programme in other City Council schools.

2. RECOMMENDATION(S)

It is recommended that the Committee

- a) Note the progress of the programme in Aberdeen to date.
- b) Note the positive evaluation of the programme in North Lanarkshire.
- c) Instruct officers to role the initiative out to further schools in Aberdeen in the St Machar and Torry ASGs.
- d) Instruct officers to identify a suitable budget source for the backfill costs.

3. FINANCIAL IMPLICATIONS

Action for Children has successfully secured money from the Scottish Government which will cover the licence fee costs and initial training costs for the programme in 2013/14.

During 2011/12 and 2012/13 the programme has been delivered by trained practitioners employed by Action for Children and Aberdeen City Council. The Aberdeen City Council practitioners are staff within the City

Council's Childcare Service. To date, these staff have been delivering the programme within their allocated contractual hours.

To roll the programme out wider will require adequate resourcing to backfill proportions of the substantive posts of the practitioner while they are preparing for and delivering the programme.

The cost of staff hours for delivering the programme within each class is approximately £1000. This is based on 27 sessions x 2 hours x £18.50 (G12 hourly rate plus on-costs); 16 hours of training; plus travel expenses of £130. (Note: these costs are for Aberdeen City Council staff only. There are also currently 6 Action for Children staff which are funded through Action for Children.)

If the seven Aberdeen City Council practitioners were to deliver to 12 classes this would cost around £12,000 per annum.

4. OTHER IMPLICATIONS

Staffing Implications

Releasing the practitioners from their substantive rolls requires backfilling to ensure that the quality requirements of other aspects of the childcare service are not reduced.

5. BACKGROUND/MAIN ISSUES

5.1 About Roots of Empathy

Founded in Canada in 1996, Roots of Empathy (ROE) is a classroom based, social and emotional programme. It aims to promote emotional competence and development of empathy in primary school children. The programme is delivered by a trained ROE instructor and consists of nine themes which are delivered across the school year.

The programme involves a baby and parent. The baby has a core role within the programme and is considered the 'teacher'. The instructor guides the class to observe and raise awareness of the baby's development, the relationship with their parent and subsequent attachment.

Action for Children, one of the UK's largest charities, is the 'Lead Agency' for Roots of Empathy in Scotland and has been successful in securing funding from the Scottish Government over the last 3 years to fund the training, mentoring and license fee costs for the roll out of the programme in Scotland.

In Aberdeen, the programme was first piloted in Northfield schools in the 2011/12 academic session as part of the Total Place project. The

programme in Aberdeen is a partnership initiative and is delivered by staff from both Aberdeen City Council and Action for Children. Initial feedback from the programme in Aberdeen was hugely positive, from the perspective of the school children; babies and parents; school teachers; and practitioners.

5.2 Evaluation of the Roots of Empathy programme in North Lanarkshire

Root of Empathy (RoE) has been delivered in North Lanarkshire Council areas in 2010. Research evaluation of RoE began in August 2011 with 795 participants including control groups.

The evaluation sought to assess impact of the programme on:

- Empathy
- Prosocial Behaviour
- Anger management/ aggression
- Wellbeing
- Class climate

The Executive Summary of the evaluation is attached at Appendix A.

In summary the following impacts were found:

- **Empathy** – overall a positive impact for the RoE pupils in cognitive empathy (distinction between self and another), and emotional empathy (feeling with another). The control group decreased during the assessment period on both cognitive empathy and emotional empathy.
- **Prosocial behaviour** – overall a positive impact on teacher rated prosocial behaviours was found with the RoE group increasing and the control group decreasing.
- **Anger Management/ Aggression** – overall a positive impact was found for RoE pupils who decreased in inhibition (turning emotion inward), compared to control pupils who increased during the evaluation period. The RoE pupils were also found to decrease in aggressive behaviours. There was also a positive impact for RoE pupils in total difficulties (sum of emotional symptoms, conduct problems, hyperactivity and peer problems), compared to control pupils who increased in their total difficulties.
- **Knowledge of Infant Development** – It was clear from the evaluation that RoE pupils had a greater understanding of infant development, particularly around the specific themes that are taught as part of the programme.
- **Recognition of Emotions** – it was clear that RoE pupils had a greater understanding of recognition of emotions, particularly around the specific teaching from the RoE lesson aims and outcomes.

The conclusion of the evaluation includes the following:

“when implemented within a Scottish Local Authority context, RoE was found to have a positive impact on pupils taking part in the programme compared to pupils in the control group.”

“Overall data showed RoE pupils to increase in empathy (cognitive and emotional) and prosocial behaviour compared to control pupils who decreased on these outcomes. RoE pupils decreased in inhibition and total difficulties and control pupils increased on these outcomes. Video observations showed an increase in empathetic behaviours and a decrease in aggressive behaviours.”

It is noted that this recent evaluation supports and builds on previous research of the RoE programme.

5.3 Current Position in Aberdeen

Now in its second year in Aberdeen, the programme is being delivered in 10 classes in the following Northfield schools:

Current Programme 2012-13		
Name of School	Class	Class
Heathryburn School	P3	P3/4
Bramble Brae School	P3	P2
Holy Family RC School	P2/3	
Manor Park School	P3	
Muirfield School	P3	
Quarryhill School	P3	
Westpark School	P3	P2/3

The annual programme will culminate in a Baby Celebration Event in June 2013, during which all of the participating babies and parents will participate in a celebration event at which some of the participating school children will talk about their wishes for the future of the babies.

Looking forward, it is planned to extend the programme to other areas in the city. Although there are currently only 13 trained instructors in the city, it may be possible for these instructors to deliver the programme to more than one class (if resource can be secured to backfill the time from their substantive posts.) In addition to this, while there are no additional training spaces allocated to Aberdeen City Council staff for this year, if, due to drop outs from other Local Authorities, additional training spaces become available, these will be offered to Aberdeen City Council staff.

It is recommended that in 2013/14 the programme covers all new P3 classes within the Northfield ASG (except those classes which have already received the programme in P2); and additional P3 classes within Primary Schools in the Torry and St Machar ASGs. It is planned that the programme is extended to cover 18 classes throughout the city (6 delivered by Action for Children staff and 12 by Aberdeen City Council staff).

6. IMPACT

Corporate – This report relates to ‘Aberdeen – the Smarter City’

- We will work with our partners to seek to reduce the levels of inequality in the city.
- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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
- Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs

Public - This report may be of interest to members of the public with primary school age children.

7. MANAGEMENT OF RISK

Potential risks of the programme are considered and addressed through regular team meetings.

8. BACKGROUND PAPERS

9. REPORT AUTHOR DETAILS

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Roots of Empathy
Racines de l'empathie

Evaluation of the Roots of Empathy Programme by North Lanarkshire Psychological Service Executive Summary



Executive Summary: Evaluation of the Roots of Empathy programme delivered in North Lanarkshire by Action for Children.

About Roots of Empathy

Founded in Canada in 1996, Roots of Empathy (ROE) is a classroom based, social and emotional programme. It aims to promote emotional competence and development of empathy in primary school children. The programme is delivered by a trained ROE instructor and consists of nine themes which are delivered across the school year. The baby is central to the delivery of the ROE programme and is considered the 'teacher'. The instructor guides the class to observe and raise awareness of the baby's development, the relationship with their parent and subsequent attachment. In order to ensure all areas of the ROE curriculum are covered instructors are required to deliver certain aims within each lesson, which vary in content and quantity. The fidelity of the programme is essential to ROE to ensure that all children receive the maximum benefit from the programme.

In Autumn 2010, Action for Children, one of the UK's largest charities, became the 'Lead Agency' for Roots of Empathy in Scotland and piloted the programme in partnership with North Lanarkshire Council, with funding from Scottish Government's Community Safety Unit. This was the first time the Roots of Empathy programme was delivered on mainland Britain. Following the positive feedback from the pilot year, Action for Children Scotland secured funding through the Early Years Early Action Fund from Inspiring Scotland in 2011 to roll out Roots of Empathy to an additional 15 areas across Scotland in partnership with Local Authority colleagues.

Evaluation of the Roots of Empathy programme

ROE was introduced to schools in North Lanarkshire Council area in two Phases. In 2010, eight schools (Phase 1) were introduced to ROE and the following year nine schools (Phase 2) were introduced to the programme. The research evaluation of ROE in North Lanarkshire began in August 2011 with new classes in all schools (Phase 1 and 2) taking part (17 experimental schools, 19 classes and 17 control schools, 18 classes), with 785 participants. The programme was delivered by staff from Action for Children and North Lanarkshire Council.

At the beginning and end of the ROE programme in academic session 2011/2012 participants completed various questionnaires to assess a number of areas: empathy, prosocial behaviour, anger management/aggression, wellbeing and class climate. Pupils also participated in a group task which examined knowledge of infant development and recognition of emotions. Class teachers completed questionnaires measuring pupils' prosocial behaviours and total difficulties as well as their perception of class climate.

Video observations were carried out in three Phase 2 schools of differing deprivation levels. Groups of four pupils were observed five times throughout the ROE programme. Empathic, prosocial and aggressive behaviours were investigated for each child.

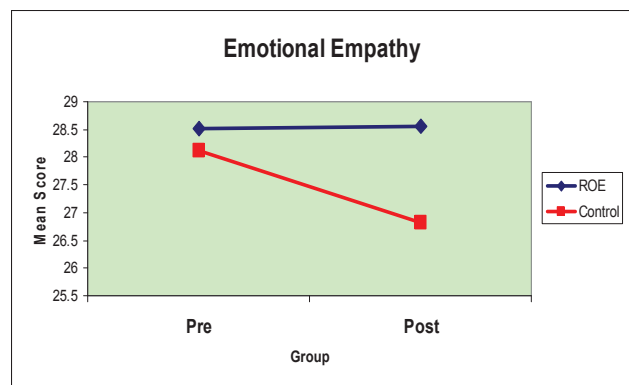
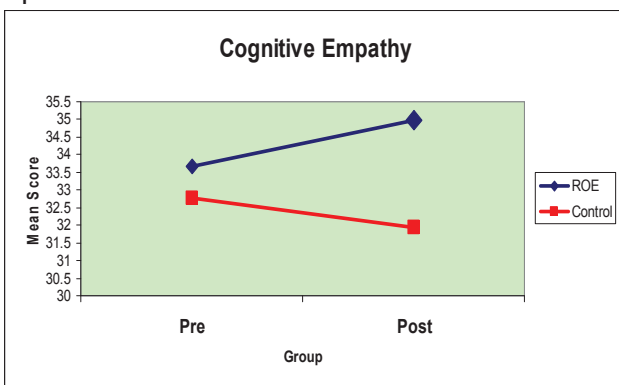
Programme fidelity was measured through ROE instructor diaries which recorded how complete aims were for each theme. Instructors also recorded dates for each lesson and their comments on the diaries. ROE class teachers and Head Teachers were also asked for their comments on the programme and the research procedure. Social and emotional programmes which ROE and control schools were participating in throughout the school year were also recorded by class teachers as this may have had an impact on the results.

Results

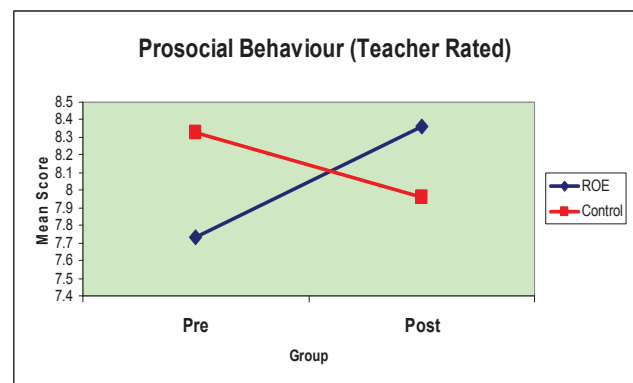
Questionnaire data was initially analysed by Phase (Phase 1 & 2 together and Phase 1 and Phase 2 separately). Further analysis compared: Phase 1 vs. Phase 2 (Phase), P4 vs. P5 (primary stage), high deprivation vs. low deprivation (deprivation level), boys vs. girls (gender) and having younger children in the household vs. being a lone child. Pupil data from the group task was analysed by coding into themes and comparing specific answers. Programme fidelity was measured: in Phase 1 92% of aims were fully complete and in Phase 2 93% of aims were fully complete. Most instructors doubled up at least two lessons throughout the programme, with only two classes not having any combined lessons (Phase 1).

A positive impact was found in the following outcomes:

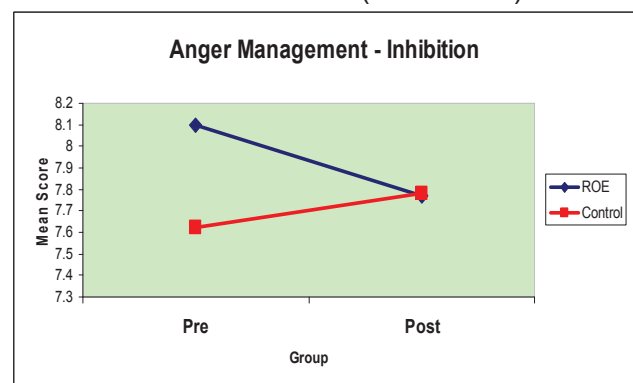
Empathy: Overall a positive impact was found for the ROE pupils who increased in cognitive empathy (distinction between oneself and another) and emotional empathy (feeling with another), as measured by pupil self reports, compared to the control pupils who decreased on these subscales. When Phases were analysed separately significant differences between ROE and control pupils were only found in Phase 2; ROE increased in cognitive and emotional empathy and sympathy compared to the control group who decreased on these subscales. Video observations (in Phase 2) also identified an increase in empathic behaviours.



Prosocial behaviour: Overall a positive impact on teacher rated prosocial behaviours was found, with the ROE group increasing and the control group decreasing. These findings were also evident when Phases were examined individually.



