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To: Councillor May, Convener; Councillor Greig, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Corall, Cormack, Farquharson, Laing, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and Kirsty West; and Mumtaz Abdullah, Grant Bruce, Peter Campbell, Stewart Duncan and Mario Vicca.

Town House,
ABERDEEN 18 December 2009

EDUCATION, CULTURE AND SPORT COMMITTEE

The Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in Committee Room 2 - Town House on **THURSDAY, 7 JANUARY 2010 at 2.00 pm.**

RODERICK MACBEATH
HEAD OF DEMOCRATIC SERVICES

BUSINESS

DEPUTATIONS

- 1.1 Requests for Deputations

COMMITTEE BUSINESS AND MOTIONS LISTS

- 2.1 Minute of Previous Meeting of 24 November 2009 (Pages 1 - 26)
- 2.2 Committee business Statement and Motions List (Pages 27 - 50)

MOTIONS

3.1 Motion by Councillor Comack, referred by Council on 18 November 2009:-

Background report by the Director of Education, Culture and Sport.
(Pages 51 - 62)

“In the light of the restoration and reuse of Marischal College, the second largest granite building in the world, and in recognition of the central role that the granite industry has played in the city’s economic development and in its cultural identity, that this Council agrees to the production of a report with options on how the Council and its partners can properly acknowledge the key contribution that the use of granite has made to the built environment of Aberdeen and the wider North East region.”

Please note that a colour copy of the leaflet on Aberdeen’s Granite Trail has been circulated to Members separately.

PERFORMANCE MANAGEMENT AND SERVICE WIDE REPORTS

4.1 Performance and Inspection Report (Pages 63 - 82)

Please note that colour copies of all colour pages of the performance report have been circulated to Members separately.

4.2 2009/10 Revenue and Budget Monitoring (Pages 83 - 96)

4.3 Capital Budget Progress Report (Pages 97 - 104)

4.4 Intensive Community Support and Learning Service - Referral from the Social Care and Wellbeing Committee of 1 December 2009 and the Finance and Resources Committee of 10 December 2009 (Pages 105 - 124)

CULTURE

THERE ARE NO ITEMS IN THIS SECTION.

SPORT

5.1 Grant Support Applications for Interim Travel Arrangements (Pages 125 - 128)

EDUCATION

6.1 3R's Project - Decant - Kaimhill School to Braeside School - Oral Update

6.2 Community Learning Hubs and Review of Learning in the Wider Community (Pages 129 - 196)

Please note that colour copies of the maps have been circulated to Members separately.

Please also note that information contained in confidential appendices which were circulated to the Committee as part of the report on Community Learning Hubs and Review of Community Centres and Community Learning and Development Activity report on 8 October, 2009, is relevant to this report. For your information, a copy of the exempt appendices are available in the Members' Library.

6.3 Consultation Outcomes with Leased Community Centres (Pages 197 - 276)

Please note that appendices relating to this item which contain exempt information are listed as item 7.1 on this agenda.

6.4 Aberdeen City Council Outdoor Learning and Educational Excursions Policy and Guidance (Pages 277 - 290)

A copy of the Aberdeen City Council Outdoor Learning and Educational Excursions policy and guidance is available in the Members' Library. The document can also be viewed using a link at the bottom of the **adventure aberdeen** webpage – www.aberdeencity.gov.uk/adventureaberdeen

6.5 Revision of School Capacities (Pages 291 - 314)

6.6 Opening Ceremonies Protocol (Pages 315 - 324)

6.7 Anti-Poverty Strategy (Pages 325 - 360)

The Director will provide an oral update at the Committee on action from the service to address poverty.

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

7.1 Consultation Outcomes with Leased Community Centres - Appendix to item 6.3 (Pages 361 - 362)

Website Address: www.aberdeencity.gov.uk

Should you require any further information about this agenda, please contact Helena Tuffin, tel. (52)2503 or e-mail htuffin@aberdeencity.gov.uk

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Agenda Item 2.1

EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 24 November, 2009. - Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor May, Convener; Councillor Greig, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Corall, Cormack, Farquharson, Laing, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and Kirsty West. External Members:- Mrs. M. Abdullah, Mr. G. Bruce, Mr. P. Campbell, Mr. S. Duncan.

ANNOUNCEMENTS

1. The Committee were advised that Scott Gardner, one of last year's S6 pupils at Old Machar Academy who had deteriorating eyesight since primary 3, was a runner up in the Scottish Qualification Agency's Star Awards School Candidate of the Year Award. The Committee were also advised that the Lord Provost had recently visited Charleston School and had been informed that Dean Sutherland, a primary 7 pupil, had been asked to represent Scotland at the Kick-boxing World Championships held in Huelva in Spain and was now World Champion in the under 35kg full contact section.

The Committee noted that St. Machar ASG had been short listed for Curriculum Initiative of the Year, by a UK wide sustainable transport organisation in relation to the Go for Gold Project, which had run for two years at St. Machar Academy and its ASG Primary Schools. The project was explained as a month long walking initiative with a road safety conference held in the run up and into the transition events for primary 7 pupils. In relation to the new schools at Cults and Bucksburn, the Committee noted that they were now open and that the schools were of a very high standard and that the politeness and manner of the pupils had also been complimented. The Committee also noted that the Linx Ice Arena was now open to the public.

With regards to the Ron Mueck Exhibition at the Art Gallery, the Committee were advised that the Exhibition had been a huge success and that 49,286 visitors had attended the exhibition and that this was more than twice the number of visitors as had visited the gallery in the same period in 2008.

The Committee resolved:-

- (i) to note the successes and achievements of the schools, individuals and organisations;
- (ii) to write to Scott Gardiner and his family to congratulate him on his achievement;
- (iii) to wish St. Machar ASG the best of luck in the Curriculum Initiative of the year award; and
- (iv) to congratulate Helen Shepherd on her appointment as Head Teacher at Mile-End School.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 8 October, 2009.

The Committee resolved:-

- (i) to note that Councillor Jennifer Stewart and Kirsty West's declarations in relation to article 6 were in relation to the Northern Lights Project, not Peacock Visual Arts; and
- (ii) to otherwise approve the minute.

DECLARATION OF INTEREST

Councillor Reynolds declared an interest in the subject matter of the following article by virtue of his appointment by the Council to Aberdeen Foyer but did not consider the nature of his interest required him to leave the meeting during consideration of the matter.

COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST

3. The Committee had before it a statement of Committee Business and a Motions List prepared by the Head of Democratic Services.

The Committee resolved:-

- (i) to remove items 1 (Review of Community Learning and Development in North Aberdeen), 6 (Community Based Adult Learning Partnership – Aberdeen College), 7 (Inclusion Policy Review), 11 (Reporting School Performance Measures) and 13 (Interim Evaluation Report on the Reading Bus Project) from the business statement;
- (ii) to request officers to provide a date for a future report on item 2 (Northfield and Cummings Park Sports Facilities);
- (iii) to note that a report on item 4 (INEA2 Action Plan) would be submitted to the next meeting;
- (iv) to note that information on item 5(f) (Usage Levels at Indoor Sports Facilities) would be circulated before Christmas and that local members would be kept up to date in relation to item 5(g) (Tullos Swimming Pool);
- (v) to note that a report on item 8 (Quality Improvement Framework Part 1 (Schools)) would be submitted to the next meeting of the Committee as part of the performance report and that a report also be provided on the impact of Aberdeen Works and of partnership working with local firms;
- (vi) to note that the Chair of the short-life working group relating to item 10 (SQA Examination Results, Attendance, Exclusions and Violent Incidents in Aberdeen City Schools) was now Councillor May;
- (vii) to note that a briefing on item 14 (Curriculum for Excellence) had been arranged for 8 January, 2009;
- (viii) to transfer item 16 (Peacock Visual Art Centre/Northern Lights) to the business list for the Enterprise, Planning and Infrastructure Committee;
- (ix) to request that a report on item 22 (Property Sales Investigation – Follow Up Report) be submitted to the January Committee;

- (x) to note in relation to item 25 (Health Inequality Studies) that a report on the education aspect of the issues would be submitted to a future meeting of this Committee and that this item would be transferred to the Corporate Policy and Performance Committee Business List;
- (xi) to note that a report would be submitted in January in relation to item 26 (Walker Road Primary School Refurbishment Contract); and
- (xii) to otherwise note the statements.

PARENTAL INVOLVEMENT IN EDUCATION – ECS/09/076

4. With reference to article 4 of the minute of meeting of the Policy and Strategy (Education) Committee of 9 June, 2009, the Committee had before it a report by the Director of Education, Culture and Sport, which advised of the actions and progress which had been undertaken in relation to the motion which Councillor Cormack had submitted with regards to parental involvement in education. The report noted that as requested, officers had looked into support for parents and parent councils in relation to various issues, namely the existence and nature of arrangements for engaging, liaising, consulting and involving parents and parent councils; development of a Council website for parents; training issues; and communication issues such as between the Council and parent councils. The report went on to note that consultation with other Councils had been undertaken, with 12 responses received and the results of the consultation were attached as an appendix to the report. The main findings of the consultation were that there was a variety of practice across various councils and that there were also a variety of types of representative forum in place.

The report provided background information in relation to the Council's implementation of the Parental Involvement Act and the Parental Involvement Strategy, noting that developing parental involvement would work to enhance the strategy. Two proposals for enhancing parent representation were set out in the report and were as follows:-

Proposal 1 - the Service either organises Parent Council elections to establish a new body of 12 to 24 ASG (Associated Schools Group) members, or simply invites each ASG to nominate one or two representatives to form such a body. The Service would support development of this representative body. The Council would need to ensure that the group of 12-24 people included representatives of, for example, parents whose children had additional support needs, including those with additional work with English as an Additional Language, and others.

Proposal 2 - as Proposal 1, with the new body also having representation on the Education, Culture and Sport Committee.

The report went on to advise that officers had held discussion sessions with Parent Council Chairs and representatives to discuss representation and other matters set out in the report. Feedback from the second session was attached as an appendix to the report and it was noted that 17 Parent Councils, represented by 19 people, had attended the meeting. The report noted that a clear message from the consultation was that whilst Parent Councils would be in favour of further representation, that they would wish the assurance that the Council would continue to consult on all important matters with all Parent Councils.

The report recommended:-

that the Committee –

- (a) endorse the need to enhance parent representation in Education, Culture and Sport Services;
- (b) agree to the establishment of a representative forum of parents as set out in proposal one in the report; and
- (c) consider whether it wishes a further report on parent representation on the Education, Culture and Sport Committee, noting that these issues would require to be closely examined, and if so, instruct the Head of Democratic Services to provide such a report to a future meeting.

The Committee resolved:-

- (i) to approve recommendation (a); and
- (ii) to agree to the establishment of a representative forum of parents as set out in proposal 1, through the organisation of Parent Council elections, with a report back to a future meeting on the running of the elections, following consultation with parents.

GORDON HIGHLANDERS COMMEMORATIVE STATUE WORKING GROUP - REFERRAL

5. The Committee had before it by way of a remit an extract of the minute of meeting of the Gordon Highlanders Commemorative Statue Working Group of 1 October, 2009.

The Working Group had considered a report which covered various issues, namely the specification of the information pack and procurement brief as well as discussions relating to potential location of the statue; the method by which the artist for the statue would be selected and the proposed composition of the selection panel; the options open for the selection of the statue; the contracting of the artists; communication and publicity; and the public unveiling of the statute.

The Gordon Highlanders Commemorative Statue Working Group had resolved:-

amongst other things, to request that the Education, Culture and Sport Committee:-

- (a) agree the use of the procurement brief (which was attached as an appendix to the report) to form the basis of the information pack for circulation to artists interested in making a submission;
- (b) agree to the establishment of a selection panel as detailed in the report, with the exception of the Council's Arts Education Co-ordinator, Annette Murray, being invited to join the Selection Panel due to the original candidate declining the invitation; and
- (c) agree that the recommendation of a preferred statue be found by using the preferences of the Selection Panel and that the Working Group be authorised to approve the finalist, noting that school pupils would not be involved in the selection process, and would only participate in the project as part of a wider arts education programme on the understanding that this incurred no cost from the allocated budget of £125,000 for the statue and did not present any complications for the project.

The Committee resolved:-

to approve the recommendations of the Working Group, subject to the membership of the Selection Panel being the same as the membership of the Working Group.

PERFORMANCE AND INSPECTION REPORT – ECS/09/055

6. With reference to article 4 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport, which provided an update on the performance of the service as at September 2009. Attached as an appendix to the report was a performance scorecard for the original 23 key performance indicators and the three additional measures of performance which had previously been agreed. The scorecard showed recent performance trends as at September, 2009, in relation to the areas of resources management, impact, business processes and organisational development and also provided targets, where available. The report provided details of the highlights of the month's performance report which included sickness absence which was considerably lower than targeted and all targets for reductions in violent incidents against school staff in 2008/09 having been met.

Attached as a further appendix to the report, was more detailed information in relation to the targets noted on the performance scorecard which provided a definition of each measure, graphical representation of the performance, longer term trends of performance, analysis of what each performance meant, and recommended actions to be taken for improvement. In relation to target setting, the report noted that as part of the normal management of performance, it was appropriate to formally review the service target set for the key performance measures for the 2009/10 year and beyond. It was noted that the review of targets would follow the principles of SMART and that each target would be specific, measurable, achievable, realistic and timely.

The report recommended:-

that the Committee –

- (a) note the trends in performance; and
- (b) instruct that quarterly reports be presented to Committee as part of the Education, Culture and Sport public performance reporting framework.

The Committee resolved:-

- (i) to request that a target be set in relation to item 6.1 (% of Internal Audit recommendations completed);
- (ii) to note that in relation to item 7 (The Proportion of Schools Receiving Positive Inspection Reports) reports on inspections would be submitted as and when inspections were carried out, and requested that information on inspections be split into primary and secondary;
- (iii) to request that the target for item 1 (Average Number of Days Lost Through Sickness Absence) be altered to 10, in line with the target of other Committees;
- (iv) to note that a briefing relating to item 10 (Primary and Secondary Pupil Attainment for Reading, Writing and Maths) was taking place on 7 December, 2009; and
- (v) in relation to item 12 (Proportion of School Leavers in Positive and Sustained Destinations) to request that reasons be provided for those who were not in

positive and sustained destinations and that a breakdown by ASG also be included.

REVENUE BUDGET MONITORING – 2009/10 – ECS/09/071

7. With reference to article 5 of the minute of its previous meeting, the Committee had before it a joint report by the City Chamberlain and the Director of Education, Culture and Sport, which provided information on the current total service budget and the current year revenue budget performance to date and advised on areas of risk and management action.

The report noted that at the present time, areas of risk which had been highlighted were:- Out of Authority Placements; Pupil Support Assistance; Free School Meals; Pupil Role Changes; the Sports Trust; Transferred Budgets from other Services; and Sports Income. In relation to current year savings, a reduction in overall staff costs for Bucksburn Academy, Mile End, Heathryburn and Manor Park Schools, which were 3Rs new and combined schools, would result in savings for 2009/10 of £185,000 from school rationalisation to be accrued by reduction in teaching and non-teaching staff costs. The projected out-turn however was estimated to be £94,000, which was a shortfall of around £91,000, largely due to the Mile End new school completion date being delayed from August 2009 to February 2010 due to the refinancing which had to be undertaken. Other contributing factors included Heathryburn completion being delayed by three weeks and the appointment of the Head Teacher at Bucksburn Academy 1.5 months earlier than anticipated. In relation to making up the shortfall, the report noted that the recruitment of a Depute Head Teacher at Mile End following retirement would be deferred until 2010, and the rest of the balance would be offset against the uncommitted budget from the general learning and leisure budget account.

The report recommended:-

that the Committee –

- (a) consider and note the report and the information on management action and risks contained within it; and
- (b) instruct that officers continue to review budget performance and report on service strategies as required to ensure a balanced budget.

The Committee resolved:-

- (i) to request that a report on the pooling of the Education, Culture and Sport and Social Care and Wellbeing Budgets in relation to Out of Authority placements be submitted to the Committee in January, with a full report including options on how to provide suitable facilities within Aberdeen to be submitted to the Committee in February;
- (ii) to request that details of the 7.7% projected variances in the budget of the Operational Support Manager be circulated to the Committee by the end of the week;
- (iii) to request details of how projected variances in the 2009/10 budget were to be dealt with be submitted to the next Committee; and
- (iv) to otherwise approve the recommendations.

CAPITAL BUDGET PROGRESS REPORT – ECS/09/072

8. With reference to article 6 of the minute of its previous meeting, the Committee had before it a joint report by the Director of Education, Culture and Sport and the City Chamberlain which provided an update on the progress being made on the various projects within the Non-Housing Capital Programme, which were aligned to Education, Culture and Sport Services. Attached as an appendix to the report was a detailed list of the Non-Housing Capital Programme Project which provided the spend to date to the end of September, 2009, including forecast outturn, for each project in the budget for 2009/10.

The appendix contained information on projects which were divided into separate categories, namely schools estates; schools – ICT; schools – other equipment; sports; culture and leisure; parks; and other.

The report recommended:-

that the Committee consider and note the content of the report in relation to the projects outlined in appendix A.

The Committee resolved:-

- (i) to request that the total spend for each project be included in all future reports;
- (ii) to note that a report on any projected overspend, including details of the causes and any mitigation required, would be submitted to a future meeting and to request that officers ensure that all figures being reported were accurate and up-to-date;
- (iii) to note that costings for the repair of heating and ventilation at St. Machar Academy were currently being calculated and that a capital bid would be submitted in due course; and
- (iv) to otherwise note the information.

GRANT SUPPORT APPLICATIONS FOR INTERIM ARRANGEMENTS – ECS/09/058

9. With reference to article 11 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport which brought forward seven applications from the Council's Grant Support for Interim Travel Arrangements, which were set out as follows:-

Activity/Applicant	Nature of Support	Amount Requested
Collette Baxter - Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (April to August 2009)	£300
Denise Forrest (2 applications) – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee by 2 junior athletes (April to October 2009)	£600
Fiona Johnston – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee	£300

Activity/Applicant	Nature of Support	Amount Requested
	by a junior athlete (April to August 2009)	
Jenny Findlay – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (April to August 2009)	£300
Ruth Milne (2 applications) – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Edinburgh and Stirling by 2 junior athletes (April to June 2009) and (July to August 2009)	£600

The report outlined that should the applications be approved, a total of £2,100 from the annual travel grants budget would now be allocated, leaving a balance of £10,460.

The report recommended:-

that the Committee approve the travel funding applications.

The Committee resolved:-

to approve the recommendation.

FINANCIAL ASSISTANCE – SPORTS – ECS/09/057

10. With reference to article 10 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport which brought forward applications for financial assistance from sports organisations within the city. The report advised that should the recommendations be approved, a balance of £37,526 would remain in the sports budget for the year 2009/10.

The Committee resolved:-

- (i) to award funding of £1,400 to St. Machar School of Football to support the cost of swimming pool hire for the provision of hydrotherapy sessions once a week as part of the school of football programme; and
- (ii) to award funding of £500 to Granite City Badminton Club in order to offset some of the costs incurred in the development of the youth section of the badminton club.

COMMUNITY LEARNING HUBS AND REVIEW OF COMMUNITY CENTRES AND COMMUNITY LEARNING AND DEVELOPMENT ACTIVITY

11. With reference to article 13 of the minute of its previous meeting, the Committee received an oral update from the Communities Manager on the consultation which had been undertaken with stakeholders in relation to the community learning hubs and review of community centres and community learning and development activity. The Committee were advised that trade unions, staff, community centres, community groups, community centre management

committees and consultations with leased community centres had all been undertaken in the past few weeks. It was noted that there was to be one additional consultation session in the following week where a revised version of the community centre lease was to be discussed. The Committee were advised that the feedback which had been received had been a mix of positive and negative comments, in addition to alternative options being proposed throughout the consultation process. A briefing for the Civic Forum was also scheduled to take place in the next week and a briefing for elected members had been held the previous day.

The Committee resolved:-

- (i) to note the information and the extensive consultation which had been undertaken; and
- (ii) to thank the officers for their work.

KAIMHILL SCHOOL TO BRAESIDE SCHOOL - DECANT

12. With reference to article 19 of the minute of its previous meeting, the Committee received an oral update from the Head of Service (City-wide Lead for Schools) on the transporting of pupils as a result of the Kaimhill School to Braeside School decant. The Committee were advised that transportation by bus from Garthdee to Braeside was continuing to be popular and that this was unlikely to change during the winter season. The Committee were advised that the promotion of walking to school was continuing and there would be a particular emphasis placed on this during spring, as the weather improves. The Head of Service advised the Committee that details were available in relation to the times, routes and usage levels of the buses and that this would be circulated to the Committee.

The Committee resolved:-

- (i) to note that the information on routes, times and usage levels would be circulated; and
- (ii) to note the information.

MANAGEMENT OF EXCESS TEACHING STAFF – ECS/09/052

13. The Committee had before it a report by the Director of Education, Culture and Sport, which advised that the job matching in schools procedure, which had been agreed by the Policy and Strategy (Education) Committee on 29 April, 2008, (article 7 refers) made reference to an agreed protocol to determine the future deployment of any staff placed on the excess staffing list. The report which the Committee were being asked to consider was recommending a protocol for the management of excess teaching staff.

The report noted that where possible, excess teaching staff would be transferred into vacancies within other schools and that where this was not possible, voluntary means of reducing the workforce would be sought. If no other options were available, it was noted that the protocol allowed for compulsory redundancy to be applied. The report advised that full consultation had been carried out with the teaching trade unions and the draft of the policy had been discussed at the Local

Negotiating Committee for Teachers. The report advised that the teachers' side of the LNCT had agreed the draft protocol, subject to agreeing the managing redundancy procedure.

A copy of the protocol on the management of excess teaching staff was attached as an appendix to the report.

The report recommended:-

that the Committee approve the protocol on the management of excess teaching staff.

The Convener moved, seconded by the Vice-Convener:-
that the recommendation in the report be approved.

Councillor Laing moved as an amendment, seconded by Councillor Cooney:-
that the Committee do not approve the protocol on the management of teaching staff until such time as the Local Negotiating Committee for Teachers reach agreement in respect of the Managing Redundancy Procedure.

On a division, there voted:- for the motion (12) – the Convener; the Vice-Convener; and Councillors Corall, Cormack, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart and Kirsty West; and Peter Campbell; for the amendment (8) – Councillors Allan, Boulton, Collie, Cooney and Laing; Mumtaz Abdullah, Grant Bruce and Stewart Duncan; declined to vote (1) – Councillor Farquharson; and absent from the division (1) – Councillor Wisely.

The Committee resolved:-

to adopt the terms of the motion.

PRE-SCHOOL EDUCATION – PROPOSED INCREASE IN STATUTORY ENTITLEMENT FROM AUGUST, 2010 – ECS/09/064

14. The Committee had before it a report by the Director of Education, Culture and Sport, which provided a background on the Concordat commitment to expand pre-school education entitlement from 475 hours to 570 hours. The report advised that the Scottish Government had indicated its intention to amend the Statutory Order which currently governed entitlement, so that the Council would have a statutory duty to implement the increase in August 2010.

The report set out the approach which the Council would take to implement the increase in hours, by increasing from 2.5 to 3 hours per day and offering families either 5 morning or 5 afternoon sessions. Three staffing options were also set out in the report to provide this cover and were as follows:-

Staffing Option 1 – This option would base pre-school nursery staffing on the current arrangements, which were to have a teacher and a nursery nurse in all nursery classes with two adults for every 20 children and it was considered that this option would deliver the best outcomes for all children in all schools. It was noted that 17 additional teachers would be required for this option.

Staffing Option 2 – This option would include reducing the number of teachers and replacing them with a nursery nurse where settings allowed for this change and it was noted that this model would create a differential across primary schools and the nature of both teaching staff and nursery nurse jobs would change. This could result in nursery nurse staff requesting a fresh job evaluation, as this would result in a significant change in their job role and the model would also require a reduction in the number of teachers by 12.5 FTE but an increase of 25 nursery nurses. Overall, this would be a complete change to the way pre-school nursery is delivered and would require careful management, additional staff training and an appropriate lead in time.

Staffing Option 3 – This would involve retaining the current staffing arrangement of a teacher and nursery nurse in each class in all schools, in addition to the provision of additional nursery nurses to cover non-contact time over three sessions. This option would also result in a significant change in nursery nurse job roles and would require a fresh evaluation. It was noted that this model would change the way in which current delivery of pre-school education was undertaken but would mean that the authority would be taking a consistent approach across all schools. This option would require 17 additional nursery nurses, training for those recruited to the new posts and revised management arrangements in schools for shared staff, and would therefore entail careful management and lead in time.

The financial implications of all three staffing options were detailed in the report, and details of the implementation of the new proposals in relation to partner provider pre-school provision were also provided. The report advised that the Council would be required to increase the amount which it issued to partner providers from £1,602 to £1,962 for a fully loaded pre-school place to take into account the additional hours of pre-school entitlement.

It was noted that consultation had been carried out in relation to the increase in entitlement and the Association of Quality Nurseries Scotland had indicated its support for the implementation of staffing Option 1 as this would ensure the continuation of the quality of provision, but it was also noted that there was a significant difference in the staffing arrangements in the private and voluntary sector and that this put significant pressures on the voluntary sector. The report advised that the Council acknowledged these issues and had given a commitment to continue working with the Association to resolve the issues which they raised in their consultation response.

The report recommended:-

that the Committee -

- (a) note the statutory duty to increase pre-school education entitlement from 475 to 570 hours per annum and agree to the proposed approach to delivering the increase in entitlement in Local Authority nurseries i.e. increasing the hours from 2.5 – 3.0 hours per day and offering families 5 morning or 5 afternoon sessions per week;
- (b) consider and, if appropriate, approve staffing Option 1 (subject to budget approval) to enable the authority to continue to provide pre-school children with the best possible start as they begin their learning journey to become successful learners, confident individuals, responsible citizens and effective contributors;
- (c) remit the report to the Finance and Resource Committee (10 December 2009) to enable it to consider and, if appropriate, approve the growth in the

- budget required to enable the Education, Culture and Sport Committee to implement the change in statutory duty; and
- (d) if the budget is agreed, delegate the responsibility to the Director of Education, Culture and Sport, to make the arrangements to implement the increases in pre-school education entitlement in Local Authority and partner provider nurseries and playgroups as agreed from August 2010.

The Committee resolved:-

to refer the report to the budget process.

FREE SCHOOL MEALS (LUNCHES) – INCREASED ENTITLEMENT 2010 – ECS/09/056

15. The Committee had before it a report by the Director of Education, Culture and Sport, which detailed an increase in the number of children and young people receiving free school meals, as a result of changes to entitlement which had been introduced in August, 2009. The report advised that the Council had a statutory duty under the Schools (Health Promotion and Nutrition) Scotland Act 2007, to provide free school meals to all those eligible in primary, secondary and special schools in the city. The report advised that from August 2009 pupils became entitled to free school meals if their families received various types of Income Support or met other requirements as set out by the government. The introduction of free school meals for all primary 1 - 3 pupils was included in the Concordat as part of the negotiated settlement between the Scottish Government and all Local Authorities in November 2007, and the report advised that it was not a statutory requirement and it was for Local Authorities to decide if they were able to offer this additional entitlement. The report advised that the COSLA Leadership Board remained committed to the joint agreement to introduce the free school meals to primary 1 - 3 pupils within the terms of the Concordat, and that COSLA was continuing to work with the Scottish Government to resolve any difficulties that some Local Authorities had identified they would have in implementing the policy as a result of the recent economic downturn and local budget pressures.

As agreed by the Resources Management Committee on 16 June, 2009 (article 23 refers), a number of initiatives had been implemented by the Council to improve the uptake of free school meals, including the production of a new leaflet, advertising on the council website and the Dialogue Youth website and publicity in local press and schools identifying and encouraging parents who they think would be eligible to apply. Analysis which had been carried out in September 2009, suggests that 120 additional primary and 146 secondary pupils registered for free school meals as a result of the increase in entitlement but it was noted that these figures were significantly lower than the 1500 projected uptake which had been reported to the Resources Management Committee. The report went on to note that as a result of research which had been carried out with schools when consulting on the report, some parents were still not aware of the change in entitlement and it was agreed that further work would be required to advertise the changes and improve uptake. The report further advised that based on the early indications, the numbers were lower than predicted in the June report and that therefore the additional costs to meet the change in the statutory entitlement from August 2009 would be met from within the existing free school meals allocation from the Scottish Government.

The report advised that Facilities Management had carried out a detailed review of current school meals provision in primary schools, where the increase in entitlement would have the biggest impact. The analysis suggested that the increase in entitlement, and therefore demand, would put pressure on the catering arrangements in some primary schools and there were also likely to be timetabling and staffing issues for the catering section and school staffing in all schools. It was noted that across the city, there were sixteen primary schools which had serveries rather than onsite kitchens, and that these schools received a delivery of lunchtime meals which were prepared and cooked in another school kitchen. The proposal to introduce free meals for primaries 1 - 3 in August 2010, could require, dependant on uptake, up to three hundred meals being transported into certain primary serveries each school day and it was noted that the current catering and transporting arrangements would be subject to the full catering service review which was expected to be reported to Council in 2010.

Projected costs of the introduction of free school meals were included in the report, based on the potential of all primary 1 – 3 pupils taking up the offer of the free meal. However, the report noted that the national evaluation of the free school meals trial for primary 1 – 3 pupils had suggested that the increase in uptake of free school meals in this age group increased overall from 53% to 75%. The report therefore contained projected costs based on 25% of children continuing to have packed lunches or going home and 17% of primary pupils already being entitled to free school meals, which therefore resulted in only 58% of the primary 1 – 3 pupils taking up the offer of the free school meal.

The report recommended:-

that the Committee –

- (a) consider and, agree how the Concordat commitment should be implemented:-

Option 1 – that the free school meals be implemented to all primary 1-3 pupils based on the understanding that the uptake is likely to be limited to 58% of pupils.

Option 2 – that the free school meals for primary 1-3 should be introduced in a phased way across the city, with in year one, the free meals being offered in the 15 schools with the highest number of children living in 0-15 most deprived data zones

and that officers be instructed to undertake detailed research with parents in the remaining primary schools in the city to assess potential uptake from August 2011 and to report to a future Committee;

- (b) if implementation of the policy is agreed, remit this report to the Finance and Resources Committee on 10 December, 2009, to enable it to consider, and if appropriate, approve the appropriate increases in costs:-

Option 1 – projects costs based on the assumption that 58% of pupils would take up the offers costs would be £1,372,000 in 2010/11 (part year) and £2,106,000 in 2011/12 (full year),

Option 2 – projected costs based on the assumption that there would be a full uptake in the first 15 schools (0%-15% most deprived data zones) would be £411,000 in 2010/11 (part year) and £632,763 in 2011/12 (full year); and

- (c) request officers to monitor the uptake and if necessary advise the Education, Culture and Sport Committee of any significant changes to the projected increase in revenue costs by December, 2010.

The Committee resolved:-
to refer the report to the budget process.

ACTION ON CLASS SIZES – ECS/09/066

16. The Committee had before it a report by the Director of Education, Culture and Sport, which set out the options for the Council to meet the commitment set out in the Concordat between the Scottish Government and COSLA which included a commitment to “as quickly as possible, reduce class sizes in primary 1-3 to a maximum of 18”. The report advised that the Scottish Government had announced in September 2009 that Local Authorities were to be given the legal protection to limit primary 1 class sizes to 25 from the start of the next school year in 2010. It was noted that the Scottish Government was establishing a Class Size Review to examine the variety of rules and regulations which governed individual class sizes across primary and secondary levels, and on how to make them more coherent, giving consideration as to whether primary legislation was required. Details of the existing arrangements for regulation of class sizes were provided in the report and it was advised that the efficient configuration of classes within each school, based upon the number of pupils in each year group, was carried out using software licensed to Aberdeen City Council.

The two main implications of reducing class sizes and the resultant increase in the number of classes in schools were the requirement to increase teacher numbers and the requirement to provide additional accommodation. The report noted that seven different options had been put forward and that the financial implications of options 1-4 had been calculated and were also included in the report. The impact of staffing if city-wide implementation was carried out was also provided for options 1-4 and it was noted that across all schools, the additional classes in options 2 and 3 could be accommodated within the existing buildings in approximately 40 of the 48 schools and that 8 schools would require additional accommodation. Under option 4, approximately 20 schools would require additional accommodation to be provided. The impact of staffing if the options were implemented in regeneration areas was also provided in the report for options 1, 5, 6 and 7 and it was noted that of the 10 schools included in the regeneration areas the additional classes set out in options 5, 6 and 7 could be accommodated within existing buildings in 6 of those schools.

The report recommended:-
that the Committee –

- (a) note the content of the report and associated papers;
- (b) confirm Aberdeen City Council’s implementation of a maximum class size of 25 at primary 1 stage and commitment to working towards class sizes of 18 in primaries 1, 2 and 3 as soon as possible i.e. Option 1 as set out in the report; and
- (c) instruct officers to investigate the likely cost of commission development of the software to allow the efficient configuration of class sizes.

The Committee resolved:-
to refer the report to the budget process.

ADDITIONAL PHYSICAL EDUCATION IN SCHOOLS – ECS/09/068

17. The Committee had before it a report by the Director of Education, Culture and Sport, which advised of the Government's commitment that all pupils in publicly funded schools should receive two hours or more of good quality physical education every week.

The report noted that physical education was a key element in the education of all children and young people in developing physical literacy and the skills and motivation to lead active healthy lifestyles in the future. The report advised that Aberdeen City schools had made significant progress towards the two hour target over the last few years, but that there was still work required and that there were still schools struggling to deliver enough physical education in all years for all pupils. Barriers for delivery in many primary schools included limited access to specialist staff, limited access to equipment and restrictions in timetabling or limitations of space. In secondary schools, it was noted that less progress had been made than in the primary sector, but that an improvement could be seen for all year groups, with barriers to progress mainly being due to timetabling and competing curricular priorities.

The report noted that it was important that the Council was clear in the expectations on schools in relation to the two hour target, and it was therefore being recommended that an Aberdeen City Council statement was agreed detailing what was expected of schools and that there were no additional resources available to help schools meet the target. The wording for the statement was suggested as follows:- "Aberdeen City Council aspires to provide two hours of quality physical education each week for all pupils. Schools will work towards this, as they are able within existing resources."

The report went on to advise that there was currently work underway to meet the two hour target and to improve the quality of physical education provision in Aberdeen schools. It was explained that Basic Moves for staff, a programme devised by the Developmental Physical Education Team at the University of Edinburgh with the aim of the ten hour course was to equip teachers with the knowledge and understanding of how to deliver a developmentally appropriate physical education experience for young children, was being undertaken by teachers across the City. In the primary sector, it was noted that the Council had been heavily involved in a post graduate 3-14 specialist physical education course in conjunction with the University of Edinburgh. There were currently 19 teachers either in the programme or who had recently completed the course. The original pilot group of two teachers were now delivering the physical education programme in their schools and it was noted that where schools did not have a specialist, it was often the case that the graduate or student on the course had an increased responsibility for the delivery of the physical education within the schools.

The report went on to advise that Fit for the Future, the Sport and Physical Activity Strategy for Aberdeen had been launched on 31 August, 2009, and the main objectives of Fit for the Future were detailed in the report and were noted as being important in the promotion of physical activity. The report advised that the Active Schools Network was also an important part of the provision of physical activity and that the Network had made a significant contribution to the opportunities for children and young people within Aberdeen over the last five years. Details of the

numbers of children involved in such activities were provided in an appendix to the report. Adventure Aberdeen was also noted as being a key provider of physical activity and details of the numbers of children involved in such activities were provided in a further appendix to the report.

The report recommended:-

that the Committee –

- (a) note the progress made in schools to meet the target of two hours of physical education for all pupils every week; and
- (b) agree an Aberdeen City Council Statement:- “ Aberdeen City aspires to provide two hours of quality physical education each week for all pupils. Schools will work towards this, as they are able within existing resources.”

The Committee resolved:-

- (i) to request officers to investigate and report back on the provision of PE at Walker Road Primary School;
- (ii) to request officers to investigate and report back on the low uptake of Active Schools activity by girls, relative to boys; and
- (iii) to otherwise approve the recommendations.

MID-YEAR EDUCATION STAFFING 2009/2010 – ECS/09/061

18. The Committee had before it a report by the Director of Education, Culture and Sport, which advised of pupil roll numbers for nursery, primary, secondary and special education sectors for the school session 2009/2010 and their relative impact upon schools teaching staffing entitlements.

The report advised that provisional school staffing levels for the following school year were calculated each spring, using the estimated number of pupils for the forthcoming session as the baseline. Adjustments to provisional figures could subsequently be made throughout the summer term as information on projected pupil numbers changed. The report noted that as part of the annual Scottish Government census, in the primary and secondary sectors the actual roll for the current school session was confirmed in mid-September. In relation to the number of nursery classes and teachers, this was determined by the annual nursery admissions process managed jointly by the Education Service Managers, and the Strategist for Early Years, Family Support and Child care.

The report noted that due to the number of primary schools in which a small change in pupil roll impacted on the class configurations in 2009, the criteria which had been agreed in 2007 were now felt to need refinement. Therefore, from school session 2010, it was proposed that changes to teacher numbers from the estimated staffing figures would only be made if there was a change in the pupil roll from the estimated roll of either 4% of the total roll or ten pupils, where this was possible. It was noted that this amendment would reduce further disruption to pupils. The report advised that in the Special Education sector, the pupil numbers may be moderated by Service Managers to take account of variable demand across the year. Information relating to changes within nursery pupils, the primary sector and the secondary sector were all provided in the report and it was noted that there had been an increase of 4.5 fte in nursery teachers, a reduction of 7.07 fte for primary teachers and a reduction of 4.55 fte in the secondary sector. In relation to excess

staff, the report noted that there would no excess teachers resulting from the adjustments in teaching entitlement in the primary sector and that there were currently 3.4 fte excess teachers within the secondary sector. The report also provided details of the teacher numbers in relation to the English as an Additional Language service and relief teachers and also noted that in response to consultation of the report, the GMB union had asked that reference be made to the effect of adjustments to the teaching numbers upon staffing formulae for school administrative, clerical and technical staff.

The report recommended:-

that the Committee –

- (a) note the 2009/2010 pupil roll numbers for the nursery, primary, secondary and special education sectors;
- (b) approve the teaching staffing entitlements for the session 2009/2010 as follows:-

Sector	2008/2009	2009/2010	Change
Pre-school	68	72.5	+4.5
Primary	774.8	767.73	-7.07
Secondary	798.54	793.99	-4.55
Additional Support Needs including EAL	144.16	152.04	+7.88
Total	1785.5	1786.26	+0.76

- (c) approve revised criteria from August 2010, for dealing with reducing pupil rolls in primary schools, to the effect that changes to staffing would be applied where pupil numbers had fallen by either ten or more pupils or by 4% of the total roll and where an adjustment was possible; and
- (d) note that the projected part year roll-related saving for 2009/2010 of £288,000 for 2009/2010 would not be achieved and that there would be a further part-year teaching cost of £70,930, with the overall effect being a projected overspend of £358,930 which would be managed within the existing staffing budget.

The Committee resolved:-

to approve the recommendations.

UK CITY OF CULTURE – ECS/09/069

19. With reference to article 8 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport which brought forward an update on the UK City of Culture feasibility study which was currently being undertaken.

The report outlined that the proposal for Aberdeen was developed by a working group composed of officers and partners from across the city who were all experts in their chosen field and following the submission of the outline proposal, feedback was received which indicated that Aberdeen had the capacity to deliver a UK City of Culture standard programme.

The report went on to advise that the draft initial bid was being developed and was to be presented to the Finance and Resource Committee on 10 December, 2009 for consideration. The draft initial bid was being developed in order to determine the feasibility of submitting an initial bid and highlighted that the process had already brought a series of benefits to Aberdeen, including increased partnership engagement with organisations and individuals. The report explained that by developing a bid it had increased the level of public debate and consultation on culture in Aberdeen and local and national coverage had resulted in Creative Cultures Scotland establishing social networking sites with discussion points.

The report concluded by outlining the role of a bid champion as someone who would lead the development of a bid and provide a public voice, and would have the capacity to handle any media engagements. The report further outlined that should Aberdeen's bid be short listed in January, the role of the bid champion would develop and involve heading up a senior level strategic team, which would ensure the full engagement of all relevant local, national and international partners in developing a full bid.

The report recommended:-

that the Committee –

- (a) endorse the work completed to date and instruct officers to formally contact external partners in order to finalise the draft initial bid;
- (b) note that a draft initial bid with resource and other implications would be presented to the Finance and Resources Committee of 10 December, 2009; and
- (c) identify a potential bid champion to lead the bid and endorse offering the position to the appropriate individual.

The Committee resolved:-

to approve recommendations (a) and (b).

CULTURAL GRANT ALLOCATION – ECS/09/065

20. The Committee had before it a report by the Director of Education, Culture and Sport which presented a request for grant funding for the Aberdeen Visual Arts Awards. The report outlined that the Aberdeen Visual Artists Awards Scheme was a partnership between the Scottish Arts Council and Aberdeen City Council and the Scheme was established in 2000 to support the work of outstanding Aberdeen-based artists by awarding grants towards the cost involved in researching and creating new work.

The report also outlined that the Scheme would encourage artists to stay in the city and that the existence of the Scheme would raise the profile of Aberdeen-based artists at a local, national and even international level.

The report further advised that in partnership with Creative Cultures Scotland and the Cultural Enterprise Office, the Council proposed to deliver a funding week which would provide a range of information and practical advice on funding streams.

The report recommended:-

that the Committee –

- (a) approves £3,000 in cultural grant funding to the Aberdeen Visual Arts Awards; and
- (b) approves the allocation of up to £5,000 towards a cultural funding week.

The Committee resolved:-

- (i) to approve £3,000 in cultural grant funding to the Aberdeen Visual Arts Awards;
- (ii) that recommendation (b) be not approved.

CITY WIDE PROGRESS WITH NEIGHBOURHOOD COMMUNITY ACTION PLANS – ECS/09/054

21. The Committee had before it a report by the Director of Education, Culture and Sport which provided an updated on progress on targets that were to be delivered within neighbourhood community action plans across the 37 neighbourhoods in the city for the period April to December, 2009.

The report highlighted that neighbourhood planning had been undertaken across 37 neighbourhoods in the city prior to July 2009 and operated as three teams based in the former Neighbourhood Service Areas of North, Central and South. The report went on to outline that area committees had agreed to receive updates on the implementation of the Neighbourhood Delivery Programmes and that they would be reported twice yearly, namely by way of a six month review in September and an annual review in March.

The report provided detailed analysis of the review of progress on Delivery Programme targets in the first six months of the financial year 2009 – 2010 and contained within the report was a table which outlined the delivery against targets for each neighbourhood.

The report recommended:-

that the Committee note the targets delivered for the reporting period.

The Committee resolved:-

- (i) to note that work was ongoing to identify where Neighbourhood Community Action Plans would be placed within the new Committee and Council structure; and
- (ii) to otherwise note the progress to date.

RELIEF CATERING STAFF, MUSUEMS AND GALLERIES – ECS/09/049

22. The Committee had before it a business case by the Director of Education, Culture and Sport which sought to establish a relief pool of casual catering assistants to ensure continuity of service for the public service within museums and galleries.

The business case outlined that (1) the service had employed relief staff in the past as and when required and had a number of individuals in the pool at any one time, (2) that there was currently a need to add to the pool, as the service currently had

to employ agency staff to cover gaps in staffing, (3) the use of casual staff would greatly reduce the requirement to use agency staff to augment the provision of service, (4) the number and suitability of applicants would influence the number of staff employed, and (5) the use of casual staff would enable specific training and inductions to be undertaken to ensure the use of a consistent staffing resource.

The business case went on to outline that should casual catering assistants be employed as opposed to agency catering assistants, a saving of £1,957 could be made annually. The casual catering assistant would be based on salary grade GO6 at a rate of £10.29 per hour.

The report recommended:-

that the Committee approve the establishment of a number of permanent Casual Catering Assistants (Relief Pool).

The Committee resolved:-

to approve the recommendation.

BUSINESS CASE - ESTABLISHMENT OF A PERMANENT BOOKSTART COORDINATOR POST WITHIN THE LIBRARY STAFF STRUCTURE – ECS/09/028

23. With reference to article 20 of the minute of the previous meeting, the Committee had before it a business case by the Director of Education, Culture and Sport, which proposed that a permanent Bookstart Co-ordinator post be established within the library staffing structure.

The Business Case advised (1) that Bookstart was a national, Government funded initiative which brought workers together from health visitors to early years professionals; and (2) that Surestart funding, which was specifically for 0-3 year olds had been used since 2002 to support this post;

The business case went on to advise that BookStart helped raise performance, reduced inequalities and would benefit the Council by promoting partnership working to raise attainment and achievement levels, ensuring children, parents and carers were well informed and actively supported to achieve their full potential, be socially inclusive, allowing children to share a better quality of life and increase opportunities for adults and their children and grandchildren to learn together through development of family learning initiatives.

The report outlined that the Bookstart Co-ordinator position would be established on a part time basis of 18 hours per week on a permanent basis on the salary scale G9. The maximum full year costs of the proposal, including the on-costs would be £12,192.

The Committee resolved:-

to approve the business case

EXEMPT INFORMATION

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 during consideration of the following items of business so as to avoid disclosure of exempt information of the class described in the following paragraphs of Schedule 7(A) to the Act:- article 24 (paragraph 6), article 25 (paragraphs 1 and 2) and article 26 (paragraph 1).

PARTNERSHIP PERFORMANCE MONITORING – FOLLOWING THE PUBLIC POUND – ECS/09/059

24. With reference to article 6 of the minute of meeting of the Culture and Leisure Trust Monitoring Working Group of 5 October, 2009, the Committee had before it a report by the Director of Education, Culture and Sport, which provided summary assessments of the operational structures of two cultural organisations which were currently funded by the Council and provided an overview of core issues relating both to the operation of the organisations and their Boards.

The report related specifically to Station House Media Unit Limited and City Screen (Aberdeen) Limited and it was noted that both the organisations viewed had been assessed in relation to the following areas, namely, Finance, Risk Management, Governance, Management, Development, Customers and Programme. Both organisations had been asked to provide evidence of their organisational processes in relation to the seven areas which had been assessed and the report also considered each organisation individually in terms of their processes and fitness for purpose, and also provided recommendations for organisational process improvements which would enhance the sustainability and quality of services for the residents of Aberdeen.

The report recommended:-

that the Committee –

- (a) note the content of the report;
- (b) instruct officers to both highlight and discuss with the respective Boards and Elected Members of the funded organisations, potential areas for improvement as highlighted in the main considerations section of the report; and
- (c) support the Working Group's recommendation that future frameworks further develop the monitoring of partner organisations commitment to inclusion, transparency and the City's strategic objectives.

The Committee resolved:-

to approve recommendations.

CAUSEWAYEND SCHOOL AND CAUSEWAYEND SCHOOL LODGE – ECS/09/062

25. With reference to article 17 of the minute of meeting of Area Committee (Central) of 19 November, 2008, and article 40 of the minute of meeting of the Resources Management Committee of 25 November, 2008, the Committee had before it a joint report by the Directors of Education, Culture and Sport and Enterprise, Planning and Infrastructure which discussed the future of Causewayend School and Causewayend School Lodge.

The report advised that following the decisions at the previously mentioned Committees, the Council had appointed Ryden LLP to prepare a planning brief for the Causewayend site, which specifically considered the potential effect on the market value of the site with regards to the exclusion or inclusion of the school lodge. On the basis of the report by Ryden LLP, it was recommended that the whole Causewayend School site, including the school lodge, be declared surplus to the requirements of the Education, Culture and Sport Service.

By way of background, the report advised that the Causewayend School Lodge was currently occupied by an employee of the Council by virtue of the nature of their employment, and that the tenancy of the lodge was not a Scottish secure tenancy due to the fact that it was occupied to allow the employee to ensure the better performance of their duties and because it was also within the boundaries of a building held by the Council for non-housing purposes and consisting of non-housing accommodation. A background to the tenancy of the Lodge and the potential implications of moving the tenant were included in the report.

The report went on to advise that the Planning Brief could not be taken forward or opened to consultation until a conclusion on the site had been reached and the Lodge vacated. The report also noted that as part of the implementation of the Council's School Estate Strategy, Causewayend School had been closed on 4 July, 2008 and other services that had also been located within the school had now been relocated. The Education, Culture and Sport Service, therefore, had no identified use for the school.

Attached as an appendix to the report was a map of the Causewayend School and Causewayend School Lodge site.

The report recommended:-

that the Committee –

- (a) declare the whole Causewayend School site (as identified in the appendix to the report) as surplus to the requirements of the Education, Culture and Sport Service, with effect from 1 March, 2010;
- (b) note that suitable alternative tied accommodation for the tenant of Causewayend School Lodge had been identified and that the tenant had expressed an interest in moving to this property;
- (c) consider the situation of the tenant of Causewayend School Lodge and, given the unique circumstances, consider the allocation of a dedicated budget to facilitate the vacation of Causewayend School Lodge before 1 March, 2010, with these costs being met from the existing 2009/10 Education, Culture and Sport budget; and
- (d) refer this report to the Finance and Resources Committee with the recommendations that:-

- (i) with effect from 1 March, 2010, the whole Causewayend School site is transferred to the Property Account;
- (ii) that appropriate officials are instructed to immediately take steps in order to recover vacant possession of the Causewayend School Lodge before 1 March, 2010; and
- (iii) the Head of Resources, Development and Delivery be instructed to bring recommendations on future use of the site to a future meeting of the Finance and Resources Committee.

The Convener, seconded by the Vice-Convener, moved:-

that the recommendations be approved, subject to the word “realistic” being inserted into recommendation (c) before the words “dedicated budget to facilitate”.

Councillor Laing, seconded by Councillor Cooney, moved as an amendment:-

that the Committee defer a decision on the matter until written confirmation could be obtained from the tenant indicating their willingness to move to the alternative tied accommodation which was being suggested.

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

that the recommendations be not approved, and that the matter be referred to the budget process.

On a division between the two amendments, there voted:- for the amendment by Councillor Laing (4) – Councillors Allan, Collie, Cooney and Laing; for the amendment by Councillor Farquharson (2) – Councillor Boulton and Farquharson; declined to vote (14) - the Convener; the Vice-Convener; and Councillors Corall, Cormack, Leslie, McCaig, Reynolds, Jennifer Stewart, Kevin Stewart and Kirsty West; and Mrs. M. Abdullah, Mr. G. Bruce, Mr. P. Campbell and Mr. S. Duncan; and absent from the division (2) – Councillors Robertson and Wisely.

The motion then being put against the remaining amendment, on a further division there voted:- for the motion (13) – the Convener; the Vice-Convener; and Councillors Corall, Cormack, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart and Kirsty West; and Mrs. M. Abdullah and Mr. P. Campbell; for the amendment by Councillor Laing (6) – Councillors Allan, Collie, Cooney, Laing; and Mr. G. Bruce and Mr. S. Duncan; declined to vote (2) – Councillors Boulton and Farquharson; and absent from the division (1) – Councillor Wisely.

The Committee resolved:-

to adopt the motion.

Councillor Farquharson intimated his dissent in respect of the foregoing resolution.

MUSEUMS AND GALLERIES SERVICE REDESIGN – ECS/09/050

26. The Committee had before it a business case by the Director of Education, Culture and Sport, which set out details of proposed changes to the Museums and

Galleries Service in relation to the budget proposals which had been agreed by Council at its meeting on 17 December, 2008 (article 21 refers).