Anger Management/Aggression: Overall a positive impact was found for ROE pupils who decreased in inhibition (turning emotion inward), as rated by pupil self report, compared to control pupils who increased. When Phases were analysed separately significant differences between ROE and control were only found in Phase 1, with ROE pupils decreasing in inhibition and emotion regulation and control pupils increasing in both subscales. Video observations (in Phase 2) identified a decrease in aggressive behaviours. A positive impact was also found for ROE pupils in total difficulties (sum of emotional symptoms, conduct problems, hyperactivity and peer problems subscales of the SDQ) as rated by teachers. Overall ROE pupils decreased in total difficulties compared to control pupils who increased. When analysed separately, only Phase 1 pupils showed a significant difference between ROE and control, with control pupils increasing significantly more in total difficulties.



Knowledge of Infant Development: Across the three questions asked it was clear ROE pupils had a greater understanding of infant development, particularly around the specific teachings from the ROE lesson aims and outcomes. Differences were also noted in the language used by the ROE group compared to the control group which highlighted a greater understanding of knowledge of infant development. Specific learning from the ROE lesson aims and outcomes was displayed in responses given by the ROE group for each question:

“What are some ways that babies can get hurt?”: lying a baby on its stomach to go to sleep, brain damage (from shaking), strangled in blind cord, baby gate, parent drinking when pregnant and smoking next to baby.

“What are some ways that babies can learn?”: if you love them it will make their brain grow, baby can learn through ROE and using senses.

“What are some ways to keep babies safe?”: don't shake a baby, keep baby with you, protect the baby's head, put to sleep on back, don't drink and don't smoke.

Recognition of Emotions: Across the two questions asked it was clear ROE pupils had a greater understanding of recognition of emotions particularly around the specific teaching from the ROE lesson aims and outcomes. Differences were also noted in the language used by the ROE group compared to the control group which highlighted a greater understanding of recognition of emotions. Specific learning from the ROE lesson aims and outcomes were displayed in responses given by the ROE group for each question:

“What are some reasons that this baby cries?”: shaking a baby, mum taking drugs/alcohol when pregnant, needs love, needs a hug, needs put to sleep and changes to routine i.e. “different schedule (milk at different times)”.

“What things can you do to help a baby who is crying?”: soothing the baby, learning the baby's crying tones, giving the baby love, giving the baby a soft blanket (“transitional object”), routine (“using a timer to know when the baby's feed is due”),

Further analysis was conducted to compare: Phase 1 vs. Phase 2 (Phase), P4 vs. P5 (primary stage), high deprivation vs. low deprivation (deprivation level), boys vs. girls (gender) and having younger children in the household vs. being a lone child. The following significant differences were found for the ROE group:

N.B. no significant differences were found for the comparison of pupils with younger children in the household vs. lone children.

Phase: With regards to empathy Phase 2 pupils increased significantly more than Phase 1 pupils in cognitive empathy. They also increased in emotional empathy and sympathy compared to Phase 1 pupils who decreased. For prosocial behaviour Phase 2 pupils increased significantly more than Phase 1 pupils as rated by teachers. For anger management, Phase 2 pupils increased in emotion regulation compared to Phase 1 pupils who decreased. For total difficulties, Phase 2 pupils decreased compared to Phase 1 pupils who increased as rated by teachers.

Primary Stage: For prosocial behaviour P4 pupils increased significantly more than P5 pupils as rated by teachers.

Deprivation level: For empathy pupils in high deprivation schools increased in emotional empathy compared to pupils in low deprivation schools who decreased. For prosocial behaviour, pupils in low deprivation schools increased significantly more in self rated altruism than pupils in high deprivation schools.

Gender: For prosocial behaviour boys increased significantly more than girls as rated by teachers.

Conclusion

When implemented by Action for Children within a Scottish Local Authority context, ROE was found to have a positive impact on pupils taking part in the programme compared to pupils in the control group. Results are discussed with limitations in mind of real life setting, testing and programme implementation & delivery. Overall data showed ROE pupils to increase in empathy (cognitive & emotional) and

prosocial behaviour compared to control pupils who decreased on these outcomes. ROE pupils decreased in inhibition and total difficulties and control pupils increased on these outcomes. Video observations showed an increase in empathic behaviours and a decrease in aggressive behaviours. Clear learning from the ROE programme aims was displayed in the ROE group for knowledge of infant development and recognition of emotions. Significant results were not found for wellbeing and class climate in this study. These results are discussed in relation to the current focus on wellbeing in North Lanarkshire and the issue of not being able to have a 'true' control group in real world research i.e. the control group were also participating in wellbeing programmes throughout the year.

The findings established from further analysis would suggest that the ROE programme had a more positive impact on Phase 2 pupils in this study who were in the first year of running the programme. It may be that the initial enthusiasm for the programme had declined in Phase 1 schools or that the ROE programme is more promoted in the first year of running which would support our findings. An additional possibility for the impact on Phase 2 pupils could be due to their instructors having just been trained and still under supervision. There was also a difference in age of pupils in Phase 1 and 2 with Phase 1 pupils, on average, being nearly a year older than Phase 2 pupils, suggesting that age may also have been a factor contributing to the differences found between Phase 1 and 2 pupils. Conclusions can not be drawn on primary stage, deprivation level or gender.

The current study's findings support and build on previous research of the ROE programme. To extend the current findings future research could explore potential direct links between the outcomes of empathy, prosocial behaviour and anger management/aggression; and whether knowledge of infant development and recognition of emotions are linked to these outcomes in relation to the ROE programme. Potential future research could further investigate the outcomes of empathy and class climate as findings have varied in previous research in these areas. Future research could replicate the further analysis investigated within our study to draw firmer conclusions. Finally future research could explore the effectiveness of ROE in comparison to other SEL programmes, e.g. a comparison of ROE and PATHS (another evidenced based SEL programme).

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	30 May 2013
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Aberdeen Play Policy
REPORT NUMBER:	ECS/13/027

1. PURPOSE OF REPORT

This report brings to the attention of the Committee the updated Aberdeen Play Policy. This policy takes account of recent local, national and international developments including the United Nations Convention on the Rights of the Child. The Policy interprets this information and seeks to provide a context for the provision and development of high quality play spaces and opportunities for all children in Aberdeen City.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- (a) Approve the contents of the Aberdeen Play Policy document and agree and endorse the vision, priorities and principles enshrined within it.
- (b) Note the intention of Aberdeen Play Forum, in partnership with other agencies, to arrange a launch of Aberdeen Play Policy at Duthie Park on June 21st 2013.

3. FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

4. OTHER IMPLICATIONS

Aberdeen Play Policy complies with all equalities legislation. All appropriate risk management/ assessment procedures are in place.

5. BACKGROUND/MAIN ISSUES

The current version of the Aberdeen Play Policy, whilst fit for purpose, has been overtaken by new local, national and international priorities and legislation including:

- (a) Article 31 of the United Nations Convention on the Rights of the Child which formally enshrines the rights of all children to play. This is further clarified by a “general comment” which clarifies and explains the importance of play, recreation, cultural and artistic participation to the growth, wellbeing and development of all children. Aberdeen City Council adopted the United Nations Convention on the Rights of the Child in 1996.
- (b) Getting it Right for Every Child includes an emphasis on the promotion of resilience within individuals, families and communities. The participation of children, adults and communities in play significantly increases awareness of how children can be protected and can protect themselves.
- (c) The National Early Years Framework (2008) sets out the vision of the Scottish Government and COSLA as:
 - that children should be valued and provided for within communities.
 - the importance of strong, sensitive relationships with parents or carers.
 - the right to a high quality of life and access to play.
 - The need to put children at the heart of service delivery and
 - Irrespective of circumstances, all children should experience positive outcomes.

The National Early Years Framework includes as one of its key elements of transformational change, “Improving outcomes and children’s quality of life through play”.

Local interpretation of these national priorities are included within the Integrated Children’s Services Early Years Framework Implementation Plan. Key local actions include:

- Continue to embed free play/ children’s self directed play within all early years and childcare provision.
 - Extend appropriate spaces for play taking account of new national policy and guidance and the needs of all children.
 - Extend play as community development and engagement for children and adults
- (d) In January 2012 the Scottish Government committed resources via The Early Years Change Fund to accelerate the conversion of the high level principles set out in the Early Years Framework into action. It aims to deliver tangible improvements in outcomes and reduce inequalities for Scotland’s vulnerable children, whilst at the

same time shifting the balance of public services towards early intervention and prevention by 2016, intending to sustain this change in service delivery to 2018 and beyond.

The Scottish Government's intention is that all partners represented at Community Planning Partnership level will:

- Consider how they can support universal services to deliver better outcomes for children in their early years and their families.
- Raise public awareness of the significance of the early years to children's healthy development, and consider how they can build the capacity of families and communities to secure better outcomes for themselves.
- Engage in positive cross cutting discussion and service delivery aimed at delivering the aspirations of the Early Years Framework.

Aberdeen Play Policy represents an important overarching statement of how a significant proportion of these outcomes can best be delivered within Aberdeen City.

- (e) The Curriculum for Excellence explicitly encourages active learning through play. Active learning is learning which engages and challenges children's thinking using real-life or imaginary situations. Opportunities for such learning are presented by:
- Spontaneous play
 - Planned, purposeful play
 - Investigation and exploration
 - Events and life experiences

Quality active learning builds on children's previous experiences and provides differentiation and challenge. It allows for different learning styles and children's independence but is supported by adults who help to structure the environment and intervene sensitively to extend children's learning.

- (f) In terms of its development, Aberdeen Play Policy was subject to extensive consultation processes. The consultation was undertaken as a series of one-to-one interviews with pre-school children in nurseries; group questionnaires in schools and out-of-school clubs; group discussions with young people in a Skills for Work class and an after-school sports club; one-to-one interview with children/young people with significant disabilities; one-to-one interviews and independent questionnaires for parents/guardians/carers; online surveys with professionals involved in the childcare and play sectors.

Children and young people aged 4 – 15 years were involved.

A total of 85 children and young people, 34 parents/guardians/carers, and 82 professionals participated in the consultation.

In summary the conclusions of this survey were:

- Play is the stimulus for physical, intellectual, emotional and social development.
- Play is fundamental to human development.
- Children play can be for both enjoyment and creative expression.
- Play is the medium by which children learn.
- Play is an essential part of everyone's life.
- Play should be freely chosen and self directed.

The key message in the revised Aberdeen Play Policy is the importance of supporting free play opportunities; where children are encouraged to define their own priorities within their own play in high quality play spaces. This priority should apply to all children, but include specific services targeted at more disadvantaged, marginalized or vulnerable groups and individuals within the city.

6. IMPACT

An EHRIA Assessment has been carried out and is attached as an appendix.

For Aberdeen's Children, The Integrated Children's Services Plan 2011 – 2015 reinforces existing commitments to improving outcomes for children, young people and their families and closing the gap between children in need and their peers. It focuses on improving outcomes for children in their early years, children who are looked after, have additional support needs, disabilities or social, emotional or behavioural needs. This plan recognises the crucial role of parents, carers, families and volunteers in improving outcomes for children and young people; that all children and young people need to have a sense of belonging and to be enabled to make a positive contribution to their communities.

The Integrated Children's Service's Plan is the high level plan that sets out the Aberdeen City Council and partners' commitment to work together to deliver high quality services, improved outcomes and achieve better value. The plan is overseen by the Integrated Children's Services Partnership and links directly to addressing desired Single Outcome Agreement priorities.

Aberdeen Play Policy forms a key element in defining the context and scope of integrated, multi agency approaches to enable the achievement of Single Outcome Agreement priorities.

7. MANAGEMENT OF RISK

Activities associated with this policy will be delivered by a wide range of organisations and agencies. All of these activities must have been appropriately risk assessed before delivery. Any organised play activities will have been subject to appropriate and comprehensive risk benefit analyses and risk assessments. Staff and participants will also be comprehensively and fully covered by appropriate liability insurances.

8. BACKGROUND PAPERS

Aberdeen Play Forum Website www.aberdeenplayforum.org.uk.
United Nations Convention on the Rights of the Child.
Getting it Right for Every Child- Scottish Government (June 2006).
National Early Years Framework – Scottish Government and COSLA (December 2008).
Equally Well – (June 2008).
Child Poverty Strategy for Scotland - Scottish Government (March 2011).
National Parenting Strategy - Scottish Government (October 2012).
Early Years Taskforce Shared Vision and Priorities – NHS, Scottish Government and COSLA (March 2012).
Achieving Our Potential – A Framework to Tackle Poverty and Income Inequality in Scotland – Scottish Government (November 2008).
Curriculum for Excellence – Building the Curriculum 2 – Scottish Government and Partner Organisations (2007).
For Aberdeen’s Children – Integrated Children’s Services Plan 2011 – 2015.
Integrated Children’s Services – Early Years Framework Implementation Plan (2012-2013).

9. REPORT AUTHOR DETAILS

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Aberdeen City
PLAY
policy

Aberdeen a great place to **PLAY**

adopted **2013**



Article 31 of the UN Convention on the Rights of the Child recognises that every child has the right to rest and play and to have the chance to join in a wide range of activities.



www.aberdeenplayforum.org.uk

Aberdeen Play Forum is registered in Scotland as a charity, no SC029593
Company registration number 396125

Introduction

Aberdeen City recognises that play is central to the health and wellbeing of our children and to enjoyment in their lives. Access to high quality play opportunities leads to the development of confident young people better able to lead their own learning, fully participate in their own communities and make a full and active contribution to society.

This Play Policy makes a commitment to all children and young people in Aberdeen to support their right to play regardless of their needs, background or abilities. It acknowledges the significance of children's rights in the United Nations Convention on the Rights of the Child which was approved by the UK Government in December 1991 and adopted by Aberdeen City in 1996.

The purpose of the Play Policy is to improve the quality of current and future play opportunities in Aberdeen and establish links between play and other

local and national policies and strategies.

Aberdeen's vision is to develop high quality innovative and inclusive services in partnership with the community, children and young people and all agencies involved in the delivery of play.

A key feature of this Play Policy is to work together with our existing and future partners to best meet the needs of children, families and communities.