The report advised that the Council had agreed to reduce staffing numbers in the Museums and Galleries Service by the equivalent of five full time posts, to achieve a saving of £100,000 in 2009/10. It was noted that the Museums and Galleries Service had already reduced public opening hours and operational budgets for activities such as exhibitions in 2008/09 and had considerable fixed expenditure on utilities, rates and running costs connected to ensuring that the key historic and cultural venues from which the service operated remained fit for purpose. It was therefore noted that further savings could now only be achieved through service redesign and a reduction in professional costs. The report advised that the structure currently operated at ten teams with two individual posts reporting directly to the Art Gallery and Museums Manager, and details of the current structure were attached as an appendix to the report.

The report advised that the requirement to reduce salary costs would facilitate an opportunity to modernise the Museums and Galleries staffing structure further and create a robust organisation. It was noted that the redesigned structure ensured continuity of service and also ensured a capacity to respond effectively to users, partners and community groups. The report proposed that the number of teams be reduced to five, which would result in fewer numbers of staff at a senior level which would result in various benefits including the closer working relationships within new groupings and improved workforce succession planning. The report further noted that two posts in the proposed structure would remain unfilled in the current financial year, as there was the potential for aspects of these posts to be delivered by the wider Education, Culture and Sport Service and that this would be reported to a future meeting of the Committee. The report went on to note that seven staff, an equivalent of 4.1 fte, had left the service by 31 March, 2009, through voluntary severance and early retirement and that this had allowed some flexibility in redesigning a new structure and existing vacancies had not been filled to allow a greater degree of flexibility.

Details of the formal consultation which had been undertaken with staff and trade unions was detailed in the report and it was noted that this had begun in January, 2009 and that there had been substantial consultation and staff engagement through staff briefings, discussions and meetings since that time.

The report advised that four structural options had originally been developed and considered and that one option had then been chosen to develop further. Details of the proposed structure, were attached as an appendix to the report. The report advised that the proposed structure had 67.17 fte posts, which included a number of part-time posts. The report advised that if the remaining current staff quota of 68 individuals transferred directly into the new structure, working the same contracted hours as at the present time, there was the potential that a small surplus of individuals would not be matched into the new structure on the same contractual hours or on the level of their current pay. It was noted, however, that for the majority of staff, there would be a straightforward match into a similar post in the new structure although it was further noted that until the job matching process was completed it could not be guaranteed that all current staff would be matched at the same grade or same hours. The report advised that once the redesigned staffing structure was approved, the Council's streamlined job matching process would be implemented and the intention was to job match into the new structure as quickly as

possible. The process of matching senior posts in the Museums and Galleries Management Team was due to start immediately and it was hope that this could be concluded by the end of December, 2009 or early January, 2010, depending on the availability of individuals over the festive period. It was noted that thereafter, the remaining posts would be matched as quickly as practicable, given that this would be peak holiday season for many staff. Details of the financial implications of the proposed restructure were provided in the report.

The Committee resolved:-

to agree to implement the Museums and Galleries staffing redesign, as detailed in the report.

- **ANDREW MAY, Convener**.

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EDUCATION CULTURE AND SPORT COMMITTEE

COMMITTEE BUSINESS

7 January, 2010

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
1.	Area North Committee 23 September, 2008 Article 7	<p><u>Northfield and Cummings Park Sports Facilities</u></p> <p>Report to be submitted on 6.1.09 after extended consultation.</p>	<p>At its meeting of 6 January the Committee received a report and resolved to receive further update reports when the outcome of the funding application was known.</p> <p>As at September, 2009, the project was unsuccessful in securing 'Cashback for Communities' funding, via SportScotland and the Scottish FA. However, officers continue to seek funding towards the project, which is to upgrade 3 dilapidated tennis courts into a multi-purpose sports area. So far the project has secured £35,000 from the Fairer Scotland Fund and £5000 - £6000 from Byron Boys Club, towards an approximate total of £55,000. Officers will report back to a future meeting, as progress is made. As at December 2009, officers are still seeking additional funding and will update the Committee in April.</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	15.04.10	

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2.	Area North Committee 18 November, 2008 Article 7	<p><u>Library Home Service Development</u></p> <p>The Committee requested that the current fortnightly street site at Kingswells be maintained until January 2011, thereafter officers in Culture and Leisure, Neighbourhood Services (North Area) be instructed to report to Committee concerning the provision of a library service within the Kingswells community.</p>	A report on the Kingswells service will be submitted in 2011.	Head of Service, (Citywide lead for Culture, Communities and Sport)	Early 2011	
3.	Continuous Improvement 11.09.07 Article 5 Policy & Strategy (Education) 28 April 2009 Article 8	<p><u>INEA2 Action Plan</u></p> <p>The Continuous Improvement Committee agreed to receive regular six-monthly reports on progress with the INEA2 Action Plan over the next two years.</p> <p>The Policy and Strategy (Education) Committee, amongst other things, requested that specific references to the Single Outcome Agreement be included in the report and requested that an update be received on GIRFEC training to a future meeting, including training undertaken to date with education and social work staff</p>	<p>The Continuous Improvement Committee on 11 March 2008 requested that the next six-monthly report investigate the possibility of a resource external to the service but not external to the Council being made available to independently verify action plans produced as a result of external inspections. The Head of PM&QA has agreed in principle that this role be taken on by his team. Consideration is currently being given to a resource, particularly given the staff difficulties within Internal Audit.</p> <p>At its meeting on 2 June, 2009 the Continuous Improvement Committee considered the 3rd</p>	Head of Service (Planning, Policy and Performance)	07.01.10	18.02.10

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			<p>progress report against the key objectives and main points for action required to address the areas for development as identified by HMIE. The next INEA2 progress report, due to be submitted to the Education Committee in October 2009, will be restructured to reflect the Single Outcome Agreement and the Aberdeen Learning Strategy. An update on GIRFEC will be provided to the Committee in due course.</p> <p>The INEA2 progress report has been restructured to reflect the Learning Strategy and combined reports will be taken as part of quarterly updates, with traffic-light signposting. It is intended that a full, final report will be submitted late 2009/ early 2010 prior to the INEA2 follow-through.</p> <p>Officers are preparing a report for the Committee meeting in February, 2010 as due to a meeting with HMIE taking place after the Committee report deadline officers were unable to prepare a report for January.</p>			
4.	Continuous Improvement 9	<u>Reporting School Performance Measures</u>	At its meeting on 9 December, 2008, the Committee (i) noted	Head of Service (Planning,	07.01.10	07.01.10

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	September 2008 Article 8	<p>The Committee resolved:-</p> <p>(i) to instruct officers to implement the revised quality improvement guidance which had been developed as part of the overall quality improvement framework and ensure Education Officers provide appropriate support and challenge to schools; and</p> <p>(ii) to request that a report be brought back to the relevant Committee with information and recommendations on the performance management arrangements around the 3-18 curriculum for excellence</p>	<p>that officers were still awaiting guidelines on the new reporting school performance measures from the Scottish Government; (Building the Curriculum5(BtC5) was anticipated to be published by the Scottish Government by July 2009 – this has been delayed. A report will be prepared following the publication of BtC5 – the Assessment and Curriculum for Excellence group will review BtC5 and report to Committee); and (ii) requested officers to provide regular information bulletin reports on the progress with the change in reporting. (Arrangements for public performance reporting will be included in the above report).</p> <p>At its meeting of 8 October, 2009, the Committee (a) noted that a report on progress at Northfield Academy would be submitted, prior to the return visit by HMIE; (b) requested attainment and achievement figures for each school and each year group to be submitted to the Committee individually; (c) requested the breakdown of the educational budget, showing the separate spend on education and facilities;</p>	Policy and Performance)		

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			<p>and (d) requested that a target be set in relation to the proportion of school leavers in positive and sustained destinations for mainstream and for special schools (item 12).</p> <p>At its meeting of 24 November 2009, the Committee noted that information regarding the impact of the opening of Aberdeen Sports Village in relation to the usage levels of indoor facilities would be circulated before Christmas and that local members would be kept up to date with progress on Tullos swimming pool. The Committee also (i) requested that a target be set in relation to item 6.1 (% of Internal Audit recommendations completed); (ii) requested that the target for item 1 (Average Number of Days Lost Through Sickness Absence) be altered to 10, in line with the decision of other Committees; and (iii) in relation to item 12 (Proportion of School Leavers in Positive and Sustained Destinations) requested that reasons be provided for those who were not in positive and sustained destinations and that there also be included a breakdown by ASG.</p>			

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5.	Policy and Strategy (Education) 11 December, 2007 Article 4	<p><u>Quality Improvement Framework Part 1 (schools)</u></p> <p>Officers to undertake and report on an analysis of the attainment rates of looked after children, the lowest attaining 20% of pupils and those not in employment, education or training (NEET), such analysis to cover the previous three years of their education.</p>	<p>Various issues within this item are covered in the Curriculum for Excellence item in the Information Bulletin.</p>			
			<p>On 21 January 2009, the Committee requested a report back to its next meeting of 3 March 2009. A Culture and Learning Performance report covering all aspects of performance is being prepared for 9 June 2009. Detailed research linking all aspects of the lowest attaining 20% with MiDYiS data is being undertaken and is likely to be reported in November. The More Choices More Chances agenda now picks up this target group of pupils. The available data will be assessed with a view to reporting in November.</p> <p>At the meeting of the Committee in November, the Committee noted a report would be submitted to the next meeting which would include details on the impact of Aberdeen Works and of partnership working with local firms. Officers were intending to submit a report for the meeting of the Committee in January, however, the national report on</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	04.03.08	18.02.10

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			<p>school leaver destinations which was due to be published in December has not yet been received. Officers are now intending to submit a report to the Committee in February, subject to the necessary information being received.</p>			
6.	<p>Education, Culture and Sport 8 October, 2009 Article 16</p>	<p><u>Learning Estates Strategy</u> At its meeting of 8 October, 2009, the Committee (a) instructed officers to produce recommendations on appropriate short term proposals to be considered by the Committee in November; (b) considered whether in the medium term (3 – 5 years) delineated areas should be amended to reduce the number of associated schools groups in line with projected school roles; (c) approved further development of a co-ordinated learning estate strategy, linked to the Council-wide asset management strategy, the requirements of community learning and development, social care and wellbeing and other services of the Council, noting that all factors impacting upon the learning estate should be taken into account, including the emerging new Aberdeen Local Development Plan,</p>	<p>(a) Recommendations on short term options were referred to the budget process by the Committee on 24 November, 2009 (b) A report was considered by Committee on 8 October, 2009, and this will be included in the co-ordinated Learning Estate Strategy (c) Development of a co-ordinated Learning Estate Strategy is underway, to include other council services and Structure Plan/Local Development Plan implications.</p>	<p>Head of Service (Planning, Policy and Performance)</p>	<p>18.02.10 18.02.10</p>	

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		<p>resulting in a sustainable and responsive strategy, relating to developments in the medium (3 – 5 years) and long term (6 – 15 years and beyond);</p> <p>(d) instructed officers to produce an additional set of data on schools capacities and condition, based upon a set of criteria which reflect the demands of delivering a modern curriculum;</p> <p>(e) instructed officers to develop the concept of learning communities to facilitate delivery of learning opportunities to all learners; and</p> <p>(f) instructed officers to contribute to a policy on developer contributions by planning and infrastructure colleagues.</p>	<p>(d) A workshops for Members was held on 9 December, 2009 and an additional session has been organised for 6 January, 2010. A report is also on the current agenda.</p> <p>(e) This issue is to be incorporated into item (c).</p> <p>(f) Discussions with the Planning Team took place in autumn 2009 and maximum planning gain is to be included in item (c).</p>		<p>07.01.10</p> <p>18.02.10</p>	
7.	<p>Policy & Strategy (Education) 2 December, 2008 Article 4</p>	<p><u>SQA Examination Results, Attendance, Exclusions and Violent Incidents in Aberdeen City Schools</u></p> <p>The Committee resolved that in respect of reported incidents of violence against school staff that a short-life working group be established comprising one member of each political group to be chaired by Councillor Kirsty West, appropriate officers to be appointed by the Corporate Director (Lead for Culture and Learning) and</p>	<p>At the meeting of 3 March, 2009, the Committee agreed to:- endorse the strategic approach being taken, which locates Exclusions Policy and Procedures within an inclusive practice approach; instruct officers to liaise with the short-life Working Group on Violent Incidents on the revised Exclusion Policy and Procedures; and instruct officers to present the revised Exclusion Policy and Procedures to the April meeting of the Committee.</p>	<p>Director of Education, Culture and Sport</p>	<p>07.01.10</p>	

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		<p>appropriate teaching staff to examine the current procedures, consider areas of good practice and risk assessment and report to Committee on 9 June with recommendations to be available to schools for the academic year 2009/10.</p>	<p>The short-life working group has met and discussed specific tasks to concentrate on over the next few months. These tasks include consistency issues; ensuring flexible support provision to children, young people and adults; and a positive behaviour policy. A progress report was submitted to the 9 June meeting of the Committee. Revised Policy and Procedures on Exclusions have now been issued to schools. A revised Violent Incident form has also been finalised and trialled. The short-life working group is now chaired by Councillor May.</p> <p>An oral update on the 2009 SQA results was presented at Committee on 27 August, with a more in-depth analysis due to be submitted to Committee in October. Information on the SQA results was included in the performance report which was considered by the Committee on 8 October, 2009.</p> <p>An oral update on mid-year progress will be presented to the Committee at its meeting on 7 January, 2010. Attendance, exclusions and violent incidents data will be included</p>			

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8.	Policy & Strategy (Education) 3 March 2009 Article 7	<p><u>Improving Educational Outcomes in Aberdeen within a Strategic Framework</u></p> <p>The Committee resolved, amongst other things, to instruct officers to bring an update report to the Committee at its June meeting and quarterly progress reports thereafter.</p>	<p>in the Performance Reports on a regular basis.</p> <p>It is therefore recommended that this item be removed.</p> <p>A report was considered by the Committee on the development of an Aberdeen Learning Strategy and officers were requested to implement the consultation and engagement process.</p> <p>Informal Consultation was completed on 3rd July 2009 and analysis of consultation feedback and questionnaires undertaken during July and August 2009. A consultation summary booklet will be submitted to the Education Culture and Sport Committee in October, 2009. At its meeting on 27 August, 2009, the Committee received a report on the draft Learning Strategy which provided details on the consultation which had been undertaken to date.</p> <p>A report was considered by the Committee on 8 October, 2009 and the Committee (a) agreed the principles, vision and priorities which had already been consulted on and which had met with wide approval among stakeholders; (b)</p>	Head of Service (Planning, Policy and Performance)	15.04.10	

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			<p>agreed the short term objectives set out in the draft strategy and instruct officers to include these in future service plan objectives and to take forward work to see these objectives implemented; (c) instructed officers to carry out further work to widen out the strategy to better address learning to include school education and wider life long learning; (d) instructed officers to publish to stakeholders, the consultation results to date and the arrangements for taking forward the learning strategy; and (e) instructed officers to consult further on this and bring back a report to the Committee by April, 2010, a long term strategy for implementing the vision for Aberdeen: City of Learning, including medium and long term proposals for the learning estate.</p>			
9.	<p>Policy & Strategy (Education) 28 April 2009 Article 7</p>	<p><u>Curriculum for Excellence Implementation</u></p> <p>The Committee noted the work undertaken to date in preparation for Curriculum for Excellence and remitted to officers to produce an implementation plan and timeline for the further development and implementation of Curriculum for</p>	<p>The Committee received an update report on 9 June, 2009, and approved the timeline for continuing development during the 2009-10 academic session.</p> <p>At the meeting of the Committee of 27 August, 2009, the Committee noted that members would welcome training on the</p>	<p>Head of Service (Citywide lead for Schools)</p>		

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		<p>Excellence and to report on progress to the Committee.</p>	<p>Curriculum for Excellence. An update was included in the current Information Bulletin for the 24 November Committee and a briefing session is scheduled for 8 January, 2010.</p> <p>It is recommended that this item be removed, on the understanding that updates will be provided in the information bulletin as and when required.</p>			
10.	<p>Policy & Strategy (Education) 9 June, 2009 Article 11</p>	<p><u>Strategic Music Partnership</u></p> <p>The Committee approved the recommendations in the report and requested that officers report back on potential links with Sistema Scotland.</p>	<p>A report was considered by the Committee on 8 October and the Committee, amongst other things (a) noted the costs, timescale and actions involved in being a Sistema Scotland orchestra centre; (b) instructed relevant officers to consider feasibility of the development of the Sistema Children's orchestra centre in Aberdeen as part of an integrated approach to community regeneration and to report to future committees as appropriate; and (c) requested a further report within 18 months, by which time the strategic music partnership would have been operational, on the feasibility of developing a Sistema Children's orchestra centre in Aberdeen as part of an integrated approach to community</p>	<p>Head of Service, (Citywide lead for Culture, Communities and Sport)</p>	15.04.10	

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11.	Resources Management Committee 5 February, 2009 Article 12	<p><u>Review of Branch Libraries - Budget 2009/10</u></p> <p>The Committee instructed officers to develop the concept of Community Learning Hubs, in which public libraries would be a key component with the aims of improved access to individuals and the wider community to knowledge, learning and cultural opportunities, providing value added service delivery, being more efficient and effective and achieve ongoing savings for the Council and report back in June 2009.</p>	<p>regeneration, with regular progress reports submitted to the Committee as appropriate.</p> <p>At its meeting of 27 August, 2009, the Committee were advised that the delay in reporting back was due to the integration of the learning hubs into the wider school estates strategy.</p> <p>A report was considered by the Committee on 8 October, 2009, and it was resolved to (a) approve the definition of learning communities, learning partnership, community learning hubs and learning satellites; (b) agree that consultation with stakeholders be reported back to the January 2010 committee on the preferred options for community learning hubs and learning satellites, a new model lease, management agreement and constitution for leased community centres and a new model of finance for leased community centres; (c) agree that further consultation with stakeholders about the development and operation of learning partnerships and learning communities be carried out; (d) instruct relevant officers to</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	07.01.10	

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			<p>produce detailed costs in relation to implementation plans, including property evaluations, revenue savings and capital investment requirements; (e) note the intention to fill the vacant post of Community Centre Liaison Officer to support the management committees in the running of their centres, subject to the relevant approval by Committee; (f) receive further reports on a revised staffing and operational structure for the Council's community learning and development service and the library service (g) request that a report be submitted to the next meeting of the Committee providing an update on the consultation process to date; and (h) that members be advised of the dates of the consultation events.</p> <p>The Committee received a further oral update at its meeting of 24 November, 2009 and requested that copies of the revised lease and constitution for Community Centres be circulated to members as soon as the documents are available and feedback provided on the forthcoming meeting on the lease.</p>			

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12.	Resources Management Committee 5 May, 2009 Article 53 & 16 June, 2009 Article 41	<p><u>50m Pool – Procurement of Design Team</u></p> <p>At its meeting of 16/06/09, the Resources Management Committee resolved:- to request officers to report to a future Committee on the preferred construction timescale for the pool.</p>	<p>Reports relating to Community Learning Hubs and the Consultation Outcomes with Leased Community Centres are on the current agenda.</p> <p>At its meeting of 27 August, 2009, the Committee were advised that a design team and project team had been appointed and that a detailed report would be submitted to its next meeting. A report was considered by the 50m Pool Working Group at its meeting on 17 September, but clarification and further decisions are still required. An update was included in the information bulletin for the Committee of 24 November, 2009.</p> <p>A report was considered by the 50m Pool Working Group on 4 December, 2009 and referred to Council on 16 December, 2009. The Council agreed:- (i) that officers progress and submit a Stage 2 funding application to SportScotland; (ii) that the 50m pool be procured through the traditional route; (iii) that the management of the project is transferred to Aberdeen Sports Village (a) subject to the provision of legal and financial</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	08.10.09	24.11.09

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			advice and (b) as soon as other partners have confirmed their contribution to the project; (iv) requests that a report be brought back in 4 months on how the project will be moved forward; (v) approved the draw down of the agreed budget for the procurement of additional project specialists; and (vi) agreed to the appointment of a preferred tenderer to undertake detailed Ground Investigation of the Linksfield site.			
13.	Education, Culture and Sport 27 August, 2009 Article 10	<u>Kaimhill School – Braeside School - 3Rs project Decant</u> At its meeting on 27 August, 2009, the Committee resolved, amongst other things to agree to the provision of school transport for all nursery and primary 1 – 7 pupils, on an exceptional basis, due to the particular circumstances of the decant proposal, which this provision to be reviewed by officers on a weekly basis with reports to the Committee each cycle.	The Committee received an oral update on 8 October, 2009 and noted that success of the decant and requested officers to write to staff at the school to express thanks for the work which had gone into the decant. The Committee received a further oral update at its meeting of 24 November, 2009 and information relating to the uptake of the buses was circulated to members after the meeting. An update will be provided at the meeting.	Director of Education, Culture and Sport	07.01.10	
14.	Education, Culture and	<u>Review of Sports Grant Criteria</u>	The Committee considered a report on 8 October, 2009, and	Head of Service, (Citywide lead for	18.02.10	

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	Sport 27 August, 2009 Article 15	The Committee resolved to approve the principal of re-aligning the criteria for the Sports Grants against the objectives of the new sport and physical activity strategy and instructed officers to develop the detail of the criteria and report back to the Committee in October 2009.	approved the criteria proposal and the timescale of April 2010 for implementation of the criteria against the grant applications. The Committee also requested a report back with information on the Shared Education Trust being run in Aberdeenshire and on issues surrounding the geographical boundaries for applications.	Culture, Communities and Sport)		
15.	Corporate Policy and Performance 10 September, 2009 Article 9	<u>Anti-Poverty Strategy</u> At its meeting on 10 September, 2009, the Corporate Policy and Performance Committee agreed to remit the draft anti poverty strategy to the other committees of the Council for consideration and comment, accompanied by the service Director's advice on action from the service to address poverty.	The Anti-Poverty report which was considered by the Corporate Policy and Performance Committee is on the current agenda and the Director will provide comments at the meeting.	Director of Education, Culture and Sport / Director of Housing and Environment	07.01.10	
16.	Audit and Risk 8 September, 2009 Article 5	<u>Property Sales Investigation – Follow-up Report</u> The Committee instructed each Director to report to their Service Committee in the next cycle on how many tied houses were still in existence, where they were located and with a statement explaining the justification for being tied houses,	A report was requested by the Committee on 24 November, 2009, to be submitted to the next meeting. Officers have now looked into this matter and have	Director of Education, Culture and Sport	07.01.10	

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		and requested the Finance and Resources Committee to take a corporate overview by producing a corporate register for reporting back to the Audit and Risk Committee.	concluded that there are no tied houses within the remit of the Education, Culture and Sport service. It is therefore recommended that this item be removed.			
17.	Education, Culture and Sport 8 October, 2009, Article 7	<u>Vibrant Aberdeen – Draft Cultural Strategy</u> The Committee approved and endorsed the consultation draft strategy and approved public consultation on the draft documents, subject to minor amendments and the incorporation of the strategy into a designed publication. The Committee also instructed officers to report progress on the development of the final strategy and the outcomes of the public consultation. It was also requested that the list of consultees be circulated to members, to allow them to add any additional relevant groups.	Online surveys have been issued, the strategy has been circulated to all the consultees and sessions have been set up with the Civic Forum etc. There is also the opportunity to consult through the Creative Cultures social networking site. As requested, the list of consultees was circulated to Councillors for additions but no comments were received.	Director of Education, Culture and Sport	18.02.10	
18.	Education, Culture and Sport, 8 October, 2009, Article 8	<u>UK City of Culture</u> The Committee noted the opportunity, the process involved and the plans to develop an outline proposal and draft initial bid. The Committee also noted that a draft initial bid, including resource implications, would be submitted to	The Committee considered a report at its meeting on 24 November, 2009, and endorsed the work completed to date and instructed officers to formally contact external partners in order to finalise the draft initial bid. The Committee was advised that a draft initial bid with resources and			

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		the relevant committees in due course.	other implications would be submitted to the Finance and Resources Committee on 10 December, 2009. The Finance and Resources Committee noted the findings of the feasibility research and approved recommendation to defer any potential bid in 2013 and endorsed officers and partners to develop proposals for a potential bid for 2017. It is recommended that this item be removed.			
19.	Audit and Risk 3 November, 2009 Article 7	<u>RM-RDD/CT/0802 – Walker Road Primary School Refurbishment Contract</u> To instruct the Director for Education, Culture and Sport to report to the Education, Culture and Sport Committee explaining the reasons for the delay in completing the contract, which incurred additional costs as a result.	A report was requested by the Committee on 24 November, 2009, to be submitted to the next meeting. Officers are preparing a report which will be submitted to the February Committee.	Director of Education, Culture and Sport	07.01.10	18.02.10
20.	Education, Culture and Sport 24 November, 2009 Article 7	<u>2009/10 Revenue Budget Monitoring</u> The Committee (i) requested that a report on the pooling of the Education, Culture and Sport and	A report is on the current agenda.	Director of Education, Culture and Sport / City Chamberlain	07.01.10	07.01.10

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		<p>Social Care and Wellbeing Budgets in relation to Out of Authority placements be submitted to Committee in January, with a full report including options on how to provide suitable facilities within Aberdeen to be submitted to the Committee in February;(ii) requested that details of the 7.7% projected variances in the budget of the Operational Support Manager be circulated to the Committee by the end of the week; and (iii) requested details of how projected variances in the 2009/10 budget were to be dealt with to be submitted to the next Committee.</p>				
21.	<p>Education, Culture and Sport 24 November, 2009 Article 17</p>	<p><u>Additional PE Needs in Schools</u> The Committee requested officers to investigate and report back on:- (i) the provision of PE at Walker Road Primary School; and (ii) the low uptake of Active Schools activity from girls, relative to boys.</p>		<p>Director of Education, Culture and Sport</p>	<p>15.04.10</p>	
22.	<p>Education, Culture and Sport 24 November, 2009 Article 3</p>	<p><u>Services in the Community – Next Steps</u> The Committee agreed to transfer the main responsibility for this item to the Corporate Policy and Performance Committee. A report</p>	<p>The Corporate Policy and Performance Committee considered a report on the Scottish Index of Multiple Deprivation on 8 December, 2009, and noted with concern the rise in education, skills and</p>	<p>Director of Education, Culture and Sport</p>	<p>18.02.10</p>	

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		<p>on the Scottish Index of Multiple Deprivation is being considered by the Committee on 8 December, 2009.</p> <p>The Education, Culture and Sport Committee requested that a report on the Education aspects of the issues would be submitted to a future meeting, once the analysis has been undertaken and this report would include post appeal SQA data.</p>	<p>training deprivation figures and requested that a report on how to tackle this issue be submitted to a future meeting of the Education, Culture and Sport Committee.</p>			
23.	Audit and Risk 3 December, 2009	<p><u>Report to Members and Controller of Audit - Report by Henderson Loggie</u></p> <p>The Committee requested the Corporate Policy and Performance Committee and the Education, Culture and Sport Committee to review performance in relation to Statutory Performance Indicators under the heading of Cultural and Community Services as detailed in section 5.4.7 of the report.</p>			15.04.10	

**EDUCATION, CULTURE AND SPORT COMMITTEE
MOTIONS LIST**

7 January, 2010

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
1.	<p><u>Motion by Councillor Cormack</u></p> <p>“That this Council agrees to promote further and to continue to develop parental involvement in the Council’s decision making process and that a report is therefore produced with recommendations for including parents in the work of the main Council committee with education responsibilities, relevant sub-committees and consultation processes.”</p>	<p>Policy and Strategy (Education) 28/04/09</p>	<p>The Committee resolved (i) that the terms of the motion be approved, subject to adding “guardian and carer” after parental; and (ii) to request that a background report be brought back to the Committee on the options for parental representation on the successor to this Committee within the new structure, which should include information on other local authorities which have (a) parents as members of their education committees; (b) parental involvement units; and (c) should involve engagement with Aberdeen Parent Council Liaison Group, as well as the national development officer with regards to the plans being prepared nationally for parental involvement.</p>	<p>A report was submitted to Committee on 9 June, 2009, and it was agreed that the next report submitted provide additional detail on parental representation in other local authorities, and consider potential staffing implications of a parental involvement unit; that the report be circulated to parent councils, with formal consultation to take place at a later stage; and that Councillor Cooney be invited to future meetings with officers.</p> <p>At its meeting of 27 August, 2009, the Committee requested that Councillor Laing substitute Councillor Cooney on the informal group and that Councillor Wisely be invited to all future meetings.</p> <p>A report was submitted to the Committee on 24 November, 2009, and the</p>	<p>Director of Education, Culture and Sport</p>	27/05/10	No

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
				<p>Committee agreed to endorse the need to enhance parent representation in Education, Culture and Sport Services and agreed to the establishment of a representative forum of parents as set out in proposal 1 of the report, through the organisation of Parent Council elections, with a report back to a future meeting on the running of the elections, following consultation with parents.</p>			

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ABERDEEN CITY COUNCIL

BACKGROUND REPORT

<u>Name of Committee:</u>	EDUCATION, CULTURE AND SPORT
<u>Date of Meeting:</u>	7 JANUARY 2010
<u>Title of Report:</u>	THE CONTRIBUTION OF GRANITE TO THE ECONOMIC AND CULTURAL LIFE OF ABERDEEN
<u>Director</u>	Annette Bruton
<u>Author of Report:</u>	Annette Bruton

BACKGROUND REPORT

1. Background

In 1800 Aberdeen created an unrivalled granite industry. The Aberdeen granite industry developed from the 18th century, with stone first sent to London for paving in 1764 and the construction of Portsmouth docks a few decades later. Throughout the 19th century the industry expanded and the area became a world-renowned producer of granite. The industry was of huge importance to the local economy, and materials and skills were so plentiful that much of the city of Aberdeen was constructed from granite. A relatively sophisticated transportation system (canal and railways) allowed material from quarries further inland to be transported to the coast, and the stone was exported in great quantities to the main urban centres.

There were many granite quarries in and around Aberdeen, producing stone of varying colour and texture, and exploited for a wide variety of uses. At its peak in 1900, the Granite Industry employed 2500 men and boys in 90 firms and a further 250 in quarries within the city boundary. Approximately 70 000 tonnes were being exported overseas, including to America, although most of the Granite quarried was kept for local building purposes. In 1821 exports of granite to London reached nearly 35000 tonnes. Such was the demand that in 1930 Alexander Macdonald invented a machine which dressed and polished the granite, which brought tremendous impetus to the industry. In 1865 there were 20 granite quarries in operation in and around Aberdeen.

Granite has shaped the architecture of the City of Aberdeen. Among the most prominent of the City's buildings is the Marischal College: the second largest granite building in the world. Another example is the fountain which stands at the centre of Victoria Park. The fountain is made of 14 different granites, presented to the people by the granite polishers and master builders of Aberdeen. The attached leaflet sets out further examples

2. Exhibitions and displays

A number of books have been produced on the impact of the Granite industry on the North East of Scotland. Some work has been undertaken by services in Aberdeen City Council to bring to the attention of the public the importance of the industry.

A number of exhibitions and displays have been held in the past including one in 1985 and another in 1996. In August of this year a talk was held at Aberdeen Art Gallery which gave an insight into the role of granite merchants, manufacturers and craftsmen in shaping the City. The talk outlined the history of the industry from 1880s to 1930. A leaflet was produced which was free to public and can be found at the Council's website which outlines key aspects of the impact of the industry and points to the features visible in the city today which are the legacy of the granite industry. A copy of that leaflet is attached for information.

In November 2006 a DVD capturing a moment in the long history of Aberdeen's granite industry was launched at the City's Maritime Museum. Entitled Sculpture in Granite, the film was made in 1965 by Nan Taggart, daughter of John Aberdein Taggart, owner of the Taggart granite yard. The film documentary recorded the men and technologies of Aberdeen's granite industry over 40 years ago.

Some resources are available for schools to use which outline some of the features of the Granite industry and can be found on the City website.

Aberdeen's Granite Trail

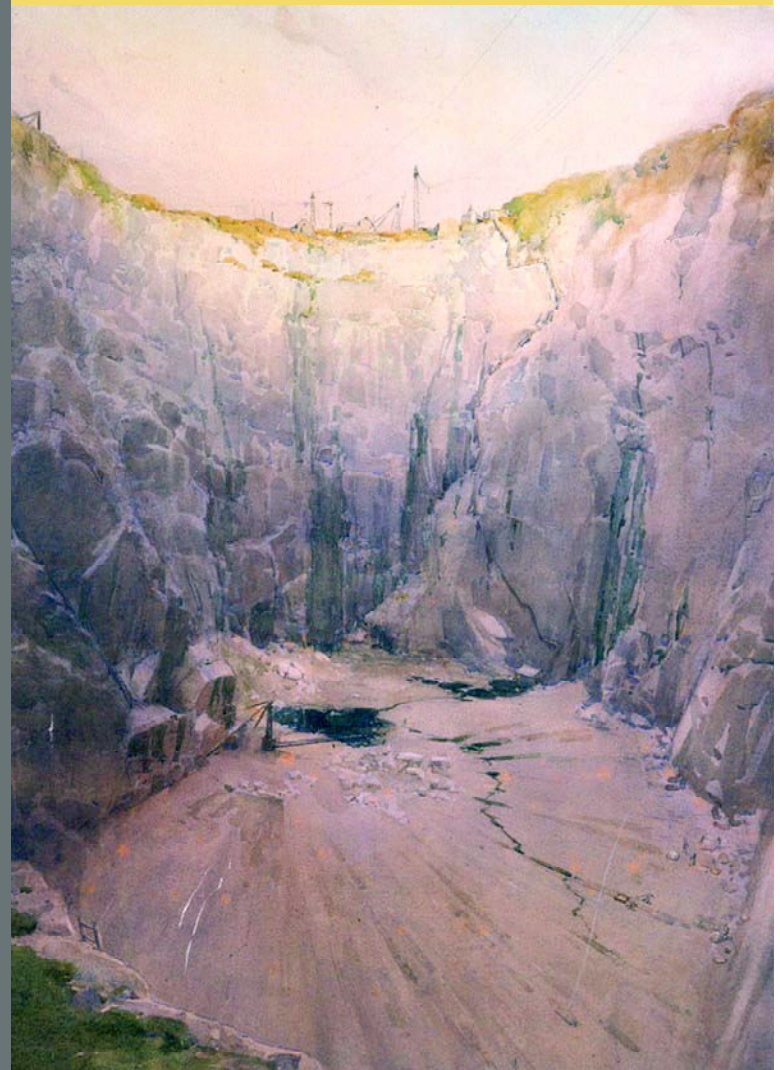
Aberdeen's Granite Trail
is one of a series of themed trails
being developed around the City.

These are part of the
Energising Aberdeen programme,
supported by the City Growth Fund.

Further details about these trails can be found at:
www.aberdeencity.gov.uk/acc_data/service/cd_trails.asp



A guide to Aberdeen's granite industry



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Aberdeen Visitor Information Centre
01224 288828
www.aberdeencity.gov.uk

For public transport information contact Travel Line
on **0870 608 2608**
or visit www.travelinescotland.com

For a large text version contact
01224 522070



www.aberdeencity.gov.uk




Aberdeen's Granite Trail

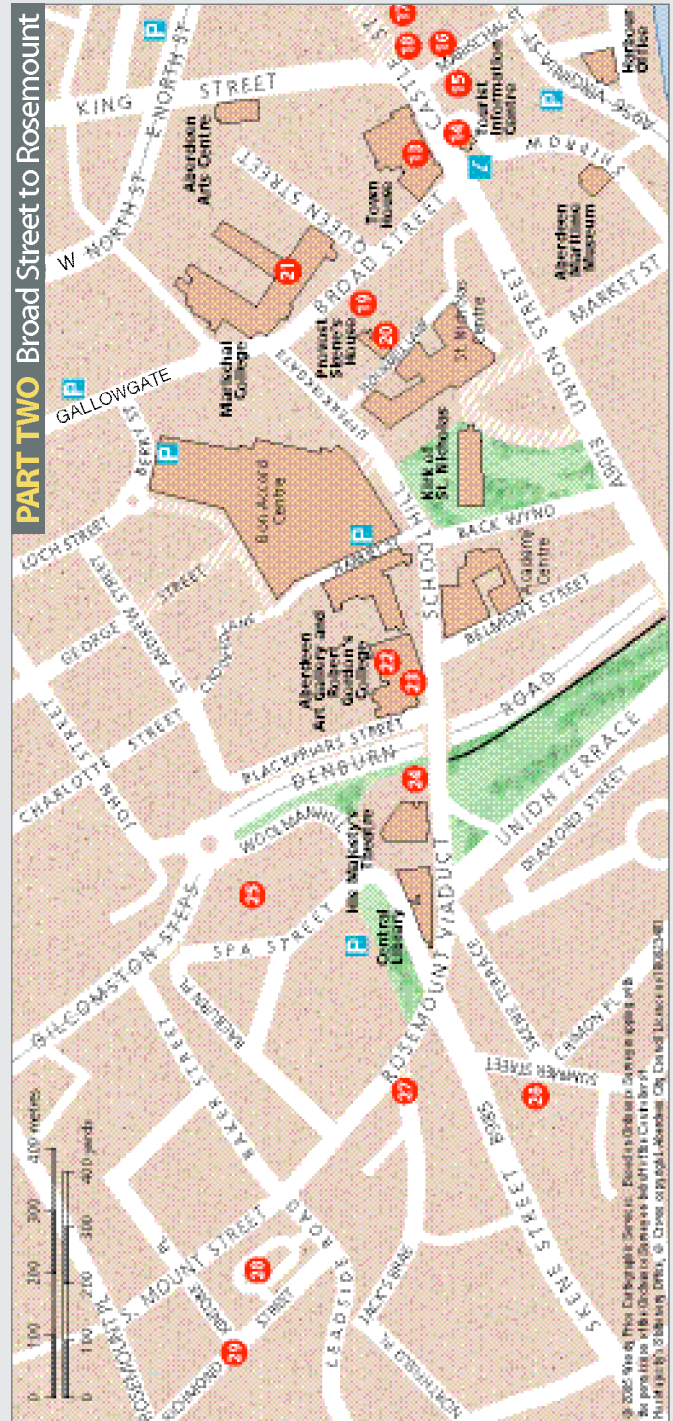
Front Cover: Illustration of Rubislaw Quarry in its heyday - watercolour by Watson Charleton

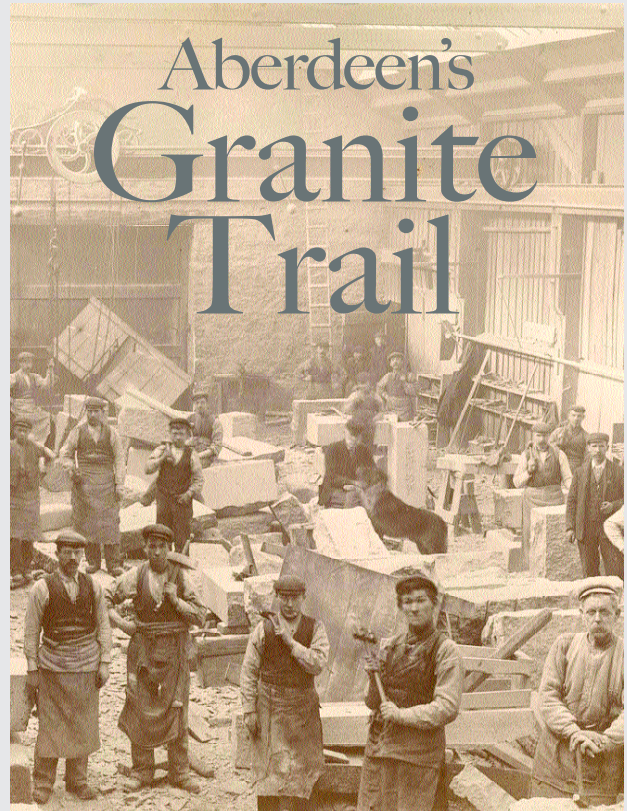
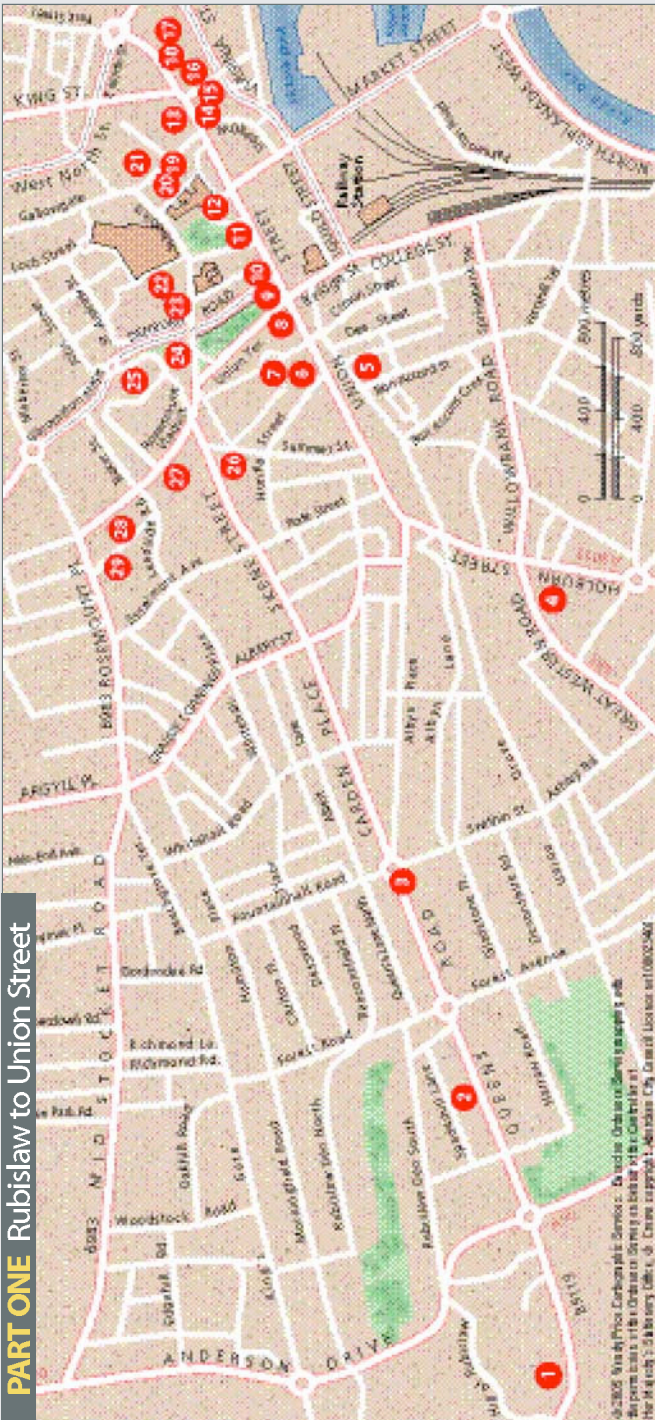
This trail is intended to inform you about buildings and streets in Aberdeen. Those featured can be viewed from publicly accessible areas, but please respect residents privacy.

There is no implication that buildings or private land can be entered. Please take care crossing roads.

Key to symbols

- Accessible from street indicated 
- Accessible via ramp or steep slope 
- Not wheelchair accessible 





Erran Granite Works, Aberdeen, circa 1890

Aberdeen is the Granite City. Look around. Granite buildings are everywhere, ranging from the grandest of monuments to the humblest of tenements.

The North East of Scotland's geological base is granite. Colours range from light white-grey to blue, pinks and reds. Granite has long been incorporated into local buildings and structures. Its hardness means it is difficult to quarry and work, so in the past, stone was often gathered as suitable boulders or very simply dressed. The Tower of Drum (c1300) and the more elaborate Crathes Castle (1500s), illustrate the early use of granite in fortifications.

The expansion of commerce and industry in the 18th century increased demand for granite. Greater traffic with iron shod cartwheels increased the need for more durable road surfaces. Granite was ideal for this and Aberdeen began to export the stone, particularly to London. Civil engineering projects, such as harbour works and bridges further increased demand, while merchants and manufacturers looked to granite to give them more imposing buildings and decorative features. Crucial to the expansion of the industry was Aberdeen's access to the sea with thousands of tons of stone transported through its harbour.

The single most significant breakthrough in the 19th century to granite working, came with the adoption of steam power. In the early 1830s, Alexander MacDonald designed a steam driven polishing machine that revolutionised the production of polished granite slabs and made it economically feasible for relatively large-scale production to take place. MacDonald also devised a steam-powered saw and lathe and gradually the granite trade moved away from the old hand crafted industry into what we now recognise as the modern trade.

However, until power tools were introduced at the end of the 19th century, all carving was still carried out by hand and this continued right into the middle of the 20th century. Granite setts, (cassies as they are known locally), continued to be cut manually.

By the end of the 19th century Aberdeen was the world centre for the granite trade. Quarries in the North East supplied the growing market for stone used in building, roads, sculptures and granite memorials. Thousands of gravestones were manufactured from the simplest of markers to elaborate tombs. Granite yards were dotted throughout the city.

Then just at the moment Aberdeen's granite industry was enjoying its greatest success, there came the threat of rivals. The USA began to restrict imports of stone. The new road-making materials, concrete and steel for building and the growing popularity of cremations, all had a devastating impact on granite production. Despite granite yards introducing new machinery and amalgamating during the 20th century, it was not sufficient to save the industry. By the 1970s only a few working quarries remained and most of the yards closed.

A few manufacturers though, held on and can still be found turning out high quality work using a mix of the old craft skills and the latest technologies.

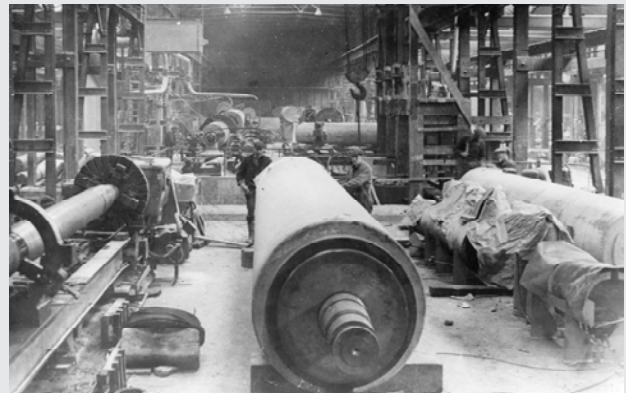
Despite most of the industry having gone, its heritage is there for all to see. Our list of buildings and sites will introduce you to some of the significant phases in the trade's history.

The two-part trail is easily followed. Start and stop as you wish. Granite gems are all around, so remember to look up, as many fine details are found above head height.

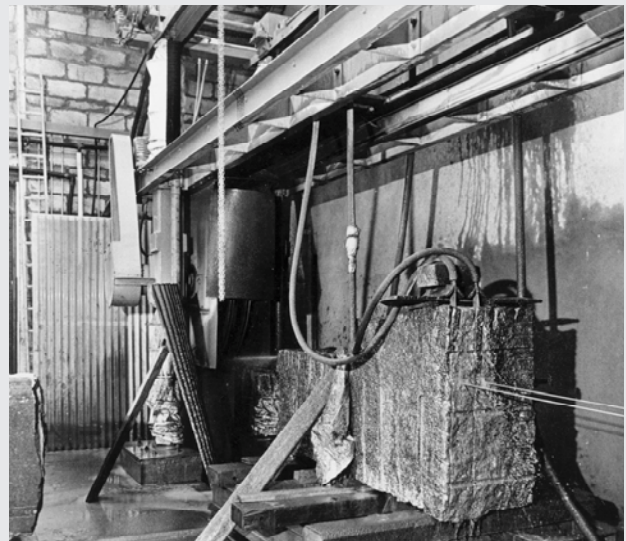


Cowdray Hall/War Memorial under construction, circa 1924

By the late 19th century, many of the new technologies were coming from the USA. About 1886, the idea of using pneumatic powered tools came to Aberdeen from Vermont. This was very quickly adopted as it increased the rate of production of carved stone. About the same time, the "Jenny Lind" polisher also came from America. It was called a Jenny Lind because the hum of the polishing head was said to resemble the voice of the great Swedish singer. This machine was ideal for producing polished gravestones. The 20th century saw further technical advances: circular saws, some multi-bladed, and with diamond tips, made an appearance. These cut through stone at an unprecedented rate.



Large granite rolls being turned at Pittodrie Granite Turning Company, circa 1960



Aberdeen-made Twin Wire Saw cutting granite in a local yard, circa 1960

Wire saws, boring machines, portable hand polishers and sandblasting were amongst other innovations: they all tended to undermine, or replace hand craft skills. However, as with other industries, the granite trade must remain competitive to stay alive. New technologies can give that edge.

Granite

TECHNOLOGY

Historically, the great stumbling block in the development of the granite trade was the very hardness of the stone and the limitations this imposed on working it with hand tools.

About 1834, Alexander MacDonald set about solving this problem. He designed a machine for polishing stone. Using an Aberdeen comb works' steam engine he showed that a smooth surface could be achieved by running sand and water beneath an iron polishing head.



Settmaker A Harvey at work in Kemnay Quarries, circa 1950



Masons James Phillip and George Cooper carving the War Memorial, circa 1924

Alexander MacDonald went on to develop a steam saw and a steam lathe. However, even with steam sawing, the process of cutting a single large block, again with sand as the cutting agent, could take months. In the 1880s, chilled iron replaced sand and this increased the rate of cut significantly. A block, which previously took months of work, could now take as little as ten days. Further development of this technology enabled the granite trade to produce relatively thin slabs. When polished these slabs were ideal as decorative fronts for buildings.

PART ONE

Rubislaw to Union Street

1 Rubislaw Quarry

When this quarry closed in 1971, it was some 450 feet deep. It had been worked for over 200 hundred years. Hundreds of thousands of tons of grey granite had been blasted and cut from the ground. In 1788, Aberdeen's Town Council had not been optimistic about the potential of the quarry and decided to give up its right to work the land. It has been estimated that at least 50% of Aberdeen's buildings are built of Rubislawstone. Rubislaw also provided stone for the Portsmouth and Southampton docks. However, the depth of hole, the need to continually pump the quarry floor clear of water, poor stone and competition led to the quarry's closure. The hole remains spectacular despite the fact that it is now over half full of water. At present, access to view the quarry is difficult - requiring scrambling up a steep bank or acquiring permission to enter private land.



Rubislaw Quarry, circa 1880

2 Queen's Road, No 50

This large house designed by J. B. Pirie in 1886, is perhaps the most imaginative piece of 19th century domestic architecture in Aberdeen. The house was commissioned by John Morgan, a trained mason who was one of the city's biggest building contractors. As a skilled granite craftsman, he was associated with many of the most prestigious projects, including houses in Aberdeen's west end and Marischal College.

3 Queen's Cross

On the south east corner sits a bank, formerly home of photographer George Washington Wilson. Designed by J. Russell Mackenzie and completed in 1865, the house is a remarkable combination of granite and ironwork. To the north and opposite, is the sandstone Rubislaw Church also by Mackenzie (1874). G.W. Wilson was so infuriated at the use of sandstone that he placed a feu on the ground opposite to ensure that only granite houses were built.



Queen's Cross, circa 1880

4 Nellfield Cemetery, Great Western Road

With the invention of steam powered polishing in the 1830s came the capability of producing hundreds of thousands of memorial graveyard slabs. Wide ranging examples can be found in this graveyard. There is a surprisingly modest memorial to Alexander MacDonald, father of the modern granite industry, (on the Great Western Road boundary wall, close to the lodge entrance) and an even more modest marker to paupers of the Aberdeen Female Orphans Asylum. On a grander scale is the large Celtic cross, erected in memory of photographer George Washington Wilson.