Aberdeen will make a commitment to see, hear, listen and respond to children playing in our communities therefore encouraging healthy community activity with active and positive contributions from all generations.

The Play Policy shows the value of freedom to play in the lives of our children. It is our responsibility to ensure the freedom to play is a right upheld in Aberdeen.



Katie 8, West Park School



DEFINITION OF PLAY

Play is the stimulus for physical, intellectual, emotional and social development – it is fundamental to human development. Children play for enjoyment and creative expression, but through play they learn about the world around them. Play is fun and is an essential part of everyone's life.

"I like to play anywhere there's a big grassy bit like outside in the playground. There's a big grassy bit just outside my door and I'm very happy about that"

West Park Pupil, age 8

"I like helping the little ones"

West Park Pupil, age 10



I like to watch butterflies

P6/7 Riverbank School

A VISION OF PLAY

Aberdeen is a city where all children and young people are empowered to play, are encouraged to direct and define their own play spaces and have access to high quality play opportunities and resources.

Aberdeen
a great place
to play

"... you can pretend to be things and you can do anything you want...play games and run about... go round my block with my bike or something else..."

West Park Pupil, aged "nearly 9"

Significance of Play

In order to support children's play opportunities and promote the benefits of play within the context of their lives, it is important to understand that there are competing elements for children's leisure time and other challenges that can make play opportunities difficult to deliver, these include:

1 Time spent on electronic games and watching television rather than active play. Children playing alone in front of an electronic device has become the norm for a generation. Research shows that children spend a much higher proportion of their time inactive than in years past. This has been linked to the rise in obesity in childhood - we seek to challenge this and promote children's imaginations as well as their physical and mental health and wellbeing by encouraging them towards active, preferably outdoor play.

2 The importance of the suitability, attractiveness and children's feelings of "ownership" relating to where they play. Many play spaces are not clean or attractive, and unfortunately some are unsafe. This makes getting to a quality, clean play space difficult for many young people, parents and carers. Guidance states that children should be no more than 400m from a local play area, however these can be of variable quality. Parents, children and communities should be supported to improve, develop and enjoy their play spaces.

3 The weather. A shift in attitude towards the weather and outdoors is needed. This teamed with education and support about obtaining and using appropriate outdoor clothing is part of making all weather outdoor play more attractive. "There is no such thing as bad weather - only inappropriate clothing."

"Watching TV & going on the computer because once you start watching TV you can't stop."

"there are lots of roads... very busy roads"
Riverbank Pupil,
P6/7

"I always have to watch out for glass"

I like to splash in puddles

"There is always dog mess where I play"
West Park Pupil, age 11

Play Policy Objectives

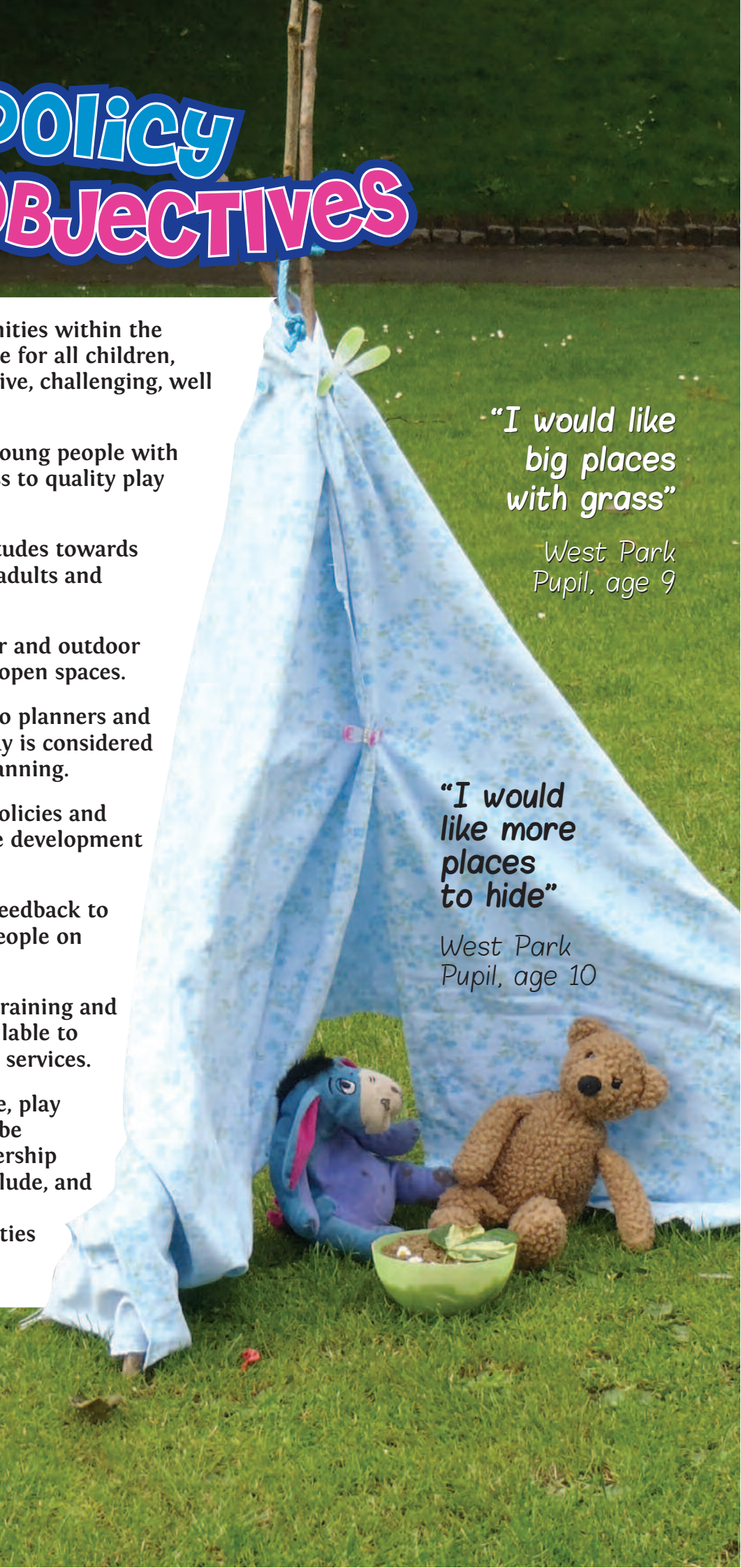
- * Provide play opportunities within the city that are accessible for all children, high quality, imaginative, challenging, well maintained and safe.
- * Ensure children and young people with disabilities have access to quality play opportunities.
- * Promote positive attitudes towards outdoor play in both adults and children.
- * Promote use of indoor and outdoor play areas, parks and open spaces.
- * Provide information to planners and developers so that play is considered during community planning.
- * Ensure that Council Policies and Strategies support the development of play opportunities.
- * Consult and provide feedback to children and young people on play issues.
- * Ensure that relevant training and qualifications are available to those involved in play services.
- * Whenever appropriate, play opportunities should be delivered using partnership approaches which include, and actively involve, local schools and communities


"I would like big places with grass"

West Park Pupil, age 9

"I would like more places to hide"

West Park Pupil, age 10





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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	31 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Libraries and Information Services and Community Learning & Development Audit
REPORT NUMBER:	ECS/13/035

1. PURPOSE OF REPORT

This report provides and update on the ongoing work to audit the provision of Community Learning and Development and Library and Information Services within Aberdeen.

2. RECOMMENDATION(S)

It is recommended that the committee:

- a) Note the ongoing work in relation to this complex and comprehensive project.
- b) In relation to the asset review, confirm that the initial baseline assumption is that the overall level of provision of library and community facilities within the city remains static, and the project should seek to utilise weightings to assess whether the current provision is in the appropriate places.
- c) In relation to the asset review, instruct officers to develop weightings which take into consideration the needs of the community including demographics, space within schools, SIMD levels, and projected population growth.
- d) Following on from the initial modelling based on the current level of provision, to instruct officers to run the model based on variations of current provision according to benchmarking, and report back to committee on the outcomes of this modelling.

3. FINANCIAL IMPLICATIONS

At the current time there are no financial implications in relation to this report. There are likely to be financial implications arising upon the

completion of the project, and these will be identified when this is reported to committee.

It is highlighted that the purpose of this project is not linked to delivering budget savings, but aims to ensure that services are delivered in appropriate ways and times to meet the needs of citizens in Aberdeen.

4. OTHER IMPLICATIONS

Legal Implications

The Scottish Government Strategic Guidance for Community Planning Partnerships, Community Learning and Development, places a number of obligations on Community Planning Partnerships and Local Authorities in respect of Community Learning and Development (CLD).

A draft SSI on Community Learning and Development has now been published which it is proposed will require Education Authorities to “initiate and, having done so, to maintain and facilitate a process by which Community Learning and Development is secured within the area of the education authority in a way that:

- Identifies target individuals and groups
- Has regard to the needs of those target individuals and groups for CLD
- Assesses the degree to which those needs are already being met
- Identifies barriers to the adequate and efficient provision of CLD.”

The proposed legislation requires the Education Authority to consult with identified target individuals and groups and bodies providing community learning and development in relation to securing CLD within the Local Authority area, and to publish a 3 year plan containing the information about how it will maintain and facilitate a process to secure CLD in line with the above requirements.

The local Government etc (Scotland) Act 1994 incorporates the existing legislation relating to public libraries. It sets out the powers of the new authorities as having all the powers of the Council(s) operating in the area of the new Council before 1 April 1996.

The legislation referred to is:

Public Libraries Consolidation (Scotland) Act 1887, the Public Libraries (Scotland) Act 1955 and the Local Government (Scotland) Act 1973.

The 1887 Act defined “a library authority” (Section 2), and gave it powers to acquire and maintain land, buildings, and furniture and fittings for public libraries (section 10). It gave powers to manage, regulate and control libraries, including acquiring and disposing of books and other materials, to lend books, to provide reading rooms and to prepare and

sell catalogues of the collection (Section 21). Authorities may make byelaws to regulate business and impose penalties for breaches (Section 22). New libraries can be established (Section 31) and it is stipulated that all public libraries are to be open to the public free of charge, and that no charges be made for the use of books or magazines issued for home reading (Section 32).

The 1955 Act makes provision for library authorities' co-operation in delivering services (Section 2) and extended the powers in Section 21 of the 1887 Act to any other library material which library managers think appropriate.

In the 1973 Act local authorities had a duty imposed to secure the provision of adequate library facilities for all persons resident in their areas (Section 163, sub-section (2)).

5. BACKGROUND/MAIN ISSUES

5.1 Background

At the Education, Culture and Sport Committee on 24 March 2011, the Director of Education, Culture and Sport was instructed to “carry out a detailed analysis of all funded activity (both externally and internally delivered), taking into consideration a social and economic impact analysis of each activity”. At the same committee, the Director of Education, Culture and Sport was further instructed to “review the provision of community facilities within Aberdeen City, as part of the wider Service Asset Management Plan for Education, Culture and Sport.”

As reported to the Education, Culture and Sport Committee on 20 September 2012, the Scottish Government, through its recently published document: “Strategic Guidance for Community Planning Partnerships: Community Learning and Development”, places a responsibility on Local Authorities to audit the need for Community Learning and Development.

At the same meeting, the Education, Culture and Sport Committee also considered a report “Library and Information Service: New ways of working”, and instructed officers to consult on current and future delivery of library services including proposals for opening hours and services at community libraries to ensure that these meet the needs of the communities they serve.

Recognising that all the above requirements are inter-connected, officers have put in place a governance structure which would see all of these strands managed as part of one overall project. The overall project will consider the issues under three main headings: Investment in external provision; Community and Learning Assets; and, Audit of Community and Lifelong Learning Needs and Provision.

5.2 Audit of Community and Lifelong Learning needs and Provision

Remit: To provide an audit of the current provision of community learning activities. This will include activities delivered by the Council and delivered through other partners and independent organisations.

- Carry out a high-level audit across the city, and more detailed audit in three associated school boundaries: St Machar, Torry and Northfield.
- Oversee a three stage consultation.
- Deliver a comparison of the provision against needs and identify potential areas of over or under provision (gap analysis), and opportunities for different ways of working.

This analysis will inform, and be informed by the other strands of the overall project, and the outcomes of this analysis will be reported towards the end of 2013.

5.2.1 Consultation

A key aspect of the ongoing process of auditing community and lifelong learning needs and provision has been an extensive consultation with members of the public and stakeholder groups. The initial consultation phase (including survey and open café event is largely complete) and meetings with Community Learning Partnerships (CLP) have successfully raised awareness of the process and increased dialogue. Challenges are to keep this going and to widen the consultation to groups and individuals who are not involved.

- There were 1050 responses to online survey (phase 1). Phase 2 is ongoing
- 28 people attended on open session in the Town House in March
- To the 31 March 2013, 11 responses had been received from individual and stakeholder groups to the analysis email address and 4 written responses had arrived.

The majority of respondents to date have been adults over 40 years old and most are regular library users. The most common response overall has been that they value the existing services that they use both library and community learning. Many have praised the skill and expertise of officers; in particular library counter staff are often mentioned for their helpful approach. The majority of respondents value the signposting, informal learning and lifelong learning opportunities that these services provide; this however is to be expected as most responses are from regular participants.

The most frequently expressed concern is this analysis is about a perceived potential reduction in services and for many specifically a closure in library sites. Several recent comments have been in response to media articles about libraries closing. It is stressed that this project is not linked to a requirement to deliver budget savings, but seeks to

ensure that services are in delivered in appropriate ways and times to meet the needs of citizens in Aberdeen.

We are beginning to receive ideas on ways forward, these are not statistically significant as yet, however a flavour of comments include;

- *“library events not confined to library buildings but in community centres too”*
- *“Public bodies should work together to provide services”*
- *“More houses to be built, need facilities put in”*
- *“separate and better website that is more intuitive to use”*
- *“You need to promote and market your services especially as they are free”*
- *“like online renewals - would be great to have this for children as well linked to parent account”*
- *“Not everyone has internet access – everything on line”*
- *“free parking at Central Library”*
- *“drop-off boxes for when libraries closed”*
- *“encourage people who work during the day to come to the library in the evening” “open Sundays”*

5.2.2 Audit of current provision of community learning activities

The audit of current provision of community learning activities is progressing well. Area profiles are developing and there has been some positive feedback on the development of the Community Learning Partnership audit, the information coming from it and its potential future use continuing after the audit as a means to make strategic decisions about provision and needs in the local area.

A number of meetings are ongoing to directly engage key CLP partners (e.g. NHS, Police) to gather additional local data.

Over the summer period, the Community Learning Partnerships will each develop a high level area profile and evaluation of key features of local provision including a summary of perceived local need to be supported by a brief summary of relevant statistics from the data currently being collated.

Given the current progress of the Community Learning Partnership development and data collection the final, fully comprehensive, report is likely to be finished in tandem with a comprehensive impact assessment.

5.3 Community and Learning Assets Review

Remit: Undertake an audit of buildings, owned by the Council, which enable the delivery of a range of community & lifelong learning activities. These include community libraries, learning centres, community centres etc.

- Report on these sites considering each asset from four perspectives;
- Its physical condition
- Its fitness for purpose
- The cost of operating the site
- The context of the community the asset is in

5.3.1 Work is ongoing to assess the level of community and learning asset provision across the city. To assist in this process, assets have been categorised as Leased Community Centres (Managed by independent Management Committees), Learning Centres (Managed by Aberdeen City Council), Library and Information Centres and Other (which includes community flats and an exclusive childcare facility).

The assets have been considered within Associated School Groups as geographic areas and provision is measured by area of the asset (square meters).

Without any weighting being applied the current distribution would show that some geographical areas appear to have more than equitable provision and some appear to have less. Note - an initial assumption has been made that the overall level of provision within the city would remain static, and confirmation of this approach is sought from the Committee.

An example of the model with no weightings applied (linked to need of local communities), shows that:

- Dyce ASG would seem to have roughly the right amount of leased centre provision, almost twice the amount of library space and almost 10 times the amount of learning space compared to Torry, which has slightly less than the required amount on all three.

This leads to a question about whether this is appropriate, and whether the Council would wish to continue to concentrate this level of resource in Dyce at the expense of provision within Torry for example.

However, it is important to consider that there are other factors which would require to be assessed when planning for community and lifelong learning asset provision within communities. To address this, the working group are considering applying weighting factors to account for space within primary schools, SIMD, population increase, etc.

With this in mind, the Committee are asked to confirm that appropriate weightings should be used so that provision is targeted to areas of need.

Officers would then intend to run this weighted model, to identify the optimum community asset model. It would also be intended to run the model to compare against benchmarks.

Alongside this modelling work, officers are benchmarking levels of asset provision with other comparator Local Authority Areas, and this information will be brought to committee in a future report.

The outcome of this modelling exercise will be to identify any surplus assets, and areas of under provision.

5.4 **Review of Investment in External Provision**

Remit: To gather evidence and considering whether the investment currently provided in relation to the external provision of services meets the needs that are identified as being required across the city in an equitable way.

Officers are working with externally funded organisations (and their national office in the case of the WEA) to assess how each body operates and the delivery outcomes from each. From this, a summary report will be developed in respect of each externally funded organisation:

- Workers Education Association (WEA)
- St Machar Parents Support
- Printfield Community Project
- Fersands Family Centre and Community Project
- Middlefield Community Project
- Aberdeen Lads Club

The emerging themes from the work to date include:

- Internal Governance Issues
- Complexity of funding arrangements for projects (both internal ACC and external)
- Re-assessment of appropriateness of delivery being “in-house” or commissioned; and for the latter, the proposed process to secure.
- Reporting processes, including:
 - Development and use of Service Level Agreements to ensure managed provision
 - Reporting relationships within the Council including a corporate approach to reporting and lead responsibility determined.
- Inequalities in terms of geographic coverage of Projects and their impact upon SMID areas; Torry, as an example, an area which is not currently covered.

6. **IMPACT**

Corporate – This report relates to ‘Aberdeen – the Smarter City’

- We will work with our partners to seek to reduce the levels of inequality in the city.

- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop the knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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 are 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 funded organisations and Leased Community Centre Management Committees, and may be of interest to the wider public as users of these services.

7. MANAGEMENT OF RISK

The project governance structure includes a project board and project teams. There is a comprehensive risk register with mitigating actions, which is considered at each monthly project board meeting.

An Equality and Human Rights Impact Assessment will be completed as a key project component.

8. BACKGROUND PAPERS

22/11/12 Education, Culture and Sport Committee, Audit of Community Learning and Development and Library Provision
 20/9/12 Education, Culture and Sport Committee: Scottish Government: Strategic Guidance for Community Planning Partnerships, CLD
 20/9/12 Education, Culture and Sport Committee: Library and Information Service: New Ways of Working
 6/7/12 Education, Culture and Sport Committee Information Bulletin: Library and Information Service Update
 10/9/11 Education, Culture and Sport Committee: Library and Information Services New Ways of Working
 24/3/11 Education, Culture and Sport Committee: Implementation of Budget Decision – Reduce Communities Team
 24/3/11 Education, Culture & Sport Committee, Implementation of Budget Decision – Reduce Communities Team

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Scottish Statutory Instrument - CLD
REPORT NUMBER:	ECS/13/031

1. PURPOSE OF REPORT

This report brings the proposed Scottish Statutory Instrument: “The Requirements of Community Learning and Development (Scotland) Regulations 2013”, to the attention of the Committee; informs the committee of the consultation response provided by Council Officers; and outlines some of the implications to the Council of this proposed new legislation.

2. RECOMMENDATION(S)

It is recommended that the Committee notes the anticipated requirements that this forthcoming legislation will place on Aberdeen City Council, and requests a further report on the implications of the legislation once it is enacted.

3. FINANCIAL IMPLICATIONS

There are no financial implications as a result of this report.

4. OTHER IMPLICATIONS

Legal Implications

Once enacted the SSI will place legislative requirements on Aberdeen City Council as the Educational Authority.

5. BACKGROUND/MAIN ISSUES

5.1 Existing legislative basis for Community Learning and Development (CLD)

The basis for Community Learning and Development (CLD) in existing legislation for education in Scotland was outlined in 1999 in guidance from the Scottish Office Education and Industry Department (Circular 4.99):

“Local authorities provide community education as part of the exercise of their duty under section 1 of the Education (Scotland) Act 1980 to secure the adequate and efficient provision of further education.”

The 1980 Act provides a legislative basis for CLD. Other legislation including the Local Government in Scotland Act 2003 and legislation relating to equalities and human rights has important implications for the provision of CLD; those of the 2003 Act are spelt out in the statutory guidance attached to it.

However, it is clear that the legislative basis for CLD is generally perceived to be weaker than that for other areas of public services such as school education or social work.

5.2 Current Policy Context

In its response to the Christie Commission’s report, *Renewing Scotland’s Public Services*, the Scottish Government has set out its vision for how Scotland’s public services need to change, the four pillars of which are prevention, performance, people and partnership. Empowering communities is at the heart of this.

As part of the drive to modernise public services, the Scottish Government is: developing legislation to support community empowerment; reviewing Community Planning, as a result has issued new guidance on Single Outcome Agreements in December 2012; and reforming Post-16 education.

5.3 Strategic Guidance for Community Planning Partnerships: Community Learning and Development

The Scottish Government published *Strategic Guidance for Community Planning Partnerships: Community Learning and Development* in June 2012 as an integral part of the wider programme of public service reform.

The Strategic Guidance identifies the purpose of Community Learning and Development (CLD) as being to “empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning”, and indicates that, within the national performance framework, CLD’s specific focus should be on:

- improved life chances for people of all ages, through learning, personal development and active citizenship; and

- stronger, more resilient, supportive, influential and inclusive communities.

The Strategic Guidance also makes clear that the Scottish Government wishes to see CLD delivered as a core part of public services across Scotland: “The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders”

5.4 **Proposed new legislation**

In the Strategic Guidance document, the Scottish Government made the commitment to “explore legislative powers for CLD and communicate progress with partners”.

A proposed Scottish Statutory Instrument (SSI) has now been published which is subordinate legislation. Subordinate legislation is normally made under powers granted by primary legislation (statute); in this instance, powers granted by the Education (Scotland) Act 1980.

It is anticipated that the SSI will go to Parliament on 27 May 2013 and will be implemented from 1 September 2013.

5.5 **Scottish Statutory Instrument: The Requirements for Community Learning and Development (Scotland) Regulations 2013**

The proposed legislation as published for consultation provides a definition of Community Learning and Development and Target Individuals and Groups.

The proposed legislation requires Education Authorities to “initiate and, having done so, to maintain and facilitate a process by which Community Learning and Development secured within the area of the education authority in a way that:

- Identifies target individuals and groups
- Has regard to the needs of those target individuals and groups for CLD
- Assesses the degree to which those needs are already being met
- Identifies barriers to the adequate and efficient provision of CLD.”

The proposed legislation requires the education authority to consult with identified target individuals and groups and bodies providing community learning and development in relation to securing CLD within the local authority area.

Finally the proposed legislation requires the Education Authority to publish a 3 year plan containing the information about how it will maintain and facilitate a process to secure CLD in line with the above

requirements. The first plan is required to be in place in 2015 and every third year thereafter. The proposed legislation sets out what the plan must specify.

The ongoing work to audit Community Learning and Library Service will directly input into such a three year plan and is critical to ensure that Aberdeen City Council is able to comply with the new legislation.

5.6 Consultation Response

Officers within Education, Culture and Sport have put back a response to the consultation document as attached at Appendix A.

6. IMPACT

Corporate – This report relates to ‘Aberdeen – the Smarter City’

- We will work with our partners to seek to reduce the levels of inequality in the city.
- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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 may be of interest to members of organisations and individuals who are currently involved in the delivery of Community Learning and Development activities.

7. MANAGEMENT OF RISK

There is a need to manage the risk around ensuring that the appropriate resources are in place to audit the need for, and put in place systems to meet the requirements for Community Learning and Development. The ongoing Audit of Community Learning and Library services project outcomes will lead to the development of the required 3 year plan.

8. BACKGROUND PAPERS

22/11/12 Education, Culture and Sport Committee: Audit of Community Learning and Library Services

20/9/12 Education, Culture and Sport Committee: Scottish Government: Strategic Guidance for Community Planning Partnerships, CLD

20/9/12 Education, Culture and Sport Committee: Library and Information Service: New Ways of Working

6/7/12 Education, Culture and Sport Committee Information Bulletin: Library and Information Service Update

10/9/11 Education, Culture and Sport Committee: Library and Information Services New Ways of Working
24/3/11 Education, Culture and Sport Committee: Implementation of Budget Decision – Reduce Communities Team

9. REPORT AUTHOR DETAILS

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Appendix A – Response to SSI Consultation

CONSULTATION QUESTIONS

1. How well do you think the draft SSI will help to strengthen the legislative basis for CLD?

Aberdeen City Council welcomes the proposed SSI and believes that it will help strengthen the basis for and understanding of Community Learning Development in Scotland; its role in delivering strong outcomes for individuals, families and communities; and will help ensure that the Strategic Guidance for Community Planning Partnerships: Community Learning and Development is embedded in the practice of local authorities and partners.

It is welcomed that the SSI clarifies that a Community Learning and Development process should be initiated, maintained and facilitated by the education authority. This gives strength to the view that there is a requirement for such processes to be undertaken within the context of the promotion of educational and social development of individuals and groups, particularly those who are deemed most likely to benefit from such provision.

2. Are there aspects of the draft SSI that you think could be improved?

Yes x No

If yes

- What are they?

1 (2) Definition of Community Learning and Development.

4 (2) The requirement of the Education Authority to co-ordinate its provision of CLD with other bodies that provide CLD.

3 Consultation

- What is the nature of the change you think should be made?

1 (2) This definition is fairly vague. It would be helpful to develop this definition further including specific linkage to the Strategic Guidance. The reference to individuals and groups should be widened to also include

families and communities. The outcomes of community learning and development programmes may also lead to improved health and wellbeing and economic position.

4(2) It would be helpful to strengthen what is meant by other bodies that provide CLD. It is recommended that the SSI places a requirement that all CLD delivery bodies which receive public funding will be required to cooperate with this legislation.

3 As well as placing a requirement on Education Bodies to consult with bodies providing CLD within the local authority area, it would also be recommended that such bodies which receive public funding should also be required to base their decisions and plans on the outcomes of these and their own consultation with target groups and other providers.

Other:

Links/ reference to the proposed CL&D Code of Ethics within the legislation may assist Local Authorities to articulate what their expectations are of those who are to be tasked with ensuring that people and communities are empowered via a process of transformational engagement which is governed by a code of acceptable practice.

It would be helpful to more clearly define the outcomes that are expected as a result of the legislation. This may include the development of a range of SPIs.

ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **30 May 2013**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Funding Community Projects**

REPORT NUMBER: **ECS/13/037**

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 relating to Contracts and Procurement in respect of Service Level Agreements (SLAs) relating 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) note the decision, under Standing Order 1(6)(b) of the Standing Orders Relating to Contracts and Procurement, to provide an exemption from the requirement that no contract shall be entered into unless the total estimated expenditure has been previously approved by the Council (Standing Order 1(3)) which was granted in order to allow the continued 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").

3. FINANCIAL IMPLICATIONS

The total budget for these commissioned projects for 2013/14 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 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 2013/14. Any delay to the payments could result in cash flow difficulties for these organisations.

4. OTHER IMPLICATIONS

Property Implications

None

Legal Implications

The Council's Standing Orders Relating to Contracts and Procurement state that "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." (Standing Order 1(3)).

As no such approval had been sought prior to the signature of the SLAs and due to the urgency of the situation, approval was sought under Standing Order 1(6)(b) of the Standing Orders relating to Contracts and Procurement to exempt the SLAs from the requirement that estimated expenditure in respect of all contracts requires to be approved in advance by the Council. This exemption allowed the SLAs to be signed and monies paid to the groups.