Nellfield Cemetery

5 Bon Accord Crescent and Bon Accord Square (1820s)

These Georgian houses were built by Archibald Simpson to accommodate some of the city's wealthier citizens. Additionally, to the immediate east of the square, on Bon Accord Street, is an interesting example of modern use of granite. Originally a garage, this art deco style building of 1937, was designed by A. G. R. Mackenzie. However, unlike the houses on Bon Accord Square, the granite on the 1937 garage would have been cut using power saws and hand tools.

28 Rosemount Square (completed 1946)

This circular Council housing block is a remarkable example of granite being used in a modern art deco style. Modelled along the lines of Vienna's Karl Marx Hof, the building is decorated with sculpture by T.B. Huxley Jones. It is an outstanding example of Council house building, mixing modernity and traditional materials.


29 Richmond Street

This is an example of a street laid with granite setts. It is recorded that sometime in the 1760s, Aberdeen began to export stone for paving London streets. Much of the early stone was simply gathered from local land, helping landowners, in some cases, to subsidise agricultural improvement. This 'ad hoc' method of production grew into a major industry with quarries such as Rubislaw helping supply the then expanding market.



Block of granite being lifted from Rubislaw Quarry

**26 Gilcomston Church, Skene Street (1771)
(now Denburn Parish Church)**

 The significance of the Church, or Chapel of Ease as it was originally known, is that its stone came from Loanhead Quarry. This quarry was a short distance to the north west of the Church. The chapel ministered to the needs of the many handloom weavers and other tradesmen and their families of Gilcomston.

27 Tenements, Rosemount Viaduct

 The tenements were built as part of an improvement scheme in the 1880s. These substantial granite buildings include the tallest traditional tenements in the city and display a variety of architectural features such as towers and parapets. The ornate decoration employed here contrasts with simpler motifs seen elsewhere in City tenement blocks.




Rosemount tenements, circa 1970




Tenements, Rosemount Viaduct, circa 1950


6 Music Hall, Union Street

 The Hall is the combined work of Archibald Simpson and James Matthews. Simpson's Assembly Rooms of 1820 fronts Union Street with massive fine-axed Ionic pillars and behind Simpson's work is Matthews' Music Hall of 1858. The individual sections that make up the columns were cut by hand and not by steam driven lathes that were later in use.

7 Statue of the Duke of Gordon, Golden Square (1841)

 Designed by Thomas Campbell, it was cut by hand from a 20 ton block of Dancing Cairns stone. The work was carried out at the yard of Macdonald & Leslie, the most important granite yard in the city at the time. The statue now stands in Golden Square, but originally, it stood at the Castlegate, close by the Market Cross. Dancing Cairns Quarries (disused) lie north west of the city centre close to Bucksburn and Auchmill. In its last days, the stone from here was crushed and bonded to form Adamant granite paving slabs.

8 Northern Assurance Offices, Union Street (1885)

 Now a public house known locally as the 'Monkey Hoose', this is a majestic commercial building designed by architect A. Marshall Mackenzie and built by master mason John Morgan. The entrance screened by grey granite Doric columns, opens to polished pink Corrennie granite panels in the vestibule and grand Corinthian columns in the main hall. Corrennie Quarry, 23 miles west of Aberdeen, is one of the few local quarries still working today. Its pink stone is fine grained in contrast to the larger grained red granite taken from Strlinghill Quarry at Peterhead.


9 Edward VII statue, Union Street

 The statue was designed by sculptor Alfred Drury and carved by mason James Philip with his assistant George Cooper. Pneumatic and hand chisels were used in the cutting of this Kemnay granite sculpture. The lead mason, James Philip, spent his working life in the granite yard of Arthur Taylor and he was perhaps the best carver ever employed in the city's stone trade.



Edward VII statue, circa 1913


10 Union Bridge, (completed 1805)

 Commissioned by the Town Council, with advice from Thomas Telford, the bridge was designed by David Hamilton and Thomas Fletcher. With a span of 130 feet, this great engineering feat had every stone dressed by hand using hammers and picks. The arch of the bridge is evidence of the way that Union Street itself was built. From what was the crown of St Katherine's Hill (the north end of Shiprow), a series of arches were built westward. However, most of these arches are now hidden beneath the street. The bridging of the Valley of the Denburn encouraged citizens, particularly the affluent, to escape the noises, smells and unsanitary conditions of the older burgh.



Union Bridge


11 St Nicholas Church and Screen, Union Street

 Within the 'Mither Kirk' is the 15th Century St Mary's Chapel, a fine example of medieval granitework. The granite of the church's east portion, designed by Archibald Simpson in 1837, was rebuilt following a fire in 1874. The earlier west church portion of 1741 is built of sandstone. Following the fire in 1874, William Smith designed a granite spire to replace the lead covered one destroyed in the blaze. The screen with twelve columns, was designed by John Smith in 1829 and is cut from Dancing Cairns stone. (See note 7).



St Nicholas Church and Screen, circa 1880


23 Art Gallery and War Memorial, Schoolhill

 The complex, designed by architect A. Marshall Mackenzie (1886/1905 and 1925), is a fine combination of Kemnay and Corrennie granites (pink). Within the Gallery are 28 turned and polished granite columns representing the varieties of stone being worked in and around Aberdeen in 1905. As can be seen, even at this relatively early date, the local industry was importing granite from abroad. The design for the War Memorial Lion was the work of William McMillan and was cut in granite by James Philip and George Cooper.




Art Gallery

24 His Majesty's Theatre, St Mark's Church and Central Library, Rosemount Viaduct (1891-1908)

 These three buildings demonstrate the diversity of granite use: the Theatre's lightness of touch contrasting with the bulky construction of the Church.


25 Archibald Simpson's Infirmary, Woolmanhill (1832-40)

 A neo-classical building with a dome, the infirmary set the pattern for the nearby War Memorial, St Mark's Church and His Majesty's Theatre. The erection of the hospital coincided with the introduction of steam powered granite polishing and sawing, marking a new phase for the trade.



Archibald Simpson's Infirmary, Woolmanhill

21 Marischal College, Broad Street

 The College is said to be the second biggest granite building in the world (the largest being the Escorial in Spain). It is a blend of two styles: A. Marshall Mackenzie's 'perpendicular gothic' (1890s) and Archibald Simpson's earlier more austere architecture (1837). The overall style is a combination of different aesthetics and the opportunities given by various granite working technologies. Simpson's older building is built of Rubislawstone and the modern gothic from Kemnay granite.




Archibald Simpson's Marischal College, circa 1880




A. Marshall Mackenzie's Marischal College, circa 1900


22 Robert Gordon's College, Schoolhill (1730s)

 The two-storey building designed by William Adam is an early example of building in granite. The stone came from Loanhead Quarry in the Rosemount area of the city. Opened in 1730 by James Emslie, this quarry also supplied stone for the original infirmary and Gilcomston Chapel of Ease.

12 Correction Wynd

 The Wynd is an example of granite setts or cassies (the local name derived from the word 'causeway'). Cassies usually came direct from quarries where cassie making was skilled work and paid according to output. The cassie maker sat in a 'sathie' (a small portable hut), reading the grain of the granite and cutting squared and cambered stone that was used for towns and cities across Britain. Sett exports peaked in the 1880s with over 50,000 tons of setts being exported from Aberdeen. The Wynd passes beneath a granite arch (circa 1802) which carries Union Street overhead. The arch is visible evidence of the great civil engineering that was necessary to build the city's main street.


13 New Town House, Union Street (1868-1874)

 A proposal that sandstone be used was abandoned when John Fyfe offered to supply the Council with his Kemnay stone at a preferential rate. The result is a building, by architects Peddie and Kinnear, that expresses the confidence of a mature granite industry. With its towers and arcades, it showed what the industry and the town could do. This confidence went so far as to boldly incorporate, at the east end, a medieval sandstone Toll booth.




New Town House, Union Street, circa 1952


14 Athenaeum-Union Building, Union Street (1819-22)

 Archibald Simpson was the architect of this prominent building at the east end of Union Street. It is an important example of the granite trade. Its fine, smooth ashlar work is amongst the earliest illustrations of granite dressed by hammer and puncheon (chisel). Hammers and picks had been the standard tools until 1818 when masons introduced tools associated with sandstone and the lighter hammer and puncheon became the tools of choice.


15 James Burns' Banking Company, Castle Street (1801)

 This is an early example of fine quality working and a harbinger of the future. Burns' building demonstrates exactly how elegance and grace is possible with hard stone. An observer of 1794 described how masons achieved the smooth finish - 'picking the surface, exactly as a miller does..... smoothing out by a tool in shape like a small hatchet'. Look to the top of the building and see the fine balustrade.


16 Marischal Street (laid out from 1767)

 Aberdeen's earliest planned street was the first in the city to be paved with granite setts. Its buildings, originally the homes of wealthy merchants, illustrate the use of a more friable easier worked granite, quarried close to the surface at Loanhead. This granite lacks the whiter sparkle of later buildings made from deeper quarried stone. Contrast it with James Burns' Bank at the north west corner of the street.

17 Salvation Army Citadel, Castlegate (1896)

 Modelled on Balmoral Castle by architect James Souttar, it was completed when the granite industry was at its peak. Some 300,000 tons of stone was being quarried locally and 40,000 tons of this was exported through Aberdeen harbour.

18 Market Cross, Castlegate (1686)

 Sandstone was the main stone of buildings prior to the introduction of granite in the 19th century. Standing at the head of Union Street, the sandstone Cross is emblematic of the pre-granite period. Within a hundred years of its construction, the way of life symbolised by it, and its soft stone, was pushed aside to make way for urban and industrial growth and granite.




Market Cross, circa 1900

PART TWO

Broad Street to Rosemount


19 St Nicholas House, Broad Street

 Designed by the City Architect's Department in 1962, this is a contrast to Marischal College, opposite. Although the bulk of the block is concrete and glass, the ground floor does incorporate granite as a mark of the City's heritage. Just to the west, and visible from Schoolhill, is the St Nicholas Centre. This shopping centre, opened in 1985 incorporates thin slabs of granite facing which seeks to achieve some continuity with the area's architectural heritage. The mass production of such uniformly thin slabs became possible with the introduction of new sawing techniques.



Provost Skene's House, circa 1950

20 Provost Skene's House, Broad Street

 The earliest portion of this house, on the west side, dates from 1545. It is one of the City's few examples of the pre-industrial use of granite. Here, the stone is incorporated in rubble walling with little working, compared to the fine ashlar stone produced in the 19th century. Where decorative features are called for, such as window margins, softer sandstone is used.

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th January 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture & Sport Performance Report October 2009
REPORT NUMBER	ECS/09/078

1. PURPOSE OF REPORT

The purpose of this report is to:

1. Provide to Members an update on Education, Culture and Sports Performance as at October 2009.
2. The report outlines key indicators of performance in Resources Management, Impact and Business processes across Education, Library and Information Services and Sports, Culture and Heritage Services. Additional tables and spreadsheets are included at Appendix 1 and 2 outlining detailed performance and trends.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) Note the trends in performance; and
- (ii) Instruct that quarterly reports are presented to Committee as part of the Education, Culture and Sports Public Performance Reporting Framework

3. FINANCIAL IMPLICATIONS

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

4. SERVICE & COMMUNITY IMPACT

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

5. OTHER IMPLICATIONS

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

6. REPORT

6.1 Background

Members will recall the first Education, Culture and Sports performance report outlining 23 Key Performance Indicators (KPIs) and detailed drill down performance at Education, Culture and Sports Committee in October 2009.

6.2 Performance Scorecard: Measures and Improvement Targets

Attached at **Appendix 1** is the performance scorecard for the original 23 KPIs, together with 3 additional measures of performance.

The scorecard shows:-

- recent performance (trends) as at the end of October 2009 against the four scorecard sections of resources management, impact, business processes and organisational learning and development
- targets, where available
- a "traffic light" where green = performance in the top quartile or significant improvement, amber = some concerns regarding performance, red = significant improvement required

Highlights of this month's performance report are:

- **Indicator 6 – Health and Safety Matrix** – good performance of 93%
- **Indicator 6.1 – Completed Internal Audit Recommendations** - good performance of 92%
- **Indicators 7.1 and 7.2 positive Local Authority and Partner provider pre-school inspections by HMIE and Care Commission in 2008/2009**– good performance in both aspects of the sector for the 2008/2009 session

6.3 Detailed performance: October 2009

In addition, attached at **Appendix 2** are 'Drill Down' performance measure sheets.

Detailed performance in this report is available for the following 5 indicators and exception reporting is summarised below:

- HMle Inspections of Local Authority and Partner Provider Pre-School Settings up to November 2009.
- Care Commission Inspections of Local Authority and Partner Provider Pre-School Settings during 2008 and up to November 2009.
- A summary of Library and Information Services Statistics (up to end October 2009) – slight decrease in issues, computer usage and visitor numbers but large increases in online transactions
- Attendances at Sports Facilities (up to end October 2009) – admission levels for Dry facilities reflect a general downturn but admissions to Pool facilities are expected to meet targets.

6.4 Target Setting

As part of the normal management of performance, it is appropriate to formally review the Service targets set for the key performance measures for the 2009/10 year and beyond. The review of targets will follow the principles of SMART; each target will be Specific, Measurable, Achievable, Realistic and Timely. There is a clear balance to be struck between being realistic and being challenging. Targets set at the right level, and which are a constant focus for members and officers, can be a motivation to improved performance.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Attached at Appendix 1: the Education, Culture and Sports Summary Scorecard and at Appendix 2: detailed performance measures

**APPENDIX 1
EDUCATION, CULTURE AND SPORTS SCORECARD SUMMARY (* indicates new data)**

Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
Resources Management				
1. Average number of days lost through sickness absence	Total for EC&S staff 4.11 days	11.8 days (Corporate Target)	11.3 days	Corporate 09/10 target for this SPI is 11.3 days. Sickness absence is a Statutory Performance Indicator. The corporate outturn figures for Local Government workers is provided as the required level of detail for Education, Culture & Sport is not available for previous years as this is a new service. This will be measured on a monthly basis in future from PSE (Employee Record/Payroll System)
2. % spend against revenue budget	-	100%	100%	Cannot overspend on cash limited budget. Equally, there should be no "slack" built into budgets leading to underspends. This is part of a separate report to Committee
3. % projected variance from revenue budget at year end	-	0%	0%	As 2. above
4. % spend against capital budget	-	100%	100%	Cannot overspend on approved capital projects. Equally, all steps should be taken to complete capital projects within anticipated timeframes. This is part of a separate report to Committee

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
5.	% savings on target to be delivered	-	100%	100%	Must be 100% to deliver corporate savings. This will form part of a separate report to Committee
6.	Score for compliance with health & safety matrix	93% *	100%	100%	100% indicates that we have complied with the key elements of health & safety. This is a cumulative total and 100% would be anticipated by the year-end. As far as we are aware, Aberdeen City Council is the only Scottish Council which operates a scored matrix for health and safety, which allows for internal benchmarking.
6.1	% of Internal Audit recommendations completed	92% *	-	-	This performance measure is reported regularly to Education, Culture and Sports SMT and is anticipated to form regular reports to Audit and Risk Committee
Impact					
7.	The proportion of schools receiving positive inspection reports	50%	Improvement	Improvement	This cumulative update reflects 2 school inspection reports (Northfield -25/08/09 & Raeden Centre Nursery- 01/12/09) for the academic session 2009/2010 so far. Data for the 2008/2009 session across all sectors showed performance at 93.6%, surpassing the 2007/08 target of 83%. This has been included in the 2009/10 SOA. This measure is not yet ranked nationally

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
7.1	Positive inspections of Local Authority pre-school settings by HMle and Care Commission	92% (HMle) 100% (Care Commission) *	1 st year of recording. 2008-2009 baseline	Improvement	This update reflects the outcome of inspections in Local Authority pre-school settings for the academic session 2008/2009. This has been included in the 09/10 SOA. This measure is not yet ranked nationally. Please also refer to detailed performance in the spreadsheet attached.
7.2	Positive inspections of partner provider pre-school settings by HMle and Care Commission	100% (HMle) 94% (Care Commission) *	1 st year of recording. 2008-2009 baseline	Improvement	This update reflects the outcome of inspections in partner provider pre-school settings for the academic session 2008/2009. This has been included in the 09/10 SOA. This measure is not yet ranked nationally. Please also refer to detailed performance in the spreadsheet attached.
8.	HMle inspections of learning communities result in positive reports in relation to Q.1. 2.1 Impact on young people and adults as participants	100%	100%	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
9.	Positive reports from HMle Inspections in relation to Quality Indicator (QI) 4.1 Impact on Communities over the year	100%	100%	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally
10.	Primary & Secondary pupil attainment for reading, writing & maths.	Primary: Reading:79%, Maths: 82%, Writing:74% Secondary: Reading:67% Maths: 58% Writing:51%	Primary: Reading:84%, Maths: 88%, Writing:77% Secondary: Reading:72%, Maths:67%, Writing:54%	Primary: Reading:87%, Maths:90%, Writing:79% Secondary: Reading:74%, Maths:69%, Writing:55%	Included within 0809 & 09/10 SOA and reported in detail at E, C&S Committee October 2009. Attainment data for each year group has been circulated to Committee and was discussed at the 5-14 and STACS seminar on 7 th December 2009. A review of 5-14 performance in each primary and secondary school across the City (including target-setting) is being undertaken in the light of 2008/2009 outturn. Members should note that this will, in time, be superseded by Curriculum For Excellence age and stage measures, with benchmarking as appropriate.

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
11.	Cumulative attainment of National Qualifications by all pupils in publicly funded secondary schools for S4 and S5.	English and Maths at level 3 by the end of S4 94%	English and Maths at level 3 by the end of S4 96%	English and Maths at level 3 by the end of S4 Improvement	This has been included in the 2009/10 SOA as a directional target i.e. improvement. This data was discussed at the STACS seminar on 17 th September 2009, was reported in detail at E,C&S Committee in October 2009 and was discussed at the 5-14 and STACS seminar on 7 th December 2009. Detailed discussions are taking place with individual schools between November 2009 and February 2010. Members should note that these qualifications will, in time, be replaced with a new qualifications framework which recognises literacy and numeracy skills, replaces Standard Grades and Intermediates and revises Highers and Advanced Highers.
		5 or more level 3 awards by the end of S4 91%	5 or more level 3 awards by the end of S4 Improvement	5 or more level 3 awards by the end of S4 Improvement	
		5 or more level 5 awards by the end of S5 42%	5 or more level 5 awards by the end of S5 47%	5 or more level 5 awards by the end of S5 Improvement	
12.	Proportion of school leavers in positive and sustained destinations	Outturn 07-08 Young people aged 16-19 96% in positive destinations. 51.4% of school leavers from special education in positive destinations	90% in positive destinations	90% in positive destinations	Initial data for 2008/2009 indicates an increase in positive destinations that has surpassed targets. Included as outcome within 0809 & 0910 SOA. The SOA sets a target of 6% outwith positive destinations by 2011. The SOA target is for a year on year improvement of 5% from the 2006/07 baseline of 82% positive destinations.

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
13.	Academic achievement: the number and percentage of young people ceasing to be looked after, who achieved SCQF level 3 or better in English and Maths or other subjects	Outturn 08/09 55.6%	61.3%	72.2%	Data for this SPI refers to academic performance for the 07/08 session and is collected in the financial year 2008/09. It is intended that 2008/2009 data for this indicator will be reported in the next performance report in February 2010. Included as a 0809 & 0910 SPI. The SOA sets the target as a progressive improvement in the outcome to improve the life chances of looked after children. This measure is not ranked nationally.
13.1	Violent Incidents against School staff in Primary, Secondary and Special Schools	Outturn 08/09 Primary- 122 Secondary - 156 Special – 231	Primary – 307 Secondary – 228 Special - 228	Primary – 256 Secondary – 190 Special - 190	Data for this indicator refers to incident reporting for the 08/09 session. Indicative figures show all targets have been met for all sectors.
13.2	% occupancy of Primary and Secondary schools	Outturn 08/09 Primary Below 60% - 31% 61-100% - 69% Secondary Below 60% - 8% 61-100% - 92%	60% capacity as minimum	60% capacity as minimum	Data for this Statutory Performance Indicators (SPI) refers to the pupil census undertaken in September 2008 and was collected in the financial year 2008/09. Ranking data was not published for 2008/2009. It is anticipated that 2009/2010 data for this indicator will be reported, using the September 2009 census data, in the next performance report in February 2010.

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
14.	% of Service Plan tasks complete or on schedule	-	100%	100%	This indicator will be reported in the next performance report in January 2010 following the completion of the new Service Plan for Education, Culture and Sports. Our target is to fully deliver on service tasks
Business Processes					
15.	CC 1 Sport and Leisure management – the number of attendances per 1,000 population for all pools	2710	2,895	2,940	Pool maintenance issues and re-instatement of Tullos pool have a negative impact on admissions for this SPI. Difficult to estimate the impact of Trust status. In 2007/08, we were ranked 18 th in Scotland. Please also refer to detailed performance in the spreadsheet attached
16.	CC 2 Indoor facilities – the number of attendances per 1,000 population for other indoor sports and leisure facilities, excluding pools in a combined complex.	3,994	4,196	5,272	It is hoped that the re-instatement of Linx Ice Arena and the opening of the Aberdeen Sports Village will impact positively on admissions figures for this SPI. Difficult to estimate the impact of Trust status. In 2007/2008 we were ranked 14 th in Scotland. Please also refer to detailed performance in the spreadsheet attached
17.	CC 3 (b) Museum services – the number of visits to/usages of council funded or part funded	1,561	1,539	1,539	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non-holiday Mondays. In

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
	museums that were in person per 1,000 population				2007/2008, we were ranked 4 th in Scotland. Please also refer to detailed performance in the spreadsheet attached.
18.	CC 5 (a) Use of libraries – the number of visits to libraries per 1,000 population	5,841	6,000	6,000	This continues to be reported as an SPI. The decrease in opening hours will impact significantly. Estimated visit figures will decrease by at least 10%. 09/10 Target reflects 1.7% decrease. In 2007/2008 we were ranked 10 th in Scotland Please also refer to detailed performance in the spreadsheet attached.
19.	CC 5 (b) Use of libraries – the number of borrowers as a percentage of the resident population	27.6%	28.0%	28.0%	No longer an SPI requirement but we will continue to report. We now include WiFi statistics which help balance the decrease in hard wired PC access where as above for CC5(a) at least 10% decrease expected. In 2007/2008, we were ranked 4 th in Scotland. Please also refer to detailed performance in the spreadsheet attached
20.	CC 3 (a) Museum services – the number of visits to/usages of council funded or part funded museums per 1,000	3,246	3,010	3,010	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non--holiday Mondays. In 2007/2008, we were ranked 4 th in

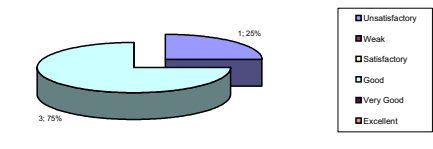
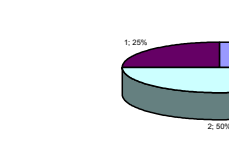

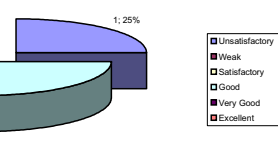
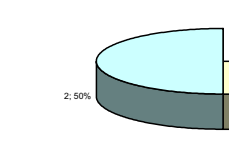
	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
	population				Scotland Please also refer to detailed performance in the spreadsheet attached
21.	CC 6 (a) Learning centre and learning access points – number of users as a percentage of the resident population	18.2%	17.0%	17.0%	This is no longer an SPI requirement but we will continue to report. We now include WiFi statistics which help balance the decrease in hard wired PC access where as above for CC5(a) at least 10% decrease expected. In 2007/2008, we were ranked 6 th in Scotland Please also refer to detailed performance in the spreadsheet attached
22.	% of success in dealing with written queries & complaints within 15 working days	88%*	95%	95%	It is likely that throughout the year we will receive a small number of enquiries which, due to their complexity or through other factors, may take more than 15 working days to resolve. A target of 95% is considered challenging, but deliverable. The January 2009 position was 93%. Corporately we have researched the standard in setting a 15 working day limit and this is similar to our peers
Organisational Learning & Improvement					
23.	% eligible staff appraised in past year	-	100%	100%	The Education, Culture and Sports Service is committed to Appraisal and Performance Review and Development and recognises the importance of these

	Performance Measure	Outturn 2008-09	Target 2008-09	Proposed target 2009-10	Comment and Benchmarking
					key elements of individual performance management. Arrangements will be put in place to measure this indicator on a monthly basis from PSE in 2010.