Formal noting of the extension of the Service Level Agreements is required to comply with Standing Order 1(6)(b) which states that "Any contract made on behalf of the Council under this paragraph shall be reported to the appropriate Committee of the Council by the Commissioning Officer as soon as practicable."

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.

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 underpinning 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 Fersands and Fountain Community 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 – This 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 included within the CLD and Libraries Analysis. This review aligns with the root and branch review for all Culture and Sport commissioned work.

6. IMPACT

Corporate – This report relates to 'Aberdeen – the Smarter City'

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- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
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- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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 members of the affected Management Committees and may be of interest to the wider public as the recommendations will impact on services delivered throughout the City.

7. MANAGEMENT OF RISK

The organisations affected, include the budgeted income from the Council within their business plan for 2013/14. Any delay to the payments could result in cash flow difficulties for these organisations.

8. BACKGROUND PAPERS

7/6/13 Education, Culture & Sport, Community Learning and Development Funded Projects

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Community Centres
REPORT NUMBER:	ECS/13/036

1. PURPOSE OF REPORT

The purpose of the report is to provide an update on the current position of a number of community centres across the city including those moving to leased centre status; Froghall Community Centre; and Cummings Park and Henry Rae Community Centres.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) Note the update provided in the report
- b) Note that in respect of Leased Community Centres with long term old style leases currently in place, that officers intend to formally write to the affected Management Committees to ask that they voluntarily move onto the new lease and Management Agreement.
- c) Agree, in respect of Froghall Community Centre, to instruct officers to progress with the proposal submitted by St Stephen's Church for an initial period of one year while the Community Asset review is ongoing.
- d) Agree, in respect of Cummings Park and Henry Rae Community Centres, to take no action regarding the amalgamating of both community programmes into a single building at this time and to consider the future of both buildings as part of the ongoing community asset review (subject to any decisions relating to the Confidential report on this agenda about Henry Rae Community Centre.)

3. FINANCIAL IMPLICATIONS

There are no direct financial implications as a result of this report

4. OTHER IMPLICATIONS

Property Implications

The ongoing movement of community centres to leased centre status involves the putting in place of Leases and Management Agreements which govern how these centres are operated and places a number of specific obligations on the Council.

Legal Implications

Where agreement is reached with centres, then new leases and management agreements will be put in place as per the models agreed previously by Committee.

5. BACKGROUND/MAIN ISSUES

5.1 Move towards leased centre status

The following community centres have now moved from Council management to leased community centre status:

- Seaton Community Centre
- Mastrick Community Centre
- Northfield Community Centre
- Loirston Community Centre

The following existing leased community centres have now signed up to the new lease and management agreement:

- Balnagask Community Centre
- Balgownie Community Centre
- Catherine Street Community Centre
- Inchgarth Community Centre
- Tillydrone Community Centre
- Sheddocksley Community Centre

At the time of writing this report final discussions are ongoing with Management Committees of Old Torry Community Centre and it is anticipated that they will have signed up to the new agreements and moved to a leased centre status prior to the date of this committee:

Discussions are ongoing with the Management Committee of Kincorth Community Centre, which will be the final former Council run Community Centres are to move towards leased centre status.

A number of community centres are on long term old style leases, and it is intended to write to the affected Management Committees to request that they voluntarily move onto the new style lease and Management Agreement. The outcome of this communication will be reported back to a future committee. The affected community centres are:

- Airyhall Community Centre
- Danestone Community Centre
- Ferryhill Community Centre
- Hilton Community Centre
- Hanover Community Centre
- Kingswells Community Centre

5.2 **Froghall Community Centre**

The Management Committee that formerly ran Froghall Community Centre took a decision to cease operation of that centre at the end of January 2013. At that time, responsibility for the centre transferred to the Council.

At the time that the community centre management transferred to the Council, every effort was made by Council officers (with the support of members of the former Management Committee to relocate all activities within the centre so that the impact on the local community was minimal. These efforts have been successful, with all activities relocated or alternatives sourced. The exception to this is the Masonic Ladies Group which continues to operate out of the Centre. Full details of the programme are provided at Appendix A.

Officers also invited expressions of interest from local community groups to continue to operate the building as a community centre. Two such expressions of interest were received (St Stephens and Sunnybank) and were evaluated as follows:

The two proposals were considered against a series of criteria designed to show how well the proposal demonstrated joint working, varied programme, local involvement, addressing local needs, sharing council goals and long term viability.

The St Stephen's proposal scored higher on 11 questions compared to the Sunnybank proposal which scored higher on 4 questions. (Appendix B)

The stronger of the two proposals is from St Stephen's Church. This proposal intends to form a new organisation (a Scottish Charitable Incorporated Organisation) which would also include representatives of the local community on its Management Committee. It is therefore recommended that the proposal from St Stephen's Church is progressed.

As both proposals demonstrate a willingness to work with the partners and the local community, following the Committee decision officers will encourage both organisations to share their knowledge and expertise in relation to Froghall Community Centre and the local community.

As a result of this evaluation and taking into consideration the ongoing Community Asset review, which forms part of the Community Learning and Library Audit Project, for which there is a separate committee item on the current agenda, and, given that the outcome of this review is currently

unknown, it is recommended that initially a lease, or licence to occupy, be provided for a single year with the intention of the lease being offered for a longer period, or occupation ended, at the end of its term depending on the outcome of the asset review.

5.3 Cummings Park and Henry Rae Community Centres

At the 22 November 2012 Education, Culture and Sport Committee, the committee resolved to: *Instruct officers to consult with the Management Committees for Cummings Park Community Centre and Henry Rae Community Centre on a proposal to merge these two community centres, and report back to this committee on the outcome of the consultation.*

Since that time, officers have undertaken consultation as follows:

Officers consulted the two Management Committees but also extended the consultation to include a wide range of community organisations, groups and individuals from across the four neighbourhoods served by the two Centres and in excess of 100 community representatives directly contributed to the consultation through meetings with officers,' including:

- Lord Provost Henry Ray Community Centre Management Committee
- Cummings Park Community Centre Management Committee
- Northfield Community Centre Management Committee
- Cummings Park Community Flat management Committee
- Byron Boxing Club
- Aberdeen Boxing Club
- Middlefield Community Project

Comments regarding the proposal were also provided by:

- The Tutor from Line Dancing group which use Cummings park Community Centre
- The Chairperson of the Leased Community Centre Forum
- The Secretary of the Silver City Ringcraft Club which use Cummings park Community Centre

A public meeting was also hosted by Cummings Park Community Centre Management Committee and attended by around 50 local people.

The outcomes of this consultation are:-

Those consulted:-

- Did not agree with the view that there was overprovision locally.
- believed the two community Centres served distinctive communities and had developed programmes which complemented each other and other local activities
- did not believe that one Centre could accommodate the existing programmes of both Centres and also stated that the hall at Lord

Provost Henry Rae Community Centre was unsuitable for many of the activities at Cummings Park Community Centre

- expressed concern that existing users of either Centre would face problems of distance and access to public transport if required to relocate

Neither Management Committee was interested in amalgamating with the other but would be willing expand their membership to include representatives of the other community centre management committee in the event of one closing.

Middlefield Community Project expressed concern that their work with children at the Henry Rae Centre would be threatened if that Centre closed or had capacity issues as a result of accommodating groups relocated from Cummings Park Community Centre.

The Management Committee of Cummings Park Community Flat suggested that a network of local community facilities in the Northfield Learning Community could work together to develop and promote activities across all the centres.

The two local boxing clubs said that they would not work together and would like dedicated space for their own boxing activities, not space that was shared with other boxing clubs or to some extent with other activities. They felt that existing arrangements offered sufficient opportunities for those who wished to participate in boxing and did not feel the proposed change was necessary

In the context of the ongoing Community Asset review, which forms part of the Community Learning and Library Audit Project, and the Leisure Asset Review, the long term future of these two community centres should be considered as part of this comprehensive review of community facilities. This will allow many more factors to be considered as part of a city-wide strategic approach.

The current lease at Cummings Park Community Centre came to an end on 15 May 2013. In recognition of the ongoing consultation and requirement to report back to committee, officers have provided a month by month licence to occupy to the Management Committee.

Members may also wish to have regard to the information concerning Henry Rae Community Centre a confidential report on Education, Culture and Sport Committee agenda.

6. IMPACT

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- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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 members of the affected Management Committees and may be of interest to the wider public as a result of the significant media coverage of the changes in community centres over the last couple of years.

7. MANAGEMENT OF RISK

Consideration of risk management at community centres is an ongoing operational consideration.

8. BACKGROUND PAPERS

22/11/12 Education, Culture and Sport Committee, Community Centres
 20/9/12 Education, Culture and Sport Committee, Community Centres
 6/7/12 Education, Culture and Sport Committee, Community Centres
 28/3/12 Special Education, Culture and Sport Committee, Community Centres
 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
 2/6/11 Education, Culture & Sport Committee, Lease Agreements for Voluntary Organisations Occupying Woodside Fountain Centre
 24/3/11 Education, Culture & Sport Committee, Implementation of Budget Decision – Reduce Communities Team

9. REPORT AUTHOR DETAILS

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Appendix A – Froghall Programme at time of transfer to Council Management:

Day and Time	Programmed Activity	Comments
Monday 9am – 12pm	Drop in teas/ coffees	Management Committee confirmed that this session was not operational, therefore no relocation required.
Monday 9.30 – 11.30	Pathways Meetings	Pathways confirmed that this session had been unsuccessful and as such had ended some time ago.
Monday 5.30 – 9pm	Bingo	Bingo is also provided at local Community Centres, Catherine Street (Mondays and Thursdays) and Woodside Community Centre (Wednesdays.) Both of these community centres were contacted and confirmed that they would be very happy to welcome new players. This information was communicated to the bingo participants at Froghall.
Tuesday 9am – 12pm	Drop in teas/ coffees	MC confirmed that this session was not operational, therefore no relocation required.
Alternate Tuesdays 1.30 – 3.30pm	External Let for Old People's Consultation Group	Group was relocated to Catherine Street Community Centre.
Tuesday 6 – 10pm	Masonic Ladies Meeting	This group currently has keyholder access and their activity continues at Froghall Community Centre.
Tuesday 6.30 – 8pm	Zumba	This class stopped last year, therefore no relocation required.
Wednesday 11.30 – 3.30	Drop in teas/ coffees	MC confirmed that this session was not operational, therefore no relocation required.
Wednesday 1.30pm – 3.30pm	Local History Class	This class, run by WEA serves learners from across the city. Relocated to Sunnybank Learning Centre.
Wednesday 5.30 – 9pm	Bingo	Bingo is also provided at local Community Centres, Catherine Street (Mondays and Thursdays) and Woodside Community Centre (Wednesdays.) Both of these community centres were contacted and confirmed that they would be very happy to welcome new players. This information was communicated to the bingo participants at Froghall.
Wednesday 7pm – 8.30pm	Adult Karate Class	This class stopped last year, therefore no relocation required.
Thursday 11.30 – 1pm	Lunches	MC confirmed that this session was not operational, therefore no relocation required.
Thursday 1.30 – 3.15pm	Afternoon bingo	MC confirmed that this session was not operational, therefore no relocation required.
Thursday 6.30 – 7.45	Zumba	This class stopped last year, therefore no relocation required.
Friday 9 – 11.30am	Drop in teas/ coffees	MC confirmed that this session was not operational, therefore no relocation required.
Friday 6.15pm –	External Let -	Relocated to Community Wing at Seaton School.

8pm	Kids Karate Class	
Saturdays	Available for catered birthday party hire	There were no birthday parties booked at the time of handover. Any enquiries about birthday parties received since the handover to the Council have been redirected to other local community centres.

Appendix B – Comparison Scores from evaluation of submissions to manage

Officers assessed the extent to which each submission offered clear evidence that:-

Q#	Sunnybank Score	St Stephen's Score	Highest Scorer
other groups will be involved in developing the programme of activities	3	5	St Stephen's
other groups will be involved in the delivery of the programme of activities	3	4	St Stephen's
other groups will be involved in using the community centre.	3	4	St Stephen's
the service works effectively with a range of relevant local partners	4	4	Draw
the programme of activities provides variety for a mixture of groups and ages.	4	3	Sunnybank
the programme of activities enriches other activities which are available locally	4	3	Sunnybank
the programme of activities reflects the needs of the local community.	3	5	St Stephen's
the local community will be involved in influencing the programme of activity.	5	5	Draw
the local community will be involved in delivering the programme of activity.	4	3	Sunnybank
The proposal clearly evidence the expected outcomes from the programme of activities	2	3	St Stephen's
outcomes from the programme of activities reflect the priorities/goals of the Council.	2	2	Draw
the priorities/goals of the organisation reflect the priorities/goals of the Council.	2	2	Draw
clearly demonstrates that the organisation is financially sustainable.	2	4	St Stephen's
the programme of activities is financially sustainable.	2	4	St Stephen's
the organisation has the management capacity to operate the community centre.	3	5	St Stephen's
the organisation has the potential and capability to develop its current service delivery.	3	4	St Stephen's
the organisation has an appropriate and effective governance structure.	3	5	St Stephen's
the organisation will have all the	3	2	Sunnybank

required policies and procedures in place			
the organisation adheres to all the policies and procedures in place	3	4	St Stephen's
the organisation will comply with other relevant legislation including equalities, child protection and health & safety legislation	4	4	Draw

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	School for Children and Young People with Severe and Complex Needs
REPORT NUMBER:	ECS/13/042

1. PURPOSE OF REPORT

The purpose of this report is

- (i) to inform Committee that a suitable site is available for the location of the school for children and young people with severe and complex needs and
- (ii) to seek approval to progress with the necessary arrangements to deliver the school within the Bucksburn Farm site.

2. RECOMMENDATION(S)

To note the availability of land at the Bucksburn Farm site and to endorse this as the preferred site for the new school.

3. FINANCIAL IMPLICATIONS

There are no revenue or capital implications for current and future years, any financial risk arising directly as a result of this report in itself.

There are significant financial implications for the delivery and on-going running of this new facility but these have been and will continue to be addressed through other committee reports.

4. OTHER IMPLICATIONS

There are no legal, resource, personnel, property, equipment, sustainability and environmental, health and safety and/or policy implications arising directly as a result of this report, other than the requirement for officer time to implement the required arrangements.

5. BACKGROUND/MAIN ISSUES

5.1 Background

The Raeden Centre which provided facilities for children with severe and complex needs closed in July 2011.

A variety of sites across the city were considered for the new provision to replace Raeden, Woodlands and Hazlewood Schools.

The site at Bucksburn Farm was identified by Enterprise, Planning and Infrastructure and Education, Culture and Sport as being the preferred site.

This site was unavailable at the time of the Committee Meeting in June, 2012 when officers were instructed to progress ground investigations on the two remaining sites.

The Bucksburn Farm site has subsequently become available and officers seek approval to progress with building the new school on this site.

5.2 Main Issues

5.2.1 Location of the new school

The Site Options Appraisal Document provides details of all sites considered and the methodology used to evaluate the sites.

The proposed site of the new school will be within the Greenferns Landward development, identified under the Aberdeen Local Development Plan.

5.2.2 Implementation of the Proposal

If Committee endorses Bucksburn Farm as the preferred site for the new school, officers of Education, Culture and Sport will make all necessary arrangements to procure and deliver the new school.

6. IMPACT

Corporate – The first high-level priority within Smarter People (Social and Human Capital) of the administration's policy document '*Aberdeen – the Smarter City*' states,

'We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training'.

Public – There will be public interest in this report. In particular, parents/carers of children and young people with complex needs will have an interest in the site of the new school.

7. MANAGEMENT OF RISK

The assessment of risk associated with this report is low, as the site meets the criteria for the new provision.

8. BACKGROUND PAPERS

Site Appraisals Document – Provision for Children with Complex Needs (published by Asset Management, Enterprise, Planning and Infrastructure).

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Naming of Replacement School for Bucksburn and Newhills Primary Schools
REPORT NUMBER:	ECS/13/043

1. PURPOSE OF REPORT

The purpose of this report is to inform committee of the outcome of the naming process for the replacement school for Bucksburn and Newhills Schools and to seek formal endorsement of the new name.

2. RECOMMENDATION(S)

To note the outcome of the consultation process and to formally endorse the name of the new school as **Brimmond School**, to take effect on establishment of the new school in August 2013.

3. FINANCIAL IMPLICATIONS

There are no revenue or capital implications for current and future years, any financial risk arising directly as a result of this report.

4. OTHER IMPLICATIONS

There are no legal, resource, personnel, property, equipment, sustainability and environmental, health and safety and/or policy implications arising directly as a result of this report, other than the requirement for officer time to implement the required arrangements.

These include notification of change to the Learning Directorate of Scottish Government and a request the creation of a new identification (SEED) code for the new school which can be supported through exiting Service budgets.

5. BACKGROUND/MAIN ISSUES

5.1 Background

Policy and Strategy Education Committee on 2 December 2008 resolved to approve recommendation that the existing policy for naming

schools be retained with the additional guidance that the process for choosing a name should be undertaken as soon as possible after a Committee decision has been taken to close schools and open a new school and that consultation on the school name should include parents, staff and other stakeholders.

The replacement of Bucksburn and Newhills School was originally decided at the School Estate Strategy Policy and Strategy (Education) Committee on 21 January 2009.

Subsequently the preferred site was identified and 50% funding in principle was identified from Scottish Government under *Building Scotland's Schools for the Future* Programme.

5.2 Main Issues

5.2.1 Amalgamations of existing schools

The two schools will be brought together to create the new school at the beginning of the 2013-14 school session, i.e. August 2013. Temporary arrangements have been made to the Bucksburn School site to allow decant of staff and pupils from Newhills School. This will allow demolition of the existing building and construction of the new school on the Newhills site.

5.2.2 Timing of Implementation

The new school will be established on Monday 19 August, 2013, with pupils first attending on Thursday 22 August, 2103. The new school building on the Newhills site is expected to be operational in August 2015.

5.2.3 Naming of the New School

There has been significant research on the names of local geographical features and historical place names.

Extensive consultation with parents, staff, pupils and other stakeholders, including local residents resulted in a short-list of possible names.

Supervised counting of all votes cast by all interested stakeholders identified the preferred name as **Brimmond School**.

6. IMPACT

Corporate - The first high-level priority within Smarter People (Social and Human Capital) of the administration's policy document '*Aberdeen – the Smarter City*' states,

'We will provide a high quality education service within our schools and communities which will improve attainment and

life chances of our children and young people to achieve their full potential in education, employment or training’.

Public – There will be public interest in this report. Residents have a strong feeling of local identity and there has been involvement by a significant number of local Individuals and community groups.

7. MANAGEMENT OF RISK

The assessment of risk associated with this report is low, as the local consultation on the name has been extensive.

8. BACKGROUND PAPERS

None

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30th May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Cultural Awards 2013/14: Over £10,000
REPORT NUMBER:	ECS/13/032

1. PURPOSE OF REPORT

This report presents to Committee officers recommendations for Cultural Awards 2013-14 in the 'Aspire' category, for funding requests over £10,000 and for the further allocation of grant funding in support of a range of initiatives to improve the cultural infrastructure of the city.

2. RECOMMENDATION(S)

It is recommended that Committee:

- (i) Agree the allocation of Cultural Awards to the total value of £105,909 as presented in Appendix 1 of this report.
- (ii) Agree the allocation of £10,000 of the balance of funds to provide opportunities for the programming of 17, the UK City bid hub in Belmont Street
- (iii) Agree the allocation of £15, 000 as match funding for Council applications to the Creative Scotland investment programme for 2013/14

3. FINANCIAL IMPLICATIONS

A total of £315,000 is available from the 2013/14 budget to support the Cultural Awards Programme. Applicants were invited to be considered for support of up to 50% of the total costs towards a cultural project or initiative, showing 25% match funding and 25% in kind contribution.

All applications were reviewed by a selection panel consisting of city residents and two independent cultural sector professionals. This panel was overseen by a Council officer, providing context and clarification to the panel. The selection panels previous recommendations were approved at the Culture & Sport Sub Committee, 8th March 2013 and Education, Culture & Sport

Committee, 28th March 2013 for awards 'Up to £5,000' and '£5,000 to £10,000' respectively. A total of £114,542 has been awarded to date through the Cultural Awards 2013/14.

Nine different applications requesting funding over £10,000 were received, requesting funds of £ 154,909. At this time it is recommended to allocate cultural grants to the value of £105,909. It is further recommended that £10,000 of the balance be allocated to programming activity at 17 in support of the bid for UK City of Culture, and that £15,000 is allocated to support the match funding required for proposed applications to the Creative Scotland investment programme for 2013/14.

The balance of £65,549 will be allocated through a further round of grant requests to be brought before Committee on 12th September 2013. This will enable applications which have been rejected in this cycle to be resubmitted.

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 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

5. BACKGROUND/MAIN ISSUES

5.1 New Cultural Awards Applications Framework

On the 7th June 2012, the Education Culture & Sport Committee approved officer recommendations to restructure the current Cultural Grants process, and to design an application process which attracts new applicants whilst addressing clear gaps in the city's cultural provision. The new format was piloted for the second round of cultural funding in 2012/13. A follow up survey with applicants was conducted to ascertain the perceived benefits of the new format and any recommendations for amendments. The survey feedback indicated that changes to the application format made the process easier for applicants and clarified the expectations and priorities of Aberdeen City Council's cultural investment. The categories have been maintained for 2013/14 but the application and guidance has been made more concise and some criteria changes introduced to improve the quality of applications.

5.2 Criteria for Award

The categories for the Awards Programme are as following:

- Access – to support organisations and projects that will breakdown barriers to participation in cultural activity. In particular, this scheme seeks to attract hard to reach groups, including those from disadvantaged communities.
- Aspire –to support innovative and high quality work which raises the profile of Aberdeen as an attractive and vibrant place to live and work. The programme seeks to develop 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.
- Support – many of the applications received evidenced a need for additional support and training to support the city's cultural sector. This includes a need to improve fundraising initiatives, organisational structures, audience development, and community engagement, marketing and volunteering. The 'support' theme aims to help organisations to become more robust and independent, leading to a decrease in the level of dependence on the Council.

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
- Evidence of activity happening within Aberdeen City and being for the benefit of residents

- 50% match funding (25% in kind and 25% financial contribution)
- Evidence of beneficial partnership working
- Evidence of Best Value
- Where relevant, a report back on the use of last year's funding

With Aberdeen City Council committing to bidding for the UK City of Culture 2017 title, 2013 will see culture very much at the heart and focus of life in the city. The bidding process is an opportunity to showcase the very best that Aberdeen cultural sector has to offer, as well as increasing participation opportunities for all Aberdeen citizens. In this respect, the panel sought Cultural Award proposals reflecting the levels of engagement, collaboration, opportunity and aspiration that this period could offer to support a more vibrant cultural life for Aberdeen and its citizens.

Since 2012, the Cultural Awards selection panel membership has comprised external creative sector leaders and community member representatives supported by council officers. This has enhanced the depth of expertise and experience within the panel, resulting in a more informed selection process that understand the needs of the people of Aberdeen as well as the local cultural sector.

5.2.1 Selection Process

While in previous Council cultural investment programmes applicants were occasionally asked to supply more information to support the decision making process, in 2013/14 interviews for applications over £10,000 were a stipulation as part of the application process. Four applicants were short listed for interviews, with another two internal applications recommended for development funding, which will include a formal planning session. The interviews presented an opportunity for further clarification and assurances to be sought prior to making a final recommendation to committee.

5.3 Awards to Cultural Organisations

The following is a summary of the projects which are recommended for award.

5.3.1 Aspire: Over £10,000

Royal Scottish National Orchestra – Nickum: £20,000

Nickum will see RSNO deliver an innovative cross art form programme of interactive workshops and performances for children and parents, in Aberdeen's regeneration areas. This programme, which includes artist's residencies, will be piloted first in Aberdeen following on from RSNO's Astar project where every child born in Scotland between October 2012 and October 2013 will receive a specially created RSNO CD of music for play, rest and sleep. To support the sustainability of the project RSNO will work closely with local partners, including ACC Early Years teams and the University of Aberdeen to develop placement opportunities for music students within the communities.

Peacock Visual Arts – Stand Scotland Where She Did? : £10,909

Peacock Visual Arts seek funding for a seventieth birthday retrospective for the noted writer Timothy Neat, as well as the first exhibition of his work in Scotland, exploring the writers work with Burns, Mackintosh and MacDiarmid. The retrospective will also explore his collaborations with Hamish Henderson, Sorley MacLean, Ian Hamilton Finlay and John Berger and his involvement with travelling people and Scottish traditional music. The celebratory exhibition will include a new suite of screen-prints, a season of films at the Belmont, a concert of traditional music and song and a panel discussion looking at how Neat's work illuminates sixty years during which Scottish culture and politics have changed dramatically. Award recommendation is conditional based on Peacock confirming delivery partnerships, schedules and their marketing plan.

Aberdeen Performing Arts - A Play, A Pie and A Pint at The Lemon Tree: £15,000

Aberdeen Performing Arts seeks funding for an innovative and inspirational producing and commissioning project which will support the Lemon Tree to become the hub for new writing for the stage and for talent development. The project will be in partnership with award winning producers of Oran Mor's "A Play, A Pie and A Pint", Playwrights Studio Scotland and Aberdeen College. The project will include commissioning three new works for the stage to be presented in autumn 2013 in Aberdeen and in Glasgow at Oran Mor, alongside a masterclass programme for emerging theatre artists in the North East.

Station House Media Unit, shmuSOUND: £20,000

SHMU seeks funding support to rebrand and expand 'The Platform' programme to explore a broader range of musical and audio based genres, including the spoken word and radio plays, giving a platform for live performance and interview experience, sharing their creative offering to audiences of thousands. The funds are also sought to deliver training and support to young writers/bloggers/journalists to develop sustainable content for a major new music website covering Aberdeen City and Shire.

5.5 Projects for Consideration for Development Funding Support

Citymoves Dance Agency, DanceLive: £20,000

DanceLive is Scotland's only festival of contemporary dance and a unique element to Aberdeen's festival calendar. 2013 will be the 8th DanceLive Festival, celebrating new contemporary dance, with a cutting edge programme combining the best national and international companies, as well as showcasing new work by local dancers, choreographers and companies.

The programme will include at least 19 performances, at His Majesty's Theatre, Lemon Tree and Citymoves, including two new productions, plus an associated programme of film, talks, school and community workshops and masterclasses.

In recognition of the festivals unique artistic qualities and opportunities for growth, the selection panel has recommended that DanceLive is moved to a

three year Development Funding Plan, with set targets and agreed objectives for the next three years. Moving the Dancelive on to Development Funding will place Citymoves in a better place to secure investment, advance programme, better evidence and evaluate the social and economic benefits of activities as well as growing the festival to become a signature event for the city, in line with the aspirations put identified by the 2017 UK City of Culture bid proposal.

Creative Learning Team, Arts Across Learning Festival: £20,000

The Arts Across Learning Festival provides free opportunities for primary pupils to learn in, through and about the arts, embracing all artforms to support learning across the curriculum. The festival programmes artists and companies to deliver activity in museums, galleries, libraries and more to inspire children and encourage schools to visit places they might not otherwise access.

The panel feels that the activity is worthy of support but would wish to further consider the balance of cultural and educational impacts. In that respect, the panel as recommended that the festival is reviewed to assess those cultural and educational values and outputs of the activity in order to move towards a potential longer term Development Funding Agreement which will be better support and monitor this annual event.

5.4 Unsuccessful Applications

Three applications received did not meet the stated criteria, terms and conditions and have been deemed unsuccessful. This includes applications which have 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. To assist the panel in the decision process for making recommendations the following classification was used to clarify specific reasons for rejection.