HMIe Inspections Local Authority Pre-School Settings 6/01/09 to 05/11/09 (Source: Pre-School Team)

<p>Definition</p>	<p>Performance indicators from HMIe inspections of Local Authority pre-school settings. Local authority pre-school provision is inspected as part of the whole school inspection against 5 Quality indicators as set out in How Good is Our School v3 (HGIOS3)</p>																												
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<p>Analysis:</p>	<p>Inspections took place in 6 Local Authority pre-school settings between 6/01/09 and 30/06/09. In the core Quality Indicators of The Curriculum, and Improvements in Performance, the majority of schools were satisfactory or good and 17% were very good in Children's Experiences. In the reference Quality Indicators of Meeting Learning Needs almost 75% were satisfactory or good and 25% were very good and for Improvement through self evaluation, 67% were satisfactory or good and 33% were weak.</p>																												
<p>Action:</p>	<p>The Education, Culture and Sport Service is committed to the pursuit of excellence in education. A range of support and challenge to improve quality in local authority pre-school provision is provided jointly by the Pre-School and Education Officer teams.</p>																												

HMIe Inspections Partner Provider Pre-School Settings 6/01/09 to 05/11/09 (Source: Pre-School Team)

<p>Definition</p>	<p>Performance indicators from joint HMIe/Care Commission inspections of Partner Provider pre-school settings. Pre-School provision is inspected against 5 Quality indicators as set out in How Good is Our School v3 (HGIOS3)</p>																
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<p>Analysis:</p>	<p>Inspections took place in 4 Partner Provider pre-school settings between 29/04/09 and 23/09/09. In the core Quality Indicators of The Curriculum, Improvements in Performance and Children's Experiences, the majority of providers were good or very good and a quarter (one provider) was unsatisfactory. Children's Experiences. In the reference Quality Indicators of Meeting Learning Needs and Improvement through self-evaluation 75% were satisfactory or good and 25% (one provider) was unsatisfactory.</p>																
<p>Action:</p>	<p>The Education, Culture and Sport Service is committed to the pursuit of excellence in education. A range of support and challenge to improve quality in local authority pre-school provision is provided to our partners by the Pre-School team. . The newly negotiated pre-school Partnership Terms and Conditions will allow the local authority to cancel its partnership arrangements if partners do not address improvement objectives within the agreed timescales set by either HMIe or the Care Commission.</p>																

Care Commission Inspections Local Authority Pre-School Settings 6/01/09 to 05/11/09 (Source: Pre-School Team)

<p>Definition</p>	<p>Performance indicators from Care Commission inspections in Local Authority pre-school settings. Services are inspected every two years and are graded on a scale of 1-6 with 6 being excellent in four areas – care and support; environment; staffing; and management and leadership.</p>																												
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<p>Analysis:</p>	<p>Inspections took place in 18 Local Authority pre-school settings between 20/11/08 and 05/10/09. The majority of Local Authority provision was identified as good and very good in all four areas. 2 local authority pre-school settings are to be commended for achieving excellence in care and support and staffing.</p>																												
<p>Action:</p>	<p>The Education, Culture and Sport Service is committed to the pursuit of excellence in education. A range of support and challenge to improve quality in local authority pre-school provision is provided jointly by the Pre-School and Education Officer teams.</p>																												

Care Commission Inspections Partner Provider Pre-School Settings 6/01/09 to 05/11/09 (Source: Pre-School Team)

<p>Definition</p>	<p>Performance indicators from Care Commission inspections in Local Authority pre-school settings. Services are inspected every two years and are graded on a scale of 1-6 with 6 being excellent in four areas – care and support; environment; staffing; and management and leadership.</p>																												
<p>'Care and Support' Inspection Rating by Grade</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsatisfactory (1)</td> <td>17.46%</td> </tr> <tr> <td>Weak (2)</td> <td>2.9%</td> </tr> <tr> <td>Satisfactory (3)</td> <td>1.3%</td> </tr> <tr> <td>Good (4)</td> <td>1.3%</td> </tr> <tr> <td>Very Good (5)</td> <td>3.8%</td> </tr> <tr> <td>Excellent (6)</td> <td>12.35%</td> </tr> </tbody> </table>	Grade	Percentage	Unsatisfactory (1)	17.46%	Weak (2)	2.9%	Satisfactory (3)	1.3%	Good (4)	1.3%	Very Good (5)	3.8%	Excellent (6)	12.35%	<p>'Quality of Staffing' Inspection Rating by Grade</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsatisfactory (1)</td> <td>19.51%</td> </tr> <tr> <td>Weak (2)</td> <td>1.3%</td> </tr> <tr> <td>Satisfactory (3)</td> <td>5.14%</td> </tr> <tr> <td>Good (4)</td> <td>12.32%</td> </tr> <tr> <td>Very Good (5)</td> <td>1.3%</td> </tr> <tr> <td>Excellent (6)</td> <td>5.14%</td> </tr> </tbody> </table>	Grade	Percentage	Unsatisfactory (1)	19.51%	Weak (2)	1.3%	Satisfactory (3)	5.14%	Good (4)	12.32%	Very Good (5)	1.3%	Excellent (6)	5.14%
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<p>Analysis:</p>	<p>Inspections took place in 37 Partner Provider pre-school settings between 19/08/08 and 15/06/09. The majority of partner providers are achieving good and very good in all four areas. One partner provider is to be commended for achieving excellence in Care and Support. A minority were identified as unsatisfactory or weak in Care and Support and weak in the other 3 areas.</p>																												
<p>Action:</p>	<p>The Education, Culture and Sport Service is committed to the pursuit of excellence in education. A range of support and challenge to improve quality in local authority pre-school provision is provided to our partners by the Pre-School team. . The newly negotiated pre-school Partnership Terms and Conditions will allow the local authority to cancel its partnership arrangements if partners do not address improvement objectives within the agreed timescales set by either HMIe or the Care Commission.</p>																												

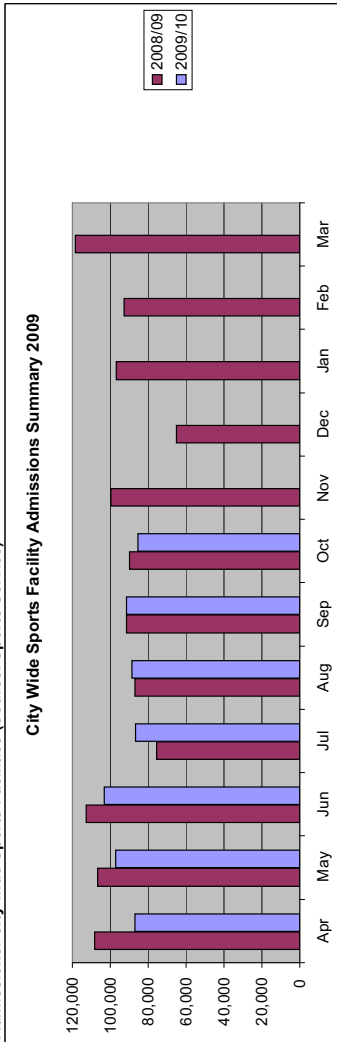
Library and Information Services Summary Statistics (Source: L&I Service)

Definition	Performance indicators from libraries across the City during October 2009. These include total visitor figures, issues, enquiries, requests and reservations, computer usage, library web page hits, WiFi usage.		
	2008/09	2009/10	
Number of days open	26	26	
Number of hours open	2159	2815.5	
Summary of Use October 2009			
	2009/10	2008/09	Variance
Total Issues	94714	98516	-3802
Total Enquiries	10365	10433	-68
Total Requests	1941	1707	234
Total Visitors	103684	110001	-6317
Total computer usage	20498	31693	-11195
Total webpage hits	49743	9863	39880
Total WiFi minutes	1797	1243	554
WiFi new customers	84	105	-21
Arts Equipment	708	596	112
Monthly Issues	94006	97920	-3914

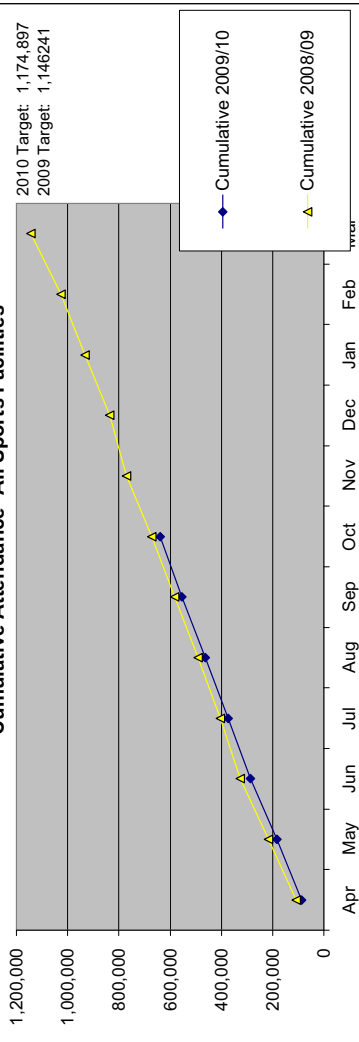
Category	2009	2008
Total Issues	94714	98516
Total Enquiries	10365	10433
Total Visitors	103684	110001
Total Computer Usage	20498	31693

Analysis:	TALIS Assure was in use due to the Central Library network failure from 10am on 20th October to 1pm on 23rd October 2009. The Mobile Library Service was off the road due to mechanical failure from 12.30 on 22nd October to 31st October. Bucksburn Library was closed for relocation to new Bucksburn Academy building 21st October to 27th October 2009. The drop in issues, computer usage and visitor figures reflects the cut in opening hours as there are now less opportunities to access libraries. However, when open, libraries are increasingly being used more to view exhibitions, conduct research, read papers and journals and attend activities. There continues to be a significant increase in the amount of online transactions and viewing of library webpages.
Action:	Working with colleagues in ICT to ensure that network to the Central Library is upgraded and fit for purpose. Library staff working with schools and nurseries to encourage class visits to local libraries to introduce children to reading via various ongoing projects including Premier Reading Stars and Reading is fundamental.

Admissions: City wide Sports Facilities (Source: Sports Service)



Cumulative Attendance- All Sports Facilities



CC1& 2 (Extract) The number of attendances at indoor sports and leisure facilities, including pools

Definition CC1 and CC2		Number of admissions to City Wide Sports Facilities					
MONTH	ADMISSIONS 2008/09	CUMULATIVE 08/09	ADMISSIONS 2009/10	CUMULATIVE 09/10	MONTHLY VARIANCE	CUMULATIVE VARIANCE	ANNUAL TARGETS
Apr	108,343	108,343	86,882	86,882	-21,461	-21,461	1,146,241
May	106,629	214,972	97,258	184,140	-9371	-30,832	1,174,897
Jun	112,566	327,538	103,225	287,365	-9341	-40,173	1,203,553
Jul	75,488	403,026	86,663	374,028	11175	-28,998	1,232,209
Aug	86,856	489,882	88,693	462,721	1837	-27,161	1,260,865
Sep	91,542	581,424	91,290	554,011	-252	-27,413	1,289,521
Oct	89,925	671,349	85,385	639,396	-4540	-31,953	1,318,177
Nov	99,591	770,940	0	639,396	0	0	TARGET -15% INCREASE BY 2015 (BASELINE 2008/09)
Dec	65,196	836,136	0	639,396	0	0	
Jan	96,828	932,964	0	639,396	0	0	
Feb	92,827	1,025,791	0	639,396	0	0	
Mar	118,438	1,144,229	0	639,396	0	0	
Total		1,144,229	639,396	639,396			

Analysis:	<p>Dry Sports Centres: October admission levels at particular individual facilities, e.g. Westburn Tennis Centre, Jesmond and Sheddocksley Sports Centre reflect comparable performance against 2008/09 and are demonstrating a stable comparative performance over the past three months. Kincorth Sports Centre, although continuing to exceed the cumulative figures for 2008/09 experienced a significant reduction in admission levels during October. These facilities aside, the performance of the remaining centres, Alex Collie Sports Centre and Torry Youth and Leisure Centre and Peterculter Sports Centre are recording admissions levels in the range of 10-12% below last years data but the greater 'leakage' level recorded at the start of the year has stabilised and the admissions are slightly in advance of the proportionate loss of programming.</p>
Analysis:	<p>Pool Facilities: The cumulative totals for April-October are, for the first time in this fiscal year, now exceeding that recorded in 2008/09 with the majority of Centres performing above October 2008/09 levels. This is being driven by the sustained strong performance by the Beach Leisure Centre and recent admission increases at Northfield and Hazlehead Swimming Pools. Although the level of comparative admissions at remaining facilities appears to fluctuate from month to month the overall picture suggests that without accounting for the continued closure of Tullos swimming Pool, it's not unreasonable to expect that swimming pool admissions for the year will exceed 2008/09 levels by 0.25-0.5%. Factoring in the loss of some 35,000 admissions as a result of the Tullos scenario, this would represent a 1.0-1.25% increase which, although slightly below the year's target, would be creditable.</p>

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	7 January 2010
REPORT BY:	Director and City Chamberlain
TITLE OF REPORT:	2009/10 REVENUE BUDGET MONITORING
REPORT NUMBER:	ECS/09/085

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 continue to review budget performance and report on service strategies as required to ensure a balanced budget.

3. FINANCIAL IMPLICATIONS

- 3.1. The total Education, Culture & Sport budget, amounts to around £175 million net expenditure. This is made up of £193 million of gross expenditure, offset by £18 million of Income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service will result in an unfavourable movement on the Council finances overall. This position will be reflected in the overall financial monitoring for the Council when it is reported to Finance and Resources Committee at the end of this Committee cycle.
- 3.3. Further details of the financial implications are set out in section 6 and the appendices attached to this report.

4. SERVICE & COMMUNITY IMPACT

- 4.1. As a recognised top priority the Council must take the necessary measures to balance its budget. Therefore Committees and services are required to

work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

5. OTHER IMPLICATIONS

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

6. REPORT

- 6.1 This report informs members of the current year revenue budget performance to date, for the service's budget and provides high level summary for the consideration of Members, to period 7 (end to October 2009). The exception to this is the more recent movement in respect of the Out Of Authority Placements budget, where it was felt important to reflect the most up to date position.
- 6.2 Work is also on-going on refining Planned Budget for the period looking at previous trends. It also outlines whether or not there are any cost pressures that are immediately identifiable from the expenditure incurred to date and actions being undertaken to manage these.
- 6.3 The service report and associated notes on progress towards achievement of the 2009-10 savings targets are attached at Appendices A and B.

2009-10 Approved Savings

There are 46 approved savings, for 2009-2010 totalling £7,928,000. These are listed at Appendix A. Against each of the savings is a narrative detailing the progress to date on each of these. The current forecast is that the service is on target to achieve £7,444,000 of these savings. The exception to this is in relation to Out Of Authority placements which is referred to elsewhere in this report.

Financial Position and Risks Assessment

In overall terms at this stage, analysing Appendix B, the position reflects a potential overspend of £1,528,000 This is an increased forecast overspend of £177,000 since last reported upon.

The 3 main areas of potential overspend are Out of Authority placements which are currently forecast to be £484,000 overspent at year end, Sports rates relief of £400,000 which will not now be achieved with the movement to the Sports trust now being on or around April 2010 and a fall in Sports Income of £900,000 which has only partially been offset by savings elsewhere within Sports of £300,000. These individual areas are referred to below.

- 6.4 At this time, the following areas of risk are highlighted together with management action being taken.

a) Out Of Authority Placements

This is an aligned budget with Social Work which funds those costs associated with educating and accommodating children in Specialist Schools and Homes not run by Aberdeen City Council.

The latest estimate as at 30 November is that the Education, Culture and Sport element of the aligned budget is likely to be over-committed in the region of £484,000. The approved saving for 2009-10 is £1,100,000 which means that to date, 56% of the target saving has been achieved.

A rigorous review of placements led by the Head of Service with Service managers is ongoing to review placements to implement packages of support to facilitate return to home or alternative care within Aberdeen. One additional place has been made available at the Willows childrens Unit from October November which will contribute to this saving Projected overspend at present is £1,126,000 across the two services and the development of the proposed Intensive community support service will have an impact on this budget in the year 2010/11. New screening, resource and authorisation arrangements will be implemented in January 2010 which is designed to impact on the numbers of children being accommodated and going to residential school A bulletin item referring to this approach is included as a separate paper to Education, Culture and Sport at this meeting.

b) Pupil Support Assistants

A budget saving of £1.5m was agreed against this budget for 2009-10 which is now in place. The full year effect of this saving in 2010/2011 will be £2.2million. Benchmarking against other authorities did indicate that this was an area in which we were spending proportionately more than similar authorities. The savings will be realised from the entitlement levels set from the new school year in August 2009 to March 2010. Meantime, members will be aware that the number of children being identified with additional support needs has been increasing each year.

c) Pupil Roll Changes

There is pressure on the budget in relation to increasing numbers and age profile of pupils identified with Additional Support Needs. This group of children often requires increased teaching and support requirements. In addition there has been a growth in the requirement for places in early years. However, these trends are being closely monitored and action taken to take account of the changes.

e) Sport Trust

Sport Aberdeen is currently carrying out due diligence with respect to those elements of Council services which will transfer to the Sports Trust. At this time Sport Aberdeen have indicated that they estimate the transfer taking place on 1st April 2010.

Anticipated 2009/10 revenue savings from rates relief will not be achieved with a transfer timescale of 1st April 2010. Officers are working with representatives of Sport Aberdeen to conclude the due diligence process as swiftly as possible. However, conclusion of the transfer is dependent on completion of all business and legal processes.

f) Sports Income

Sports Income is currently significantly below budget. The current estimate is a shortfall against budget of £900,000. There are estimated offsetting savings of £324,000, but this does leave a balance of £576,000 to be found elsewhere.

7. REPORT AUTHOR DETAILS

Brian Dow
Finance Manager
bdow@aberdeencity.gov.uk
01224 523573

8. BACKGROUND PAPERS

Financial ledger data extracted for the period;

Appendix A

Education Culture & Sport Budget Savings 0910

Report Type: PIs Report

Author:

Generated on: 03 December 2009

Rows are sorted by Code

Responsible OUs **Education, Culture and Sport**

Traffic Light: Amber 1 Green 45

Traffic Light Icon	Short Term Trend Arrow	Code	Short Name	Full Year Budget Saving £	Full Year Projected Value £	Latest Note	Managed By
		C01	Reductions to Strategic Leadership sports and cultural grants	159,000	159,000	28 October 2009 COMPLETE	Mark Armstrong
		C02	6% Reduction in Culture & Learning grants to Community Projects	43,000	43,000	28 October 2009 COMPLETE	Mark Armstrong
		C03	6% reduction in grants to leased community centres	33,000	33,000	28 October 2009 COMPLETE	Mark Armstrong
		C04	Reduction of opening hours of libraries	110,000	110,000	28 October 2009 COMPLETE	Mark Armstrong
		C05	Reduce Central Library opening hours	36,000	36,000	28 October 2009 COMPLETE	Mark Armstrong
		C06	Closure of Branch Libraries	50,000	50,000	28 October 2009 Report on Community Hubs to be submitted to Education, Culture & Sport Committee in October.2009/10 savings will be achieved. Still on target for full completion.	Mark Armstrong
		C08	Community Training Unit – Staff Reductions	27,000	27,000	28 October 2009 COMPLETE	Mark Armstrong
		C09	CRIS limited centralist model	12,000	12,000	28 October 2009 COMPLETE	Mark Armstrong

		C10	Staff Reduction of NCPO Posts	150,000	150,000	150,000	28 October 2009 COMPLETE	Mark Armstrong
		C11	Reduction in Staffing - Museums & Galleries	100,000	100,000	100,000	10 November 2009 Redesign of Service at final stage, with full report to ECS Committee on 24 November 2009. If agreed, implementation to commence immediately thereafter to the timeframes set by the Council's streamlined job matching process. In the meantime, only essential spend being authorised. Budget already reduced by value of savings and Service will achieve full savings. Still on target for completion.	Mark Armstrong
		C12	CLD Staff reductions	228,000	228,000	228,000	28 October 2009 COMPLETE	Mark Armstrong
		C13	Citywide Creche Income Increases	13,000	13,000	13,000	28 October 2009 Still on target for full completion.	Mark Armstrong
		C14	Deliver arts development service through neighbourhood based facilities	10,000	10,000	10,000	28 October 2009 COMPLETE	Mark Armstrong
		C15	City Moves Service reduction	17,000	17,000	17,000	10 November 2009 COMPLETE	Mark Armstrong
		C90	Aberdeen Performing Arts	50,000	50,000	50,000	28 October 2009 COMPLETE	Mark Armstrong
		C91	Powis Community Centre	40,000	40,000	40,000	28 October 2009 COMPLETE	Mark Armstrong
		L01	Staffing Adjustments due to Roll Reduction	288,000	288,000	288,000	2 December This saving will not now be achieved from roll reductions. As per ECS committee report 24 November 2009. Savings to be identified from other budgets.	David Leng
		L02	School Transport - efficiency saving	160,000	160,000	160,000	13 November 2009 Having recently completed a tendering exercise the projected outturn for this budget is £160,000 less than the expenditure last year. The spending is being monitored throughout the year as additional numbers of pupils require transport at various times and this may impact on the end of year outturn.	Jim Stephen
		L03	Pre School Nursery Restructuring	73,000	73,000	73,000	28 October 2009 COMPLETE	Rhona Jarvis
		L04	Catering, cleaning and Janitorial Services - Efficiency	700,000	700,000	700,000	28 October 2009 The new Cleaning contract has been awarded and will be implemented in all schools from August. In addition the new janitorial arrangements are also being implemented in the same timescale, with subsequent efficiencies. Managed by Environment and Infrastructure who advise the saving is on target.	Jim Stephen
		L05	Reduction in overall staff costs for new and combined schools	185,000	185,000	185,000	20 November 2009 Six month delay in Mile End because of necessity to refinance is the main reason for anticipated £91,000 slippage for 3R's. Fully offset through alternative savings from management of vacancies and uncommitted budget.	David Leng

		L06	Rationalisation of Culture & Learning Support Teams across the city	200,000	200,000	200,000	28 October 2009 Reviewing which central service costs and which back office costs can be removed and make the saving. Cost Centres to be adjusted for September report.	Jim Stephen
		L07	Schools Estate Strategy	0	0	0	28 October 2009 COMPLETE	Rhona Jarvis
		L09	Out of Authority Placements	1,100,000	616,000	616,000	02 December 2009 The latest position as at 30 November is an anticipated overspend of £1,126k split £642k to Social Work and £484k to Education. This is a slightly improved position. This means that ECS have made savings of £616,000 against the budget saving target of £1,100,000 (565)	Rhona Jarvis
		L10	2% efficiency saving across special schools	78,000	78,000	78,000	09 October 2009 COMPLETE - budget adjusted	Rhona Jarvis
		L11	2% ASN Efficiency	402,000	402,000	402,000	09 October 2009 COMPLETE - budget adjusted	Rhona Jarvis
		L12	Efficiencies from Non-statutory Education Services	313,000	313,000	313,000	10 November 2009 Arts Ed contribution towards this saving is complete	David Leng
		L13	Review Of Breakfast Provision	600,000	600,000	600,000	28 October 2009 COMPLETE	Rhona Jarvis
		L14	Review Of Additional PE Teachers	304,000	304,000	304,000	28 October 2009 COMPLETE	Rhona Jarvis
		L15	Reconfiguration of School Week	0	0	0	28 October 2009 COMPLETE	Rhona Jarvis
		L16	Review Pupil Support Assistant (PSA) provision	1,500,000	1,500,000	1,500,000	28 October 2009 COMPLETE - workforce reduced therefore salary costs have reduced proportionately to achieve saving	Rhona Jarvis
		L90	NPAF Further Efficiencies	600,000	600,000	600,000	28 October 2009 COMPLETE	Mark Armstrong
		N01	4 vacancies held pending outcome of VS/ER and restructuring	97,000	97,000	97,000	28 October 2009 Measures in place to achieve year on year savings of £60k due to disestablished posts. Vacancies will be managed to achieve the further saving required in 2009/10.	Jim Stephen
		N02	Efficiencies from streamlining of processes e.g. through Infosmart	10,000	10,000	10,000	28 October 2009 On target to be achieved by 31/03/10.	Jim Stephen
		SP01	Beach Leisure Centre	17,000	17,000	17,000	28 October 2009 Still on target for full completion.	Graham Wark
		SP02	Westburn Tennis Centre	8,000	8,000	8,000	28 October 2009 Still on target for full completion.	Graham Wark
		SP04	Kings Links	8,000	8,000	8,000	28 October 2009 Still on target for full completion.	Graham Wark

		SP05	Westburn Outdoor Centre	1,000	1,000	1,000	28 October 2009 Still on target for full completion.	Graham Wark
		SP06	St Machar Outdoor Centre	22,000	22,000	22,000	28 October 2009 COMPLETE	Graham Wark
		SP07	Hilton Outdoor Centre	1,000	1,000	1,000	28 October 2009 Still on target for full completion.	Graham Wark
		SP08	Northfield Pool	7,000	7,000	7,000	28 October 2009 COMPLETE	Graham Wark
		SP10	Bucksburn Swimming Pool	20,000	20,000	20,000	28 October 2009 COMPLETE	Graham Wark
		SP11	Kincorth Sports Centre	40,000	40,000	40,000	28 October 2009 COMPLETE	Graham Wark
		SP13	Aulton Pavilion	1,000	1,000	1,000	28 October 2009 Still on target for full completion.	Graham Wark
		SP14	Sports Posts	75,000	75,000	75,000	03 July 2009 Savings proposal is on target. To be reflected in budgets at point of transfer to Trust.	Graham Wark
		SP17	Peterculter Sports Centre	40,000	40,000	40,000	28 October 2009 complete	Graham Wark
				7,928,000	7,444,000			

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

DIRECTORATE : Education, Culture & Sport

AS AT	02 November 2009	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 7									
Head of Service	Mark Armstrong	27,306	13,036	10,941	(2,093)	28,033	727	2.7%	265
Head of Service	David Leng	132,344	73,823	67,983	(5,840)	132,429	85	0.1%	0
Head of Service	Rhona Jarvis	10,890	5,824	5,866	40	11,374	484	4.4%	(36)
Support Services Manager	Jim Stephen	3,679	2,145	2,979	859	3,911	232	6.3%	(52)
TOTAL BUDGET		174,219	94,828	87,769	(7,034)	175,747	1,528	0.9%	177

For notes on variances, please see detailed sheets.