1. Not enough information supplied
2. Does not meet match funding requirements
3. Proposal does not evidence quality or value
4. Project does not meet category criteria
5. No evidence of additional support requirement
6. Ineligible costs
7. Activity primarily outside of Aberdeen city
8. Significant unrestricted financial reserves
9. Support or promote religious or political activity
10. Unrealistic or unachievable aspiration (timescales, costs or track record of delivery)

All unsuccessful applicants will be supported to re-submit their application and/or source alternative funding sources.

All applications are available in the Elected Members library.

6. IMPACT

This report relates to 'Aberdeen – the Smarter City':

- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will encourage and support citizens to participate in the development, design and decision making of services to promote civic pride, active citizenship and resilience.

All successful applicants must illustrate how their projects meet the key objectives of 'Vibrant Aberdeen' the City's Cultural Strategy through the three main themes 'Access', 'Aspire' and 'Support'.

'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. MANAGEMENT OF RISK

Aberdeen has committed to bidding for UK City of Culture 2017, so any investment needs to be considered in terms of those cultural aspirations and plans. All applications were considered by the selection panel within the context of the city's cultural ambitions and their potential impact on the bid development and the city's cultural step change.

All unsuccessful applicants will be offered support to reapply to future investment rounds if appropriate or supported in identifying alternative funding programmes.

All successful applicants are expected to agree to terms and conditions which mitigate any risk of exposure to the Council and that all supported activity meets Council Policies, processes and the Following the Public Pound guidelines.

8. BACKGROUND PAPERS

Cultural grants 2013/14 Culture and Sport sub Committee 8th March 2013

Cultural grants 2013/14 Education, Culture and Sport Committee 28th March 2013

9. REPORT AUTHOR DETAILS

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Appendix 1: Cultural Awards 2013/14 Applications over £10,000

Applicant	Project	Amount Requested	Total Project Costs	Recommended	Amount	Conditional
Peacock Visual Arts	Stand Scotland Where She Did?	£10,909	£6,000	Yes	£10,909	Yes
WDC	WILD Dolphins!	£14,000	£172,900	No		
Scottish Chamber Orchestra	Concert Series & Education Programme	£15,000	£155,000	No		
Aberdeen Performing Arts	A Play, A Pie and A Pint at The Lemon Tree	£15,000	£55,750	Yes	£15,000	
Scottish Culture and Traditions	Programming and Organisational Development	£20,000	£46,281	No		
Station House Media Unit	shmuSOUND	£20,000	£51,680	Yes	£20,000	Yes
Creative Learning Team,ACC	Creative Learning Festival	£20,000	£60,000	Yes	£20,000	Yes
Royal Scottish National Orchestra	Nickum	£20,000	£40,000	Yes	£20,000	Yes
Citymoves	Dancelive	£20,000	£83,000	Yes	£20,000	Yes/Development funding
			Total Amount Awarded		£105,909	

Total Funding Remaining	£96,549
Recommended for Second Round of Funding (awards up to £10,00)	£65,549
Recommended for Opportunities at Seventeen	£10,000
Recommended as match funding for potential Creative Scotland Investment Programme Applications	£15,000

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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **30th May 2013**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Sports Grants (Over £5,000)**

REPORT NUMBER: **ECS/13/030**

1. PURPOSE OF REPORT

This report brings before the Committee an application for financial assistance from the Grampian Institute of Sport and makes recommendations accordingly.

2. RECOMMENDATION(S)

That the committee:

- a) considers the following application from the Grampian Institute of Sport and approves the following recommendation:

Organisation	Amount Granted
Grampian Institute of Sport	£8,000

- b) Agree the allocation of £5,000 as match funding for the council application to Event Scotland to deliver an event to mark one year to go until the Glasgow 2014 Commonwealth Games on the 23rd July 2013 in Duthie Park.

3. FINANCIAL IMPLICATIONS

The Sports Grants budget for the 2013/14 financial year is £230,000. If the recommendation is approved, there will be £217,000 remaining in this budget.

Officers within Education, Culture and Sport are currently redefining the sports grant criteria and putting together a range of promotional material and events to publicise the sports grants currently available more widely throughout the city. This will also include identifying capacity to support community sports clubs and organisations through the application process.

4. OTHER IMPLICATIONS

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

5. BACKGROUND/MAIN ISSUES

Aberdeen City Council's Sports Grants is a funding programme which is open to any voluntary or not-for-profit organisation or club who deliver sport or physical activity within the city. Grants of up to £10,000 are available and applications can be submitted throughout the year. In exceptional circumstances, we may consider applications above this level.

The Sports Grants budget for 2013/14 has been set by the Council at £90,000 with an additional £140,000 being provided from the Common Good fund for the current financial year.

The grant criteria is aligned to the key objectives of "Fit for the Future" the Sport and Physical Activity Strategy for Aberdeen (2009-2015). Each application is assessed against the criteria, with recommendations developed and put forward to the relevant Committee for a decision.

All applicants are provided with support from officers before and after applications have been considered. This includes the offer of individual support sessions, resulting in detailed feedback on how to improve the quality of their application. For more information about common reasons for resubmission, deferral or rejection please see Appendix 2.

5.1 Grampian Institute of Sport – Performance Coach Development Programme

The Grampian Institute of Sport is seeking funding to pilot a new High Performance Coach Development Programme for Aberdeen. It is intended that the programme will provide coaches with the necessary resources to maximise potential of our local athletes and help to achieve significant results on a national and international stage.

The programme will be targeted at existing High Performance coaches who will be identified and endorsed by the Institute of Sport in conjunction with National Governing Bodies. The pilot scheme which will begin in June

2013 will see an intake of approximately eight coaches across a range of sporting disciplines.

It is intended that the high performance coaches will have an opportunity to be exposed to different programmes and scenarios with the aim that they will share these with other athletes and the wider coaching workforce in the city. Coaches will also be encouraged to incorporate best practices from a range of disciplines and challenge current practice to provide a platform to experiment and innovate.

The overall cost of the programme which will operate until December 2014 is £16,000. The Grampian Institute of Sport is looking for 50% match funding to initially pilot the project. This funding will enable support to carry out an initial needs analysis and then contribute to the development of a high performance coach development programme. If this project is successful it is hoped that the athlete and coaching pathways will start to see additional throughput to gain Scottish Institute of Sport support services. Coaches will bring knowledge back to the area through workshops or mentoring and it is hoped that more coaches will be up skilled. This should help in the long run as fewer people will have to travel out with the region, as more knowledge would be within.

The council will be recognised as a key partner in this programme and monitoring of this project and its outcomes will be carried out on a quarterly basis by officers in line with the following the public pound guidelines.

Funding Requested	Funding Recommended
£8,000	£8,000

6. IMPACT

This report relates to ‘Aberdeen – the Smarter City’:

- We will promote and improve opportunities for physical activity and sport to enable Aberdeen’s citizens to lead more active, healthier lives.

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. MANAGEMENT OF RISK

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.

All unsuccessful applicants will be offered support to reapply to future investment rounds if appropriate or supported in identifying alternative funding programmes.

All successful applicants are expected to agree to terms and conditions which mitigate any risk of exposure to the Council and that all supported activity meets Council Policies, processes and the Following the Public Pound guidelines.

8. BACKGROUND PAPERS

Grampian Institute of Sport grant application – available in the Members Lounge

9. REPORT AUTHOR DETAILS

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Appendix 1

Summary Table of Financial Assistance Sports Awards 2013/14

Sports Organisation	Funding Awarded	Committee Approval
Grampian Institute of Sport	£8,000	Education, Culture & Sport (pending) 30/05/13
Games for Scotland (match funding for council application to Event Scotland)	£5,000	Education, Culture & Sport (pending) 30/05/13
Total Grant Funding Awarded if recommendations approved	£13,000	
Grant Funding Remaining	£217,000	

Appendix 2

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 FPHP (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.

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	30 May 2013
DIRECTOR:	Gayle Gorman
TITLE OF REPORT:	Water Management Core Principles
REPORT NUMBER:	ECS/13/034

1. PURPOSE OF REPORT

The purpose of the report is to seek formal endorsement for a set of core policy principles around the management of swimming pool water in Aberdeen.

2. RECOMMENDATION(S)

It is recommended that the Committee

- (a) Agree as Council policy the set of Water Management Principles as set out within section 5.4 of this report.
- (b) Endorse the vision for water management as set out in this report.
- (c) Instruct officers to develop an aquatics strategy for Aberdeen and develop an associated action plan.
- (d) Instruct officers to negotiate with Sport Aberdeen the return of the budget allocated for P4 Swimming to Aberdeen City Council, so that a procurement process can take place to deliver the core principle that “every child in Aberdeen is supported to achieve the Scotland Safe Swimming award by the end of primary school”
- (e) Note ongoing consultation process with swimming clubs in relation to the core principle that “different stages in the swimming development pathway (learn to swim through to performance swimming) are delivered by the appropriate delivery vehicle.”

3. FINANCIAL IMPLICATIONS

It is highlighted that within the vision is an aspiration that “the facilities and their associated programmes and activities are part of an economically sustainable water management infrastructure.”

To deliver the core principle around every child being supported to achieve the Scotland Safe Swimming Award by the end of primary

school, it is envisaged that the budget currently allocated to providing a 10 week block of swimming lessons to every P4 child in Aberdeen, be reallocated to providing an appropriate swimming lesson provision to meet the needs of each individual child so that they can swim by the end of Primary School. This budget currently sits with Sport Aberdeen, which is required through the Funding and Services agreement with the Council to provide the P4 swimming.

4. OTHER IMPLICATIONS

Legal Implications

The recommendation around P4 swimming budget will require negotiation with Sport Aberdeen and the progression of a Change Order.

5. BACKGROUND/MAIN ISSUES

5.1 Water Management Planning Group

The Water Management Planning Group consists of Council officers and key stakeholders involved in aquatics in Aberdeen. These partners include: Aberdeen Sports Village, Sport Aberdeen, Scottish Swimming, Community Swimming Club Representative, Disability Swimming Representative, North District Swimming Representative, Robert Gordon's University, University of Aberdeen and COAST.

The Water Management Planning Group have established the need for a vision for water management in Aberdeen and the establishment of a set of core principles for water management in Aberdeen.

5.2 Vision for 2023

The following vision is proposed:

Aberdeen's aquatic facilities consist of an appropriate mix of high quality, well maintained facilities in suitable places. The facilities are accessible to all and include a performance centre along with a range of community facilities.

Aberdeen's core aquatics development pathways are a model of best practice in UK/ Europe. Through effective joined up delivery and integrated planning, Aberdeen delivers an appropriate balance of inclusive recreational as well as competitive programmes, allowing all citizens of and visitors to Aberdeen to enjoy water based activities, maintain and improve their fitness levels and quality of life and realise their performance potential.

In Aberdeen, all young people are able to swim by the time that they move onto secondary school. World class athletes stay in and are

attracted to come to Aberdeen to train and compete. Local people regularly enjoy participating in aquatics activities.

The facilities and their associated programmes and activities are part of an economically sustainable water management infrastructure.

5.3 Definition of Aquatics

Aquatics in Aberdeen includes the following:

- Swimming
- Diving
- Synchronised Swimming
- Water Polo
- Sub Aqua
- Lifesaving/ lifeguarding
- Aqua Fit (and associated activities)
- Under Water Hockey

5.4 Core Principles

A set of core principles has been developed which have been grouped into: Participation and Pathways; Facilities and Programming; and Branding and Marketing.

5.4.1 Participation and Pathways

- Every child in Aberdeen is supported to achieve the Scotland Safe Swimming award by the end of primary school through an entitlement to swimming in curriculum time.
- An appropriate aquatics pathway is in place:
 - There are clear and effective links between learn to swim and aquatic sports clubs.
 - The transition between learn to swim and swimming club swimming development takes place at an appropriate level (the appropriate level is currently identified as level 7).
 - Experiences within learn to swim, clubs, courses and activities are of a high quality.
 - Staff, coaches and volunteers have the appropriate level of skills and training, supported by an appropriate educational programme.
 - Different stages in the swimming development pathway (learn to swim through to performance swimming) are delivered by the appropriate delivery vehicle.
 - The aquatics development pathway is fully inclusive where children, young people and adults with disabilities are supported and encouraged to reach their potential.
 - There are clear links between Active Schools and Aquatics development.
 - There are clear links between Active Communities and GP referrals and Aquatics development.
 - The swimming club level of the swimming development pathway is always delivered by swimming clubs.

- Secondary School PE aquatics activities have clear links to the aquatics pathway.
- There is a single performance programme swimming and a single performance programme for diving in Aberdeen.
- Performance programmes for aquatic sports are supported.

5.4.2 Facilities and Programming

- Access to recreational swimming
 - From 7am through to 9pm Monday to Friday and 8am – 5pm at weekends there is access to the public for recreational swimming and swimming for fitness at a community swimming pool in the North of the City and a community swimming pool in the South of the City.
 - There is public access to the Aquatics Centre for swimming during opening hours (apart from during major events.)
 - Across the city there are a range of specific sessions on a weekly basis, at an appropriate time, for the following groups:

<ul style="list-style-type: none"> ▪ Ethnic Minority Groups ▪ Physical Disability Groups ▪ Groups with learning disabilities ▪ Young mums ▪ GP referrals 	<ul style="list-style-type: none"> ● Parents and Children ● Women ● Older people ● Masters ● Pre and Post Natal
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- There is an appropriate amount of high quality water space in Aberdeen, which is appropriately programmed to meet the needs of the population
 - Access to community pools (both freestanding and linked to schools) is arranged through an effective booking process which maximises and effectively balances the use of these facilities by schools and the wider community.
 - Every recognised community aquatics club has a “home” pool.
 - The “home” pool for the city’s swimming and diving performance programmes is the Aquatics Centre.
 - Recognised clubs for swimmers with a disability have a fit for purpose “home” pool.
 - Aquatics clubs are allocated water space linked to set criteria, including the number of swimmers, club accreditation and the performance of the club.

5.4.3 Marketing

- There is a single programme identity for aquatics provision and development in the city.
- There is an effective single portal (one stop shop) for information about aquatics provision and development in the city.