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : Mark Armstrong

AS AT 02 November 2009	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 7	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	17,442	10,068	9,734	(334)	17,312	(130)	-0.7%	70
PROPERTY COSTS	5,527	3,182	1,241	(1,941)	5,384	(143)	-2.6%	(143)
ADMINISTRATION COSTS	957	555	178	(376)	943	(14)	-1.5%	(14)
TRANSPORT COSTS	275	154	110	(44)	265	(10)	-3.6%	(10)
SUPPLIES & SERVICES	4,010	2,300	1,600	(700)	3,852	(158)	-3.9%	(158)
COMMISSIONING	695	421	484	63	695	0	0.0%	0
TRANSFER PAYMENTS	2,809	1,639	1,929	290	3,072	263	9.4%	400
CAPITAL FINANCING	4,799	0	0	0	4,799	0	0.0%	0
GROSS EXPENDITURE	36,514	18,319	15,276	(3,042)	36,322	(192)	-0.5%	145
LESS: INCOME								
GOVERNMENT GRANTS	(146)	(101)	(1,054)	(952)	(146)	0	0.0%	0
OTHER GRANTS	(103)	(60)	(157)	(97)	(103)	0	0.0%	0
FEES & CHARGES	(6,089)	(3,448)	(2,410)	1,038	(5,169)	920	-15.1%	120
RECHARGES	(365)	(213)	0	213	(365)	0	0.0%	0
OTHER INCOME	(2,506)	(1,461)	(714)	747	(2,506)	0	0.0%	0
TOTAL INCOME	(9,208)	(5,283)	(4,335)	949	(8,289)	920	-10.0%	120
NET EXPENDITURE	27,306	13,036	10,941	(2,093)	28,033	727	2.7%	265

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

Library and Information services are forecasting savings of approximately £90,000 due to the level of vacancies carried in 2009-10. there is also a forecast saving in relation to Community learning and Development staff costs.

PROJECTED VARIANCE £'000 CHANGE £'000

(130) 70

Property Costs

The lower than planned expenditure reflects items such as Property Rates charges and Contributions to the Central Repairs Fund where charges have still to be made. There is expected to be offsetting savings of £143,000 in relation to various Sports property costs.

(143) (143)

Administration

Library and Information services are forecasting savings of approximately £5,000 within this heading relating to stationery costs. There is also forecasted to be a reduction of £9,000 in respect of Sports Administration costs.

(14) (14)

Transport

Library and Information services are forecasting savings of approximately £5,000 within this heading. In addition, there is expected to be a saving of £5,000 in relation to Sports related transport.

(10) (10)

Supplies & Services

The lower than planned expenditure reflects programmes where expenditure will not be made until later in the year. The reduction in forecast costs of £158,000 reflects an analysis of Sport Supplies & services costs. The main area of underspend is likely to be in relation to equipment purchase and maintenance (£83,000), ice rink coaching Fees (£20,000) and the Golf course Development Programme (£25,000)

(158) (158)

Transfer Payments

This variance reflects lower than budgeted payments to Aberdeen Sport Village, offset by the loss of rates relief (£400,000) associated with the delayed move to the Sports Trust.

263 400

Government Grants

The greater than expected income relates to grants received during 2008-09 which relate to more than one financial year. As such they have been carried forward into 2009-10.

0 0

Fees & Charges

Sports Income, based upon historical patterns, is showing reduced Income. This is probably due to the effects of the recession plus year on year price increases. This has been offset in some degree by a saving in the payments to Aberdeen Sports Village
Library and Information services have identified a 10% shortfall in income across their various costs centres. This has been offset by savings in other areas.

900 100

20 20

727 265

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

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

AS AT 02 November 2009	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 7	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	108,226	63,132	61,065	(2,067)	108,226	0	0.0%	0
PROPERTY COSTS	16,250	9,475	4,301	(5,174)	16,471	221	1.4%	0
ADMINISTRATION COSTS	325	177	192	15	325	0	0.0%	0
TRANSPORT COSTS	2,758	1,605	1,147	(458)	2,758	0	0.0%	0
SUPPLIES & SERVICES	5,064	2,929	1,968	(961)	5,064	0	0.0%	0
COMMISSIONING	773	451	223	(228)	773	0	0.0%	0
TRANSFER PAYMENTS	1,269	740	656	(84)	1,269	0	0.0%	0
CAPITAL FINANCING	5,710	0	0	0	5,710	0	0.0%	0
GROSS EXPENDITURE	140,375	78,509	69,552	(8,957)	140,596	221	0.2%	0
LESS: INCOME								
GOVERNMENT GRANTS	(293)	(171)	(361)	(190)	(293)	0	0.0%	0
OTHER GRANTS	(130)	(76)	0	76	(130)	0	0.0%	0
FEES & CHARGES	(620)	(362)	(275)	87	(755)	(135)	21.8%	0
RECHARGES	(2,311)	(1,348)	(341)	1,007	(2,311)	0	0.0%	0
OTHER INCOME	(4,678)	(2,729)	(592)	2,137	(4,678)	0	0.0%	0
TOTAL INCOME	(8,032)	(4,686)	(1,569)	3,117	(8,167)	(135)	1.7%	0
NET EXPENDITURE	132,344	73,823	67,983	(5,840)	132,429	86	0.1%	0

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

The lower than planned expenditure figure relates mainly to schools managing staffing savings in order to meet savings targets, plus some staffing budgets where holiday pay is due to be paid at the end of December.

PROJECTED
VARIANCE
£'000

CHANGE
£'000

0

0

Property Costs

The lower than planned expenditure reflects Property Rates charges and Contributions to the Central Repairs Fund which have still to be made. (£3.3M and £2.48 m. respectively) The estimated overspend relates to an underprovision in relation to Refuse Collection costs.

221

0

Transport Costs

The lower than planned expenditure mainly reflects invoices being received in arrears from suppliers, plus provision for the additional costs relating to the decant at Kaimhill School.

0

0

Supplies & Services

The majority of the variance against spend to date is in relation to schools Devolved Per Capita budgets. This is one area in which schools will hold any carry forward amounts for later virement against savings targets.

0

0

Agencies

Expenditure is slightly behind due to management charges for Swimming Pools which are awaiting processing.

0

0

Recharges

This relates to an internal recharge in respect of Music Instructors which was not completed until after this report period was closed.

0

0

Other Income

The lower than planned income reflects both re-imbursements awaited in respect of Education Maintenance Allowance payments, plus schools still planning how to make their DEM Target Savings which is included within this heading. The increased Income forecast mainly relates to increased Income levels in relation to the Music Service.

(135)

0

86

0

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

**DIRECTORATE : Education Culture & Sport
HEAD OF SERVICE : Rhona Jarvis**

AS AT 02 November 2009	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 7								
STAFF COSTS	4,204	2,402	2,467	65	4,204	0	0.0%	0
PROPERTY COSTS	20	12	(41)	(53)	20	0	0.0%	0
ADMINISTRATION COSTS	324	181	83	(98)	324	0	0.0%	0
TRANSPORT COSTS	122	71	112	41	122	0	0.0%	0
SUPPLIES & SERVICES	1,720	964	533	(432)	1,720	0	0.0%	0
COMMISSIONING SERVICES	4,628	2,699	3,493	794	5,112	484	10.5%	(36)
TRANSFER PAYMENTS	47	28	9	(18)	47	0	0.0%	0
CAPITAL FINANCING COSTS	737	0	0	0	737	0	0.0%	0
GROSS EXPENDITURE	11,802	6,357	6,656	299	12,286	484	4.1%	(36)
LESS: INCOME								
GOVERNMENT GRANTS	(761)	(444)	(599)	(155)	(761)	0	0.0%	0
OTHER GRANTS	0	0	(40)	(40)	0	0	0.0%	0
FEES & CHARGES	(80)	(47)	(34)	12	(80)	0	0.0%	0
OTHER INCOME	(72)	(42)	(117)	(76)	(72)	0	0.0%	0
TOTAL INCOME	(913)	(533)	(790)	(259)	(913)	0	0.0%	0
NET EXPENDITURE	10,890	5,824	5,866	40	11,374	484	4.4%	(36)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES	PROJECTED VARIANCE £'000	CHANGE £'000
Property Costs The credit shown against this heading reflects year end adjustments for bills still to be received.	0	0
Administration Costs Administration costs are slightly behind expected expenditure as charges in respect of course expenses and any associated cover are still awaited.	0	0
Supplies & Services Expenditure is mainly behind expected planned expenditure due to delays in the receipt of meal charges..	0	0
Agencies The projected outturn reflects the current estimated commitments as at 30 November 2009 in respect of the aligned budget for Out Of Authority Placements.	484	(36)
Government Grants The higher than budgeted Grant Income reflects grants with an element of advance payment of grants made within 2008-09 which relates to the current year..	0	0
	484	(36)

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

**DIRECTORATE :Education Culture & Sport
SUPPORT SERVICE MANAGER : Jim Stephen**

AS AT 02 November 2009	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
		PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 7								
STAFF COSTS	3,789	2,210	2,870	685	4,021	232	6.1%	151
PROPERTY COSTS	0	0	27	27	0	0	0.0%	0
ADMINISTRATION COSTS	546	318	47	(272)	546	0	0.0%	0
TRANSPORT COSTS	26	15	7	(8)	26	0	0.0%	0
SUPPLIES & SERVICES	140	82	30	(52)	140	0	0.0%	0
GROSS EXPENDITURE	4,501	2,625	2,981	380	4,733	232	5.2%	151
LESS: INCOME								
OTHER GRANTS	(62)	(36)	0	36	(62)	0	0.0%	0
RECHARGES	(658)	(384)	0	384	(658)	(0)	0.0%	(203)
OTHER INCOME	(103)	(60)	(1)	59	(103)	0	0.0%	0
TOTAL INCOME	(822)	(480)	(1)	479	(822)	(0)	0.0%	(203)
NET EXPENDITURE	3,679	2,145	2,979	859	3,911	232	6.3%	(52)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Employee Costs

Part of this variance (£232,000) reflects Lump Sum Payments and additional pension costs made to Teaching staff who have been granted Early Retirement with Enhancement. The process is such that this is a Spend to Save against future years budget/costs.

PROJECTED VARIANCE	CHANGE
£'000	£'000

232	151
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Administration Costs

The main reason for the favourable variance relates to charges which will not now be made until near the end of the financial year.

Income - Recharges

Savings are being identified elsewhere within this range of budget which will offset this income shortfall.

0	(203)
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232	(52)
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Glossary

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

Staff Costs

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

Property Costs

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

Administration Costs

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

Transport Costs

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

Supplies & Services Costs

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

Commissioning Services

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

Transfer Payments

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

Capital Financing Costs

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

Income - Fees & Charges

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

Income - Other Income

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

ABERDEEN CITY COUNCIL

COMMITTEE: Education, Culture and Sport
DATE: 7 January 2010
REPORT BY: Director and City Chamberlain
TITLE OF REPORT: Capital Budget Progress Report
REPORT NUMBER: ECS/09/084

1. PURPOSE OF REPORT

- 1.1 This report provides an update to Committee of the progress being made on the various projects within the Non-Housing Capital Programme, previously approved by Council, which are aligned to Education, Culture and Sport services.

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee considers and notes the content of this report in relation to the projects outlined at Appendix A.

3. FINANCIAL IMPLICATIONS

- 3.1 The monies required to fund the capital programme are achieved through external borrowing, capital receipts and grant income. The General Fund has adequate resources available to finance the capital spend in 2009/2010.
- 3.2 The overall cost of Capital is calculated on a Council-wide basis and therefore the impact on the Council will be included within the summary report to Finance and Resources Committee. It is important that approved projects are managed and monitored in a robust way to ensure there is accuracy in relation to expenditure projections and thereby enable the Council to calculate and evaluate the overall need for, and cost of, borrowing

4. SERVICE & COMMUNITY IMPACT

- 4.1 The Council operates within overall capital control mechanisms laid down by the Scottish Government as well as recommended accounting practice and policies in accordance with the Prudential Code.

5. OTHER IMPLICATIONS

- 5.1 Failure to invest adequately in the Council's asset base may lead to the Council not complying with current health and safety requirements nor

capturing the benefits that can be derived from, for example, improved design and construction practices.

- 5.2 If the continuation of close budgetary control is not exercised and maintained the Council may operate out-with the capital control mechanisms laid down by the Scottish Government in relation to the Prudential Code for the 2009/2010 Non Housing Capital Programme.

6. REPORT

- 6.1 Appendix A outlines the Non-Housing Capital Programme projects aligned to Corporate Governance services and provides for each project the budget for 2009/10, spend to the end of October 2009 and forecast out-turn. The appendix also outlines future years budget profiles and any current project forecast variance.
- 6.2 The spend to the end of October 2009 only reflects payments made and processed. It excludes commitments that have been made which will be due to be paid by the end of the year. Such commitments will be reflected in the forecast position.
- 6.3 Comments on particular projects from budget managers, where appropriate, are included in the narrative.
- 6.4 A review of projects is being undertaken specifically the benefits to be derived from ICT investment.

6 REPORT AUTHOR DETAILS

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7 BACKGROUND PAPERS

Financial ledger data, extracted for the period.

Non-Housing Capital Projects - Education, Culture and Sport

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/10/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SCHOOLS ESTATE											
371 School Development Plans	300	0	300	1	299	300	0	0	0	300	0
Project Description/Project Cost											
Programme of works to schools. These are a range of projects identified by Head Teachers in their school											
611 Hanover Street Primary School Refurbishment	7,946	7,742	204	10	194	204	0	0	0	7,946	0
Project Description/Project Cost											
Refurbishment of Hanover Street Primary. Upgrade of granite Victorian											
651 Aberdeen Grammar School - Games Hall Replacement	2,330	2,299	31	58	0	58	0	0	0	2,357	27
Project Description/Project Cost											
Retention payment for the Aberdeen Grammar School Hall, completed in 2007/08											
674 Walker Road Primary School - Refurbishment	4,765	4,364	401	76	325	401	0	0	0	4,765	0
Project Description/Project Cost											
Payment of outstanding retention as approved by the Finance & Resources Committee as of 9th December 2009											
680 3R's Temporary Accommodation	948	930	18	2	16	18	0	0	0	948	0
Project Description/Project Cost											
Provide temporary accommodation for schools to permit demolition and redevelopment work on existing school sites under the 3R's project. Projects that are due to be completed will not require further temporary accommodation.											
682 Music School Accommodation	3,683	1,154	2,529	2,247	640	2,887	0	0	0	4,041	358
Project Description/Project Cost											
To provide for the boarding requirements of 40 boarders at the Music School. Accommodation will open in January 2010.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 31/10/09 £'000	Commitments £'000	Forecast Output 2009/10 £'000	2010/11 £'000	2011/12 £'000		
742 Outdoor Education Move to Kingswells	504	54	450	76	374	450	0	0	504	0
Project Description/Project Cost										
To convert the old school at Kingswells to accommodate the Outdoor Education Services, this will enable the service to move out of Summerhill.										
754 Bridge of Don Alterations	260	40	220	111	109	220	0	0	260	0
Project Description/Project Cost										
Works to address HMIE Inspectors concerns. Variety of improvements to										
755 Northfield Academy Transformation Plan	155	7	148	121	27	148	0	0	155	0
Project Description/Project Cost										
To enable the school refurbishment to be completed.										
759 School Estates Strategy	2,028	1,722	306	69	237	306	0	0	2,028	0
Project Description/Project Cost										
This was approved at Urgent Business Committee on 12 May 2008 for work to be complete on Westerton, Donbank, Walker Road, Cornhill and Skene Square Schools. Agreed works have now been completed.										
772 Renovate Sunnybank School	1,000	0	800	0	800	800	200	0	1,000	0
Project Description/Project Cost										
New project to renovate Sunnybank School. This work ensures secure access to the community wing of the school and provides a new base for the English as an Additional Language (EAL) Unit. This will enable full decant of St										
773 Bucksburn/Newhills New School	250	0	250	0	250	250	0	0	250	0
Project Description/Project										
New project to look at the options for a new school. Feasibility study is being conducted on both										
776 Provision for Children with Complex Needs (Initial Allocation)	150	0	150	0	150	150	0	0	150	0
Project Description/Project Cost										
Kingswells Primary School Extension - Retention										
777 Kingswells Primary School Extension - Retention	162	159	3	0	3	3	0	0	162	0
Project Description/Project Cost										
Retention Payment plus final fees										

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/10/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SCHOOLS - ICT											
710 Curricular PC Replacement Programme	6,105	1,472	1,183	59	1,124	1,183	1,150	1,150	1,150	6,105	0
Project Description/Project Cost											
To establish a curricular ICT refresh project to procure, image and install PC's & monitors, to improve connectivity within school establishments, to ensure servers and interactive whiteboards are installed in schools and generally to improve ICT provision in schools											
744 3R's New Schools ICT Provision	3,150	144	2,506	1,355	1,151	2,506	500	0	0	3,150	0
Project Description/Project Cost											
Provision of wireless network, telephone systems, servers, classroom and departmental provision of ICT for the new campuses, both primary and secondary											
750 Information Communication Technology Connectivity	700	0	700	0	573	573	0	0	0	573	-127
Project Description/Project Cost											
Procurement of consultancy resource to carry out a comprehensive investigation of the Council's future options for connectivity and to implement the preferred solution.											
751 Upgrade to Management Information System	120	0	120	0	120	120	0	0	0	120	0
Project Description/Project Cost											
Project currently at tender stage, estimated date of approval of award of contract, February 2010											
SCHOOLS - OTHER EQUIPMENT											
581 Science & Technology Equipment	0	0	0	9	0	9	0	0	0	9	9
Project Description/Project Cost											
Residual expenditure from 2008-09.											
774 Adequate Funding for TASSCC Equipment & Advisory Service	120	0	30	6	24	30	30	30	30	120	0
Project Description/Project Cost											
New budget to provide adequate funding. This will ensure that suitable ICT											
778 3R's Furniture, Fittings & Equipment and Other Works	3,000	0	3,000	0	2,907	2,907	974	0	0	3,881	881
Project Description/Project Cost											
Culls and Bucksburn Academy's now complete. Remaining schools to be delivered between January and April 2010. Since the contracts were drawn up in 2007, it has become apparent that the original provision is insufficient to meet their requirements of the current service provision. Any additional expenditure for future years will require to be an additional funding bid.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/10/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SPORTS											
556 Rubislaw/Harlaw Playing Fields	3,823	3,311	492	392	100	492	0	0	0	3,803	-20
Project Description/Project Cost											
Improving the pavilion and changing accommodation at Rubislaw and Harlaw. The 2009/10 budget carry forward has been approved by the Finance & Resources Committee as of 9th December 2009.											
653 Inchgarth Community Facilities	340	340	0	3	0	3	0	0	0	343	3
Project Description/Project Cost											
This is a retention payment for previously completed work.											
655 Changing Facilities Upgrade - Aulton/Hazlehead	6,916	4,840	1,195	174	1,021	1,195	881	0	0	6,916	0
Project Description/Project Cost											
Replacement of the Aulton and Hazlehead changing facilities and pitches.											
656 Regional Sports Facility - Phase 1	10,577	10,058	519	536	0	536	0	0	0	10,594	17
Project Description/Project Cost											
Development of a regional standard indoor and outdoor sports facility, which is a partnership with University of Aberdeen and Sports Scotland.											
717 Regional Sports Facility - 50m Pool	23,000	40	560	0	560	560	6,000	10,000	6,400	23,000	0
Project Description/Project Cost											
To develop a 50m pool to adjoin the Regional Sports Facility.											
741 Links Ice Arena Refrigeration Plant	1,553	102	1,451	887	564	1,451	0	0	0	1,553	0
Project Description/Project Cost											
Replacement of Link Ice Arena refrigeration plant.											
745 Hazlehead Golf Project	50	0	50	0	50	50	0	0	0	50	0
Project Description/Project Cost											
To enable the delivery strategy for the transfer of Hazlehead Golf Course to a sports trust.											
747 Regional Sports Facility - Phase 2	2,550	0	50	0	50	50	0	2,500	0	2,550	0
Project Description/Project Cost											
Development of a mix of external pitches on the Linksfield site to complement the RSF Phase 1.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/10/09 £'000	Commitments £'000	Forecast Output 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
753 Community Stadium	140	14	126	4	122	126	0	0	140	0	
Project Description/Project Cost											
On 19 December 2007, the Council approved a budget of £300,000 from Non Housing Capital to deliver the feasibility study work.											
760 Sports Strategy	356	256	100	0	100	100	0	0	356	0	
Project Description/Project Cost											
This budget will cover projects not already identified as projects in their own right eg. gymnastics and enhancement to fitness studios.											
CULTURE AND LEISURE											
681 Aberdeen Arts Centre Refurbishment	418	418	0	39	0	39	0	0	457	39	
Project Description/Project Cost											
To carry out works on central heating, mechanical and water services in the Aberdeen Arts Centre.											
763 Music Hall Ceiling & Roof Space	401	1	400	367	33	400	0	0	401	0	
Project Description/Project Cost											
Refurbishment work to the ceiling and roof space.											
767 Peacock Visual Arts	3,000	0	170	0	170	170	500	1,300	1,030	3,000	
Project Description/Project Cost											
Contribution towards a new centre.											
770 Beach Ballroom Floor Replacement	610	0	610	2	608	610	0	0	610	0	
Project Description/Project Cost											
Replace the floor and floor coverings.											
OTHER											
706 Woodside Customer Access Point	2,050	597	1,402	877	525	1,402	51	0	2,050	0	
Project Description/Project Cost											
Work now completed. Building opened October 2009. Expenditure includes additional work approved at Finance Resources Committee on 17th September 2009.											
727 Rosemount Community Education Centre	25	0	25	0	25	25	0	0	25	0	
Project Description/Project Cost											
Retention monies on completed contract.											
Total - Education, Culture and Sport	93,485	40,064	20,499	7,481	13,251	20,732	10,286	14,980	8,610	94,672	1,187

Spend as at 31 October 2009 reflects payments made only and not the costs of commitments made for orders placed or work in progress for accepted tenders which will be reflected in the forecast position.
Future Years Budget Profiles are subject to review and then approval by Council in February 2010.

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FINANCE AND RESOURCES COMMITTEE

10 December, 2009

INTENSIVE COMMUNITY SUPPORT AND LEARNING SERVICE – SPEND TO SAVE INVESTMENT (SCW/09/036)

1. The Committee had under consideration, upon a remit from the Social Care and Wellbeing Committee (minute of meeting on 1 December, 2009), the capital and revenue costs involved in the establishment of an Intensive Community Support and Learning Service for young people as a direct alternative to residential care, as a spend to save initiative involving the re-use of the building at 116 Westburn Road, Aberdeen.

The report which was before the Social Care and Wellbeing Committee had also been circulated to the members of this committee as was a draft of the relevant article from the minute of the meeting on 1 December, 2009. The total revenue costs of the project were stated within the report circulated as being £588,727 for the year, with the likely capital spend (mainly set up costs) being contained to a figure somewhere between £50,000 and £75,000.

The Convener moved, seconded by Councillor Greig:-

that the revenue and capital costs identified for the project outlined within the report and approved by the Social Care and Wellbeing Committee, be agreed.

Councillor Laing moved as an amendment, seconded by Councillor Young:-

that the revenue and capital costs of the project identified within the report and agreed to by the Social Care and Wellbeing Committee, be sanctioned only after the accuracy of the figures quoted by way of expenditure and savings, had been shown to the satisfaction of the Conveners of the Social Care and Wellbeing and Finance and Resources Committees, to be realistic.

On a division between the motion and the amendment, there voted:- for the motion (11) – The Convener, the Vice Convener and Councillors Corall, Cormack, Dunbar, Farquharson, Greig, Kiddie, Leslie, McCaig and John West; for the amendment (4) – Councillors Cassie, Crockett, Laing and Young.

The Committee resolved:-

that the terms of the successful motion be adopted.

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SOCIAL CARE AND WELLBEING COMMITTEE

1 December, 2009

**INTENSIVE COMMUNITY SUPPORT AND LEARNING SERVICE –
SCW/09/036**

9. The Committee had before it a report by the Director of Social Care and Wellbeing which sought agreement for a spend to save investment to establish an Intensive Community Support and Learning Service for young people as a direct alternative to residential care.

The report (a) advised that the establishment of this service was planned as part of the strategy to reduce spend on residential placements by developing community based alternative services; (b) indicated that residential school placements vary in cost ranging from £160,000 to £200,000 per annum for one place, secure accommodation could cost £7,500 to £10,000 per week (annual cost £390,000 to £520,000) and specialist foster placements cost £45,000 to £70,000 per annum; (c) outlined the budgeted and actual costs for residential school placements since 2004; (d) explained that planned budget savings of £2,265,000 in the aligned budget (out of authority placements including external fostering), and £2,650,000 in 2010/11 would be difficult to deliver without credible alternatives available in the city; (d) indicated that a suitable building had been identified at 116 Westburn Road, Aberdeen which requires some capital investment estimated at £50,000 to £70,000 to carry out minor repairs, decorative works and the installation of IT and a communication system; (e) revealed that revenue costs would include staff salaries, running and infrastructure costs, education and learning materials which totalled £583,981; (f) advised that the proposed service would offer places to twenty young people, with a weekly unit cost of less than £600; (g) stated that it was anticipated that in year one the number of residential school places would reduce (net) by four giving a reduction in spend of £640,000 with a target reduction in years two and three of a further eight places at a costed reduction of £1.2m; (h) explained that the reductions in cost for the first year's spend would address the current overspend with a net saving from years three and four; (i) revealed that the service was targeted at young people of secondary school age where the following criteria applied:-

- there was a risk of them becoming looked after and accommodated; and
- they required support to return to the community following a period of accommodation;

(j) outlined the core objectives and the programme delivered by the service; and

(k) had appended the service specification for the Intensive Community Support and Learning Service.

The report recommended:-

that the Committee -

- (a) agree the spend to save investment to establish the Intensive Community Support and Learning Service;
- (b) agree the use of the building at 116 Westburn Road, Aberdeen as service premises;
- (c) agree the staffing implications set out in paragraph 6.12 of the report, subject to the approval of additional staff within the Education, Culture and Sport Service by that Service Committee; and
- (d) remit the report to Finance and Resources Committee for agreement of revenue and capital costs as shown in paragraph 6.12 of the report

The Committee heard Susan Devlin, Interim Head of Children's Services advise that there was an error within the table at 6.12 of the report, referred to at

(e) above, namely that the number of hours required for intensive community support assistants should read 800, therefore the costs would be amended to £14,764 resulting in the total figure for revenue costs being £588,727.