5.5 Next Steps

If approved, the vision and core principles will form the basis of the development of an aquatics strategy for Aberdeen. A detailed action plan will be required to ensure the delivery of the core principles.

- 5.5.1 It has been identified that to deliver the core principle around every child being supported to achieve the Scotland Safe Swimming Award by the end of primary school, it is envisaged that the budget currently allocated to providing a 10 week block of swimming lessons to every P4 child in Aberdeen, be reallocated to providing an appropriate swimming lesson provision to meet the needs of each individual child so that they can swim by the end of Primary School. This budget currently sits with Sport Aberdeen, which is required through the Funding and Services agreement with the Council to provide the P4 swimming.

It is intended that negotiations take place with Sport Aberdeen to remove this requirement from the Funding and Services Agreement, along with the associated budget £129,903. This funding will be used along with any further Top Up Funding that Aberdeen City Council receives from the Scottish Government (in 2012/13 this was £15,000), to commission the delivery of this outcome from relevant providers.

- 5.5.2 Another core principle is that “different stages in the swimming development pathway (learn to swim through to performance swimming) are delivered by the appropriate delivery vehicle.” At the current time the provision of swimming lessons are delivered by a number of providers including Sport Aberdeen, Swimming clubs etc. With the opening of the new Aquatics Centre, the provision of swimming lessons by Aberdeen Sports Village is a key element of the business plan in terms of revenue funding.

It has been established that it is important that the revenue that can be generated through the provision of swimming lessons is retained by the operator of the swimming pool, to subsidise the overall operational costs of the pool.

With this in mind, Sport Aberdeen are currently carrying out extensive consultation with swimming clubs which currently deliver swimming lessons, to find appropriate models for ensuring the consistent high quality provision of swimming lessons in way that ensures the financial sustainability of swimming pool provision. Appropriate models may include the provision of swimming lessons in Sport Aberdeen pools directly by Sport Aberdeen existing staff; through the tupe of swimming club staff who deliver lessons; or through Sport Aberdeen commissioning the provision of swimming lessons by swimming clubs.

It is planned that changes will be implemented on a phased basis, commencing towards the end of 2013.

6. IMPACT

Corporate – This report relates to ‘Aberdeen – the Smarter City’

- We will work with our partners to seek to reduce the levels of inequality in the city.
- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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 swimming clubs and pool water providers within Aberdeen and may be of interest to the wider public in relation to how pool water throughout Aberdeen is programmed and the positive commitment to support every child in Aberdeen to have an entitlement to swimming in curriculum time.

7. MANAGEMENT OF RISK

Risks are assessed and mitigations developed through the Water Management Planning Group which consists of the City Council and a number of partnership organisations

8. BACKGROUND PAPERS

15 September 2011, Education, Culture & Sport Committee Bulletin
Report: Aberdeen City Water Management Plan

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **30 May 2013**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Tullos Swimming pool**

REPORT NUMBER: **ECS/13/038**

1. PURPOSE OF REPORT

The purpose of this report is to provide an update on the progress of re-opening Tullos Swimming Pool and to seek formal approval for Sport Aberdeen to manage this pool.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) Note the progress of the Tullos Pool Project
- b) To note that Sport Aberdeen are currently preparing a business plan including setting out the financial implications of providing this facility.
- c) Agree that Sport Aberdeen will be responsible for the management and operation of this facility contingent upon receipt of an acceptable business plan.
- d) To provide delegated powers to the Head of Finance, Head of Legal and Democratic Services, and Head of Culture, Communities and Sport, in consultation with the Convenors and Vice Convenors of Education, Culture and Sport, and Finance and Resources Committees, to provide funding up to a maximum of £50,000 to Sport Aberdeen for the initial operation of this facility on the receipt of a robust and acceptable business plan, and the conclusion of a Minute of Variation to the main Sport Aberdeen Funding and Services Agreement and provision of a licence to occupy for this facility.
- e) To instruct officers to bring forward the full years financial implications for this facility to the Education, Culture and Sport Committee when this information is forthcoming from Sport Aberdeen.

3. FINANCIAL IMPLICATIONS

Sport Aberdeen is currently developing a detailed business plan including setting out the financial implications of providing aquatics services from Tullos Swimming Pool.

There is identified budget provision within the Education, Culture and Sport revenue budget for the operation of this facility.

4. OTHER IMPLICATIONS

Property Implications

This report relates to the provision of services from Tullos Swimming Pool which is currently undergoing refurbishment.

Legal Implications

The proposal that Sport Aberdeen will operate this facility on behalf of the Council will require a Minute of Variation to the main Funding and Services Agreement, and will also require the provision of a licence to occupy this facility to tie in with the remaining Sport Aberdeen main licence duration.

5. BACKGROUND/MAIN ISSUES

- 5.1 The redevelopment of Tullos Swimming Pool was agreed as part of the Council's Capital Programme in February 2012. Since then, detailed structural surveys and design work have taken place and a contract was awarded just before Christmas 2012. The contract for the construction work commenced on Monday 25 February 2013.

The work includes:

- Repair of all water damage and redecoration of all internal walls;
- Retiling of both pools and poolside areas;
- Replacement of the old changing area and basket clothes storage with a modern changing area with attractive cubicles and lockers;
- Creation of new disabled changing; group and family changing areas;
- Reconfiguration of the entrance area to create a more inviting and obvious entrance from the front of the building;
- Creation of a welcoming and accessible reception area with notice boards and vending machines;
- New public and disabled toilets;
- Reconfiguration of spectator seating to meet disability access requirements
- Re-commissioning of the plant room.

The work is progressing well, with the majority of the demolition work required to create the new changing areas now complete. Colour schemes

and detailed location of electrical and ICT installations have now been agreed, and the internal fit out work should progress fairly rapidly over the next few weeks and months. Assuming that no significant problems are encountered, it is anticipated that construction should be completed in late summer 2013. This will then allow time for the installation of loose furniture and fittings, as well a period for the induction and training of staff in building-related matters, in time for a re-opening in autumn 2013.

- 5.2 At Aberdeen City Council's Budget setting meeting in February 2012, the Council instructed officers to enter into discussions with Sport Aberdeen and the local community over the management of Tullos Swimming Pool.
- 5.3 Since that time consultations with the local community have been ongoing, including Council officers and representatives from Sport Aberdeen.
- 5.4 The feedback from more recent consultations with the local community is being input into Sport Aberdeen's development of a programme to meet local needs.
- 5.5 Sport Aberdeen are currently working on a business plan, incorporating a detailed financial plan for the operation of the pool.

6. IMPACT

Corporate – This report relates to 'Aberdeen – the Smarter City'

- We will work with our partners to seek to reduce the levels of inequality in the city.
- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.

This report also 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
- 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 citizens within the Torry area of the city.

7. MANAGEMENT OF RISK

Providing delegated powers for initial funding to be made available will minimise possible risks for the opening of the facility to be delayed.

The contractor is responsible for the management of risk during the development period.

8. BACKGROUND PAPERS

9/2/12 Full Council, Non Housing Capital Programme Report

9. REPORT AUTHOR DETAILS

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RUBISLAW FIELD COMMITTEE

ABERDEEN: 24 April 2013 - Minute of Meeting of the RUBISLAW FIELD COMMITTEE. Present:- Councillor Laing, Chairperson; and Councillor Thomson; Mr G Legge (Aberdeen Grammar School); Mr J Hendry, Mr A Hamilton and Mr D McAllister (Aberdeen Grammar School Former Pupils' Club).

In Attendance: Neil Bruce, Service Manager, Culture and Sport, Education, Culture and Sport; Jo Conlon, Sports Policy and Partnership Officer, Education, Culture and Sport; Fiona Selbie, Senior Solicitor, Legal and Democratic Services; and Vikki Cuthbert and Stephanie Dunsmuir, Democratic Services.

APOLOGIES

- 1 Apologies were submitted on behalf of Ian Stanger and Andy Campbell.

MINUTE OF PREVIOUS MEETING

- 2 The Committee had before it the minute of its previous meeting of 19 March 2013.

Mr Hendry queried the statement on page 3 of the minute that the Education, Culture and Sport Committee was the parent Committee of Rubislaw Field Committee and that it therefore ratified any decisions taken. Mrs Selbie clarified that this was correct and that as the Council owned the field, any decisions in relation to issues such as the Agreement had to be ratified by the parent Council Committee – in this case, the Education, Culture and Sport Committee.

The Committee resolved:-

to approve the minute as a correct record.

RUBISLAW FIELD AGREEMENT

- 3 With reference to Article 3 of the minute of its previous meeting, Neil Bruce advised that he had been in contact with Mr Hendry prior to the meeting but that it had not been possible to collate the required figures in time to circulate them with the papers. He advised that officers had collated figures in relation to the costs to the Council for football, rugby and cricket use of the field, and the hockey figures had now been received, but that officers were still looking into the costs of grounds maintenance.

The Chairperson asked if the FPs Club had been able to gather any of the required information, and Mr McAllister advised that he had a spreadsheet which he could share with the Committee on the understanding that the figures were noted to be in draft form. He asked if the Committee could look at the spreadsheet so that the FPs Club could be satisfied that they had the required information. He also asked if the Council officers

RUBISLAW FIELD COMMITTEE

24 April 2013

could outline exactly what was meant by the term 'Best Value'. Mr McAllister then circulated the draft figures for consideration by the Committee and explained what they represented.

Mr Bruce advised that the figures did represent what the Council required, but asked if they could include qualitative information on the number of hours they represented. He added that it would be helpful for the FPs Club and the Council to agree the number of hours between them. Mrs Selbie also asked that the FPs Club consider including figures relating to the coaching outwith Rubislaw Field, (for example, interior training), as this data might not be available to the Council.

There was a discussion around the invoicing issue raised by the hockey club, and Jo Conlon advised that the men's hockey were now content that the invoicing problem was resolved. Mr McAllister advised that he had heard there was still an issue, and the Chairperson requested that the FPs Club representatives contact the hockey club to identify where there might still be a problem. The spreadsheet also highlighted a comment from the rugby section in relation to invoicing problems, and Ms Conlon explained that Sport Aberdeen provided usage information to the Council based on janitorial returns, which was then used to produce the invoice which the Council sent to the customer. The Chairperson noted that there had been other issues of this nature, and suggested that the problem raised by the rugby club could be looked into further by officers.

The Chairperson thanked the FPs Club for the comprehensive figures and asked if officers required anything further. Mr Bruce reiterated that it would be helpful to have the information on the number of hours used, but added that the figures were a good basis to work from. He asked if Mr McAllister could send the spreadsheet through electronically, as this would enable officers to input their figures into the same format, and Mr McAllister undertook to send the information.

The Chairperson requested that officers arrange to meet separately with the FPs Club representatives to agree a set of figures to form the basis of the report to the meeting of the Education, Culture and Sport Committee in May. Mr McAllister highlighted that the missing information relating to rugby and hockey should be relatively straightforward to retrieve, but that gathering the football data might prove difficult. Ms Conlon advised that the Council had the usage figures for football, and Mr Bruce added that the Council costs could be listed against those. He also added that the report could list where there were caveats, for example, where there might be disagreement between the figures or where information was missing. Mr Bruce also advised that it would be best to agree that information dating back further than five years was not included, other than the information relating to the stand.

Mr McAllister then asked if officers could provide an explanation on Best Value. Mrs Selbie explained that there was not a statutory definition of this term, but that it related to financial savings, and to the contribution of something to the life of the citizens of Aberdeen. She added that while the financial aspects were a helpful starting point,

RUBISLAW FIELD COMMITTEE

24 April 2013

officers would also want to include contributions of a non-financial nature, for example, the work which might not happen without the personal input of the FPs Club. Mr Bruce added that it was about the demonstration of participation, progression and performance. Mr Hendry asked if the term was laid down in statute, but Mrs Selbie advised that she was not aware of this being the case. She explained that if the Council was to be audited, the auditors would be looking at the financial aspects for the Council, but also the benefits to the wider city, therefore it was important to include other information which contributed to Best Value, and not just financial data.

The Committee resolved:-

- (i) to note the draft information provided, and to request that Mr McAllister forward this data electronically to Mr Bruce; and
- (ii) to request that officers meet separately with the representatives of the Former Pupils' Club to agree on the figures which would form the basis of the report to the Education, Culture and Sport Committee on 30 May 2013.

AOCB - GRASS CRICKET WICKET

4 With reference to article 3 of the minute of the previous meeting, and the discussion around the proposal for a grass cricket wicket, Mr McAllister reiterated the FP Club's wish that the matter be progressed quickly. He advised that it would be important to ensure that the project was taken forward prior to the start of the summer season; as otherwise, it would be another year before work could commence. He added that the work would need to commence around August with ground works over winter to ensure that the pitch was ready for summer. The purchase of sterile soil would also take some time. He also highlighted the safety issues caused by the current condition of the existing pitch.

Mr Bruce noted the wish for the work to be expedited, but stressed that as he had not received an official request outlining the proposal, he was unable to take any action. Mr Hendry advised that he had received a letter dated 27 February from the cricket club, and Mr Bruce and Ms Conlon stated that they had not received this letter. Mr Hendry then passed Mr Bruce his copy of the letter.

Mr Bruce advised that the matter would be for Ms Conlon and Gail Woodcock to consider, and suggested that the request be considered in the context of a report on the future maintenance and investment in the field which could be brought back to a further meeting of the Rubislaw Field Committee to be arranged following the Education, Culture and Sport Committee in May.

The Chairperson thanked everyone for their contributions and drew the meeting to a close.

RUBISLAW FIELD COMMITTEE

24 April 2013

The Committee resolved:-

- (i) to request that a further meeting of the Committee be arranged following the Education, Culture and Sport Committee in May; and
- (ii) to note that a report would be prepared for that meeting which would consider the request from the cricket club in the context of a report which would consider the wider issues of future maintenance and investment in the field, as well as setting out how the Committee would take a co-ordinated approach to matters such as grounds maintenance in future.

- COUNCILLOR JENNIFER LAING, Chairperson

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