The Committee Resolved:-

- (i) to approve the recommendations, subject to the amendment to the table at 6.12 of the report referred to above;
- (ii) that the salary grades for the four Teachers be provided to the Education, Culture and Sport Committee when it considers the referral; and
- (iii) that officers write to the former users of the premises at 116 Westburn Road (Choices) to inform them of the service proposal.

ABERDEEN CITY COUNCIL

COMMITTEE	Social Care and Wellbeing
DATE	1 December 2009
DIRECTOR	Fred McBride
TITLE OF REPORT	Spend to Save Investment – Intensive Community Support and Learning Service (Joint Service Social Care and Wellbeing and Education, Culture and Sport)
REPORT NUMBER:	SCW/09/036

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek agreement for a Spend to Save Investment to establish an Intensive Community Support and Learning Service for young people as a direct alternative to residential care. (The service specification is attached as an Appendix)

2. RECOMMENDATION(S)

- 2.1 It is recommended that Committee:

- Agree the spend to save investment to establish the Intensive Community Support and Learning Service (ICSLS)
- Agree the use of the building at 116 Westburn Road, Aberdeen as service premises
- Agree the staffing implications set out in paragraph 6.12, subject to the approval of additional staff within the Education, Culture and Sport service by that service Committee
- Remit this report to Finance and Resource Committee on 10th December 2009 for agreement of revenue and capital costs as shown in paragraph 6.12.

3. FINANCIAL IMPLICATIONS

- 3.1 The establishment of this service is planned as part of the strategy to reduce spend on residential placements by developing a continuum of community based alternative services.
- 3.2 Residential school placements vary in cost ranging from £160,000 to £200,000 per annum for 1 place. Secure accommodation can cost £7500–£10,000 per week (annual cost £390,000 - £520,000). Specialist

foster placements cost £45,000 - £70,000 per annum. Some intensive specialist placements (where staffing can be as high as 2:1) cost in the region of £750 per day.

3.3 In the years from 2003 to the present the financial implications have been

Year	Residential School – Secure Accommodation £000		Residential School – Other £000		Residential – Other £000	
	Budget	Actual	Budget	Actual	Budget	Actual
2004/05	242	462	2,687	2,775	59	46
2005/06	542	431	2,097	2,861	61	64
2006/07	547	445	2,117	3,448	62	62
2007/08	706	850	2,725	3,675	63	72
2008/09	884	567	3,601	3,513	91	95
2009/10	652		2,655		93	
2010/11	499		2,033		93	

3.4 Planned budget savings of £2,265,000 in the aligned budget, (out of authority placements including external fostering) and £2,650,000 in 2010/11 will be difficult to deliver without credible alternatives available in the city.

3.5 The proposed service requires capital and revenue funding.

3.6 A suitable building has been identified at 116 Westburn Road.

3.7 Capital costs are required to carry out minor repairs, decorative works and install IT and a communication system. Costs are estimated at £50,000 - £75,000.

3.8 Revenue costs include; staff salaries, running and infrastructure costs, education and learning materials and are calculated at £588,727.

3.9 The proposed service will offer places to 20 young people, with a weekly unit cost of less than £600.

3.10 It is anticipated that in Year 1 the number of residential school places will reduce (net) by 4 giving a reduction in spend of £640,000

3.11 There will be a target reduction in Years 2 and 3 of a further 4 places (in each year) at a costed reduction of £1.2m

3.12 The reductions in cost for the first years spend will address the current overspend with a net saving from year 3 / 4.

4. SERVICE AND COMMUNITY IMPACT

- 4.1 The proposed service makes a significant contribution to an increase in positive outcomes for young people in the City. This includes -

National Outcomes

- 4 Our Young People are successful leavers, confident individuals, effective contributors and responsible citizens
- 5 Our children have the best start in life and are ready to succeed
- 8 We have improved the life chances of Children and Young People and families at risk
- 9 We live our lives free from crime, disorder and danger

Single Outcome Agreement

- 4B We will engage Young People to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society
- 5A Improve the healthy development of Young Children and their families, particularly those children most at risk
- 8B Improve the life chances of Looked After Children
- 9A Reduce anti-social behaviour, violence, domestic abuse, racist incidents and drug / alcohol related incidents

National Integrated Children’s Services Outcomes

- Safe, Healthy, Nurtured, Active, Achieving, Included, Respected and Responsible

- 4.2 In the last few years there has been significant demand on children’s services;

- The numbers of looked after children has increased
- The numbers of children on the CP Register has also increased
- The numbers of reports requested by SCRA has gone from 304 in 2004 to 952 in 2007/08.

4.3 Category	Sept 08	Dec 08	March 09	June 09
Children on the child protection register	146	163	184	178
Total number of Looked After Children	509	514	530	520
Children Looked After at home with parents	222	224	218	209
Children Looked After in external residential placements	55	51	55	54
Children Looked After in secure accommodation	6	1	3	6
Percentage of Children Looked After away from home	56	56	59	60

- 4.4 In June 2009 60% of children and young people are looked after away from home with 32% placed outwith the authority in secure, residential school, foster care or specialist intensive placements.

There are currently 30 young people in secure, residential school or other specialist placements. The proposed budget for 2010/11 equates to full year costs for 16 young people (this number could reduce depending on providers' costs for 2010/11)

- 4.5 Outcomes for children who are accommodated are poor and include:

- Poor educational attainment
- Broken family relationships and few support systems
- Involvement in alcohol and substance misuse
- Involvement in the criminal justice system including custodial disposals
- Poor mental and physical health
- Homelessness

- 4.6 Many of these young people could remain in the city in their local communities with their families if effective packages of support were available.

These packages of support include:

- Social work support for the child
- Social work support for the parent and family
- Education and learning opportunities
- day support as appropriate
- 52 week support as appropriate
- Evidence based programmes (such as those to tackle offending behaviour)

5. OTHER IMPLICATIONS

- 5.1 Social Care and Wellbeing and Education, Culture and Sport Services propose the establishment of the Intensive Community and Support and Learning Service as a joint service.
- 5.2 The Service will be managed by Social Care and Wellbeing Service.
- 5.3 Teaching staff will receive professional support, development and management from the Service Manager with responsibility for Additional Support Needs.

6. REPORT

- 6.1 The service is targeted at young people of secondary school age where the following criteria apply:

1. There is a risk of them becoming looked after and accommodated
 2. They require support to return to the community following a period of accommodation
- 6.2 In either of the above, it should be established that there is no more appropriate educational or vocational placement available to support the care plan of a young person being referred to the service. The service will not be used as an alternative education placement.
- 6.3 Particular efforts should be made to minimise the use of ICSLS for young people in S1 or S2 because of the likelihood that few will return to mainstream provision following their placement in the service.
- 6.4 The risk and needs profile of the client group supported by ICSLS is likely to be significant. Broadly speaking, all young people will experience a range of social, emotional and behavioural difficulties and significant additional support needs.
- 6.5 However, young people who will attend ICSLS are also characterised by the following:
- Offending Behaviour
 - Pro-Criminal Peer Group
 - Family Difficulties
 - Disengagement from or no education placement
 - Mental Health Issues (self or family)
 - Addiction Issues (self or family)
 - Sexual Abuse/Vulnerability
 - Domestic Abuse
- 6.6 At the onset of a young person's involvement with the service, an assessment of need will be undertaken with a view to establishing an Individual Service Plan including an Individual Education Plan.
- 6.7 The core objectives of the service are as follows:
1. To support and maintain young people in their communities as an alternative to residential care
 2. To assist young people being looked after away from home to return to their own communities and family care.
 3. To implement programmes that address issues relevant to young people and their families.
 4. Where appropriate, to deliver evidence based programmes that address offending behaviour and the impact of offending on families and communities.
 5. To maximise the educational potential of young people within mainstream, specialist or vocational provision.
 6. To encourage positive behaviour and promote the social integration of young people.

7. To maximise the longer-term training and employment potential of young people.
- 6.8 The above service objectives are expressed in strategic and operational terms in the Single Outcome Agreement and Integrated Children's Service Plan. Progress in meeting the objectives will be determined through service performance frameworks with the unit producing performance reports on a quarterly basis.
- 6.9 The programme delivered by ICSLS consists of groupwork, family work individual work and an alternative educational and learning programme.
- 6.10 The bulk of the programme will be delivered between Monday and Friday during the hours of 9am to 5pm because of the need to ensure Social Care and Wellbeing staff are deployed appropriately to support and compliment the educational programme delivered by the teachers. However, the service will access Community Support Assistants capacity to support young people and families at weekends.
- 6.11 Each young person attending ICSLS will have a keyworker and key teacher. They will be responsible for implementing the Single Service Plan and ASP/CSP at all stages, writing assessment reports and attending reviews and hearings. The keyworker will liaise closely with the allocated case manager and any other agencies involved. The key teacher will be responsible for short-term target setting, liaison with mainstream roll schools and requirements associated with the new ASN Planning and Reporting Framework.
- 6.12 Resources required to implement ICSLS Unit are detailed below

Revenue Costs	
Team Manager	55,263
4 x Qualified Intensive Community Support Officers	168,896
2 x Intensive Community Support Assistants	64,586
800 hours Intensive Community Support Assistants (annualised hour contracts) to ensure weekend support	14,764
4 x Teachers	168,598
1 x Clerical Assistant	15,588
Sub Total	487,695
Premises	46,032
Admin Costs	5,000
Transport	5,000
Supplies, Services (incl Food)	25,000
Outside Agencies (eg Adventure Aberdeen for Outdoor Education)	20,000
Sub Total	101,032
TOTAL	588,727

Capital Costs	
Set up costs to upgrade and install IT (to link with schools/learning networks) communications, minimal repair work, freshen up décor	50,000 – 75,000

6.13 The model is based on services in other areas in Scotland where they are considered to be successful models of intervention.

6.14 Premises have been identified at 116 Westburn Road which will provide:

- Classroom space
- Mixed Purpose Rooms
- Staff Offices
- Rooms for individual intervention
- Craft and activity rooms

6.14 It is recognised that the service cannot be a stand alone development. To ensure its effectiveness a number of complementary actions must be progressed. Necessary actions include:

- Work done with staff to ensure culture of supporting children and young people at home where safe and appropriate
- Develop a culture of 'stickability'
- New screening and resource group in place and working effectively
- Effective gatekeeping arrangements for children becoming accommodated
- Regular management review of residential placements
- Children's Services Board working effectively
- Increase in-house residential unit capacity by 2 places
- Refocus Craigielea community support services to ensure young people make minimal escalation through system by providing individual, groupwork and family work programmes
- Work with children's panel members to inform of service, and develop effective understanding and use of the Service.
- Engage with City colleagues such as housing services to ensure a whole system approach to improving outcomes and building young people's capacity

7 REPORT AUTHOR DETAILS

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8 BACKGROUND PAPERS

The Intensive Community Support and Learning Service service specification is attached as an appendix.

INTENSIVE COMMUNITY SUPPORT & LEARNING SERVICE
SERVICE SPECIFICATION

SOCIAL CARE AND WELLBEING
EDUCATION, CULTURE AND SPORT

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ABERDEEN
CITY COUNCIL

1. Introduction

- 1.1 The purpose of this service specification of Intensive Community Support & Learning Service (ICSLS) is to provide a clear outline of the service to be delivered by the Social Care and Wellbeing and Education, Culture and Sport Service.
- 1.2 The service is a community based intensive day facility. No residential facility is provided.
- 1.3 The specification has been developed as a critical service re-design increasing capacity to offer intensive support to young people to support them to remain within their own family and/ or community and prevent placing them in costly specialist services out with the city. This service is a direct alternative to young people being accommodated.
- 1.4 The creation of the Community Support and Learning Service reflects the commitment to delivering integrated, locally based services in the city which deliver increased positive outcomes for young people.
- 1.5 The service specification will also outline the staffing, establishment and resource costs of developing the ICSLS.
- 1.6 It is proposed that the service should be based in a central location easily accessible to children and young people living in areas across the city.

2. Outline Description of Service

- 2.1 Intensive Community Support & Learning Service is part of Social Care and Wellbeing, Children's Services theme of Community and Family Support Services managed by a Service Manager reporting to the Head of Service.
- 2.2 The Service will provide a range of intensive supports to young people aged 12 to 16 years (and their families) who are at significant risk of being looked after and accommodated or otherwise unlikely to return home following a period of accommodation. It will form part of the continuum of support provided for all children and young people.
- 2.3 ICSLS have a critical role to play in ensuring that our aim to ensure a strategic shift from the use of high-cost, variable outcome, purchased residential provision to community based interventions that demonstrate better value and stronger long-term outcomes is realised.
- 2.4 The service is organised around a structured day timetable comprising groupwork, individual work, family work and an alternative educational programme. The service is 52 week in nature and, where necessary, offered over 7 days.
- 2.5 The education programme aims to re-engage young people with learning by addressing a wide range of additional support needs. Education is delivered by the four teachers in the unit. The curriculum is broad, with young people progressing towards qualification and learning experiences (similar to other children in the city) in line with the vision, values and aims of Curriculum for excellence.

2.6 The unit will support up to 20 young people at any given time, however, given the extremely challenging nature of the client group the majority of this number will be full-time placements, the remainder will be supported on a part-time basis. This can include circumstances where young people are in the process of moving on to another placement, where after-care support is being provided or where on occasion, young people are being offered a restricted timetable.

3. Targeting of Service

3.1 As indicated in 2.1, the service is targeted at young people of secondary school age where the following criteria apply:

(i) there is a risk of them becoming looked after and accommodated

or

(ii) they require support to return to the community following a period of accommodation.

3.2 In either of the above circumstances, it should also be established that there is no more appropriate educational or vocational placement available to support the care plan of a young person being referred to ICSLS.

3.3 Particular efforts should be made to minimise the use of ICSLS for young people in S1 or S2 because of the likelihood that few will return to mainstream provision following their placement in the service.

3.4 The risk and needs profile of the client group supported by ICSLS is likely to be significant. Broadly speaking, all young people will experience a range of social, emotional and behavioural difficulties and significant additional support needs. However, young people attending ICSLS are also characterised by the following:

- Offending Behaviour
- Pro-Criminal Peer Group
- Family Difficulties
- Mental Health issues (self or family)
- Addiction issues (self or family)
- Sexual Abuse/Vulnerability
- Domestic Abuse

4. Mission Statement and Ethos

4.1 ICSLS aim to provide young people with a community-based alternative to a residential placement. This is done by engaging with young people, families and partner agencies in a manner that promotes the dignity, individuality and emotional development of the young person.

4.2 At the point of referral to the service, young people and their families are typically in crisis and relationships will be strained to the extent the young person's

position at home and the community have become increasingly untenable.

4.3 The service will support young people and their families through a range of structured interventions. The service will ensure these interventions are targeted in a sensitive manner that recognises the strengths inherent in a young person's family and community. For the most part, the ICSLS programme and curriculum is daytime based from Monday to Friday and as necessary additional supports will be offered to young people at the weekend.

4.4 At the onset of a young person's involvement with the service, an assessment of need will be undertaken with a view to establishing an Individual Service Plan including an Individual Education Plan. The following principles will underpin the implementation of this plan:

- **Values** – The service is committed to the values of Social Work and Education Services and will seek to apply these in all aspects of service delivery.
- **Safeguards** – The service will ensure that young people and families are supported within an environment where they feel safe and secure. Any complaints made will be treated seriously and without delay.
- **Individuality** – The service will promote practice that is anti-discriminatory and reflects the age, gender, ethnicity and identity of young people.
- **Partnership Working** – The service will maintain effective working relationships with families, colleagues and external agencies to ensure supports to young people and outcomes are maximised.
- **Stickability/Commitment** – many of the young people and families involved with the service may have disengaged or be ambivalent about participation. Staff will 'stick with' young people, taking a consistent and persistent approach to engage with them. While extremely difficult and challenging behaviour is likely to be a feature of the cohort, this will be appropriately challenged and sanctions applied – this will not routinely mean exclusion from the Service.
- **Empowerment** – The service will seek the views of service users ensuring they are reflected in Individual Service Plans and the development of the service.
- **Staffing** – The service recognises the significance of the contribution of staff members to service delivery and will ensure appropriate opportunities exist for their support, supervision and continuous professional development.

5. Service Objectives

5.1 The core objectives of the service are as follows:

- (i) To support and maintain young people in the communities as an alternative to residential care.
- (ii) To assist young people being looked after away from home to return to their own communities and family care.
- (iii) To implement programmes that address issues relevant to young people and their families.
- (iv) Where appropriate, to deliver evidence based programmes that address offending behaviour and the impact of offending on families and communities.
- (v) To maximise the educational potential of young people within mainstream, specialist or vocational provision.
- (vi) To encourage positive behaviour and promote the social integration of young people.
- (vii) To maximise the longer-term training and employment potential of young people.

5.2 The above service objectives are expressed in strategic and operational terms in the Single Outcome Agreement and Integrated Children's Plan. Progress in meeting the objectives is determined through service performance frameworks with the unit producing performance reports on a quarterly basis.

6. Access to Service

6.1 Potential referrals to the service must be discussed and endorsed through the new Community Screening and Resource Group to ensure appropriate screening and resource prioritisation. In most instances, the Screening and Resource Group will ensure any potential referral meets the criteria outlined in 3.1 and is at the appropriate threshold whereby intervention from ICSLS is necessary either to prevent an episode of accommodation or to avoid a period of accommodation continuing.

6.2 Even where the threshold for entry to the service is met, the CSB should give consideration as to whether the use of an alternative educational or vocational resource might appropriately avoid referral to ICSLS. In these circumstances, it may be more appropriate to access such a placement coupled with an intensive support package from ART/ Outreach Community Support Services. As indicated in 3.1, particular efforts should be made to avoid using ICSLS for young people in S1 and S2 other than in situations where a period of accommodation would otherwise be imminent and unavoidable.

6.3 In the event of the Community Screening and Resource Group agreeing the referral of a young person in S1 or S2 to ICSLS, an immediate referral should also be made to Psychological Services unless they are already involved with the young person. This will serve to ensure the process of identifying a follow-on educational placement begins at the earliest possible stage thereby minimising drift in the service.

6.4 The identified unit (on receipt of an electronic Carefirst referral) will organise a joint home visit with the allocated social worker at the earliest possible time. Following a pre-admission/planning meeting, the young person will be admitted to the unit as soon as possible.

7. Programme and Curriculum Delivery

7.1 Following their admission to the service, young people will undergo an initial assessment that will be reviewed initially within a period of 6 weeks. At this stage, an Individual Single Service Plan (SSP) incorporating an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) will be created which in turn will be reviewed no less than every 12 weeks. In educational terms, progress made by young people will be monitored within the context of the Additional Support Needs (ASN) Planning and Target Setting Framework.

7.2 Although not an exhaustive list, reviews should routinely be attended by the following:

- Young person
- Family
- Unit staff
- Social Worker with care management responsibility
- Education staff (eg psychologist, guidance teacher)
- CAMHS

7.3 Young people will be supported to move on from ICSSLs when:

(a) their situation at home and the community has stabilised and the risk of accommodation removed

and

(b) an alternative educational or vocational placement or (in the case of school leavers) appropriate training/employment has been identified.

7.4 A decision to move a young person on from the service will only be made at a review attended, in so far as is practical, by the individuals outlined in 7.1. This will also apply to exceptional circumstances whereby a young person disengages with the service or their placement ends prematurely. Whilst rare in frequency, a service to a young person will only be withdrawn in circumstances where they present a degree of risk to other young people or staff in a manner that cannot safely be managed.

7.5 In an effort to avoid the withdrawal of a service in the above circumstances, it may be necessary on occasion to modify the Single Service Plan of a young person. Actions could include the following:

- Returning a young person home (on any given day) to their family.
- Placing an individual on a restricted timetable/programme.
- Convening an emergency review.

7.6 The programme delivered by ICSSLs consists of groupwork, family work individual work and an alternative educational programme. The Service establishment is:-

- 1 x Team Manager
- 4 x Intensive Community Support Officers (Qualified)
- 4 x Intensive Community Support Assistants
- 4 x Teachers
- 1 x Clerical Assistant
- Intensive Community Support Assistants (760 hours)

7.7 The bulk of the programme will be delivered between Monday and Friday during the hours of 9am to 5pm because of the need to ensure Social Care and Wellbeing staff are deployed appropriately to support and compliment the educational programme. However, each unit has access to Community Support Assistants who are specifically employed to support young people and families at weekends.

7.8 Each young person attending ICSSLs will have a keyworker and key teacher. They will be responsible for implementing the Single Service Plan and ASP/CSP at all stages, writing assessment reports and attending reviews and hearings. The keyworker will liaise closely with the allocated case manager and any other agencies involved. The key teacher will be responsible for short-term target setting, liaison with mainstream roll schools and requirements associated with the new ASN Planning and Reporting Framework.

7.9 Social Care & Wellbeing staff in ICSSLs have responsibility for delivering a programme that supports the formal curriculum and addresses the broad range of needs exhibited by young people and their families. Notwithstanding the demands associated with the in-house programme, staff will make every effort to undertake family work often working with the social worker holding case management responsibility. Depending on the presenting needs, the programme will also comprise the following elements:

- Sexual Health Groupwork Programme
- Personal development and skills programmes such as the Pacific Institute STEPS Programme and Columba 1400 Leadership Challenge Programme
- Offence Focussed Programmes
- Parents/Carers Groupwork Programme

7.10 The aim of the service is that teachers in ICSSLs have responsibility for delivery of the educational curriculum focussing on Literacy, Numeracy, Information/Communication Technology and Personal/Social Development. The ICSSLs will registered as an SQA Centre. Young people will be offered an education programme to meet their individual needs which will include less formal but equally structured elements of the programme including indoor and outdoor activities, sports, drama, cookery and arts/crafts.

7.11 To facilitate delivery of the programme/curriculum in the ICSSLs, certain core training will be provided to all (Education and SWS) staff, namely Therapeutic Crisis Intervention, Solution-Focussed Brief Therapy and Drug/Alcohol Awareness. Social Care and Wellbeing staff also undertake Experiential Groupwork training whilst all staff will have full access to their respective in-service and departmental training programmes.

7.12 The service is committed to partnership working in an effort to ensure the best possible outcomes for young people. Significant and ongoing efforts will be made to ensure social workers play an active role throughout a young person's involvement with the service participating in referral meetings, reviews and joint

working (notably with families).

7.13 Key external relationships critical to the effectiveness of individual service plans include those with Education Services, Sexual Health Services and CAMHS. Effective communication with New Learning Communities will inform of progress made by young people within the service ensuring young people are 'owned' by their school of origin. The aim is for ICSLS to have full access to the electronic management information system that allows appropriate sharing of pupil attendance, assessment, attainment and achievement.

8. Interface with other Provided and Purchased Provision

8.1 It is envisaged increased opportunities will exist for ICSLS to work in partnership both with other provided and purchased services in circumstances where potential outcomes for young people would be strengthened. This would be particularly of value when young people and families require significant levels of support during evenings and a greater level of support at weekends than can be provided by the service.

9. Management Arrangements

9.1 In the newly designed ICSLS unit will be managed in operational terms by the Children's Services Manager with responsibility for the Family and Community Support Service. This manager will have critical responsibility and overview of all provided and purchased community-based services with a community support emphasis.

9.2 A key task will be to ensure the appropriate strategic focus of the service consistent with the service specification and a city-wide strategic overview of the interface between provided and purchased community based provision. The Strategic Manager will retain an overview of city-wide training requirements and liaise as appropriate with the Children's Service Manager with responsibility for the Youth Justice Team

9.3 The teachers in the ICSLS will have responsibility for the following areas:

- (i) High quality learning and teaching
- (ii) Curriculum Development.
- (iii) SQA Administration and Accreditation.
- (iv) Continuing Professional Development of teachers.

9.4 The teachers will receive professional support development and be managed by the Service Manager in Education, Culture and Sport with responsibility for Additional Support Needs.

10. Monitoring and Review

10.1 In addition to any ICSSL based monitoring activity, the Children's Services Manager for Community and Family Support Service will be responsible for service wide monitoring and review and the extent to which service standards and objectives are being achieved. The quality of educational provision will be reviewed by the Head of Schools and Educational Establishments.

10.2 Quarterly performance reporting will provide both quantitative and qualitative measures on an ongoing basis with a particular emphasis on outcomes achieved by young people. Whilst it is anticipated the reporting framework will develop over time, key elements currently reported on include:

- Engagement with Service
- Service Planning
- Staff Supervision
- User Feedback
- Engagement with Education
- Outcomes

10.3 An annual performance report on the service to be presented to Head of Service for their consideration.

Resources

Resources required to implement ICSSL Unit are detailed below:

Team Manager	55,263
4 x Qualified Intensive Community Officers	168,896
2 x Intensive Community Support Assistants	64,586
800 hours Intensive Community Support Assistants (annualised hours)	14764
4 x Teachers	168,598
1 x Clerical Assistant	15,588
Sub Total	487,695
Runnings Costs	
Premises	46,032
Admin Costs	5,000
Transport	5,000
Supplies, Services (incl Food)	25,000
Outside Agencies (eg Adventure Aberdeen for Outdoor Education)	20,000
Sub Total	101,032
TOTAL	588,727
Set up costs to upgrade and install IT (to link with schools/learning networks) communications, and freshen up décor (depending on condition of building)	50,000 – 75,000

Premises have been identified at Westburn Road which will provide:

- Classroom space
- Mixed Purpose Rooms
- Staff Offices
- Rooms for individual intervention
- Craft and activity rooms

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	7 th January 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Grant Support Applications for Interim Travel Arrangements - Displacement of Programmed Sports Activities
REPORT NUMBER:	ECS/09/074

1. PURPOSE OF REPORT

This report brings before the Committee, one application for £300.00 of grant assistance from the Council's Grant Support for Interim Travel Arrangements - Displacement of Programmed Sports Activities Scheme under the 'affiliated sports organisations and volunteer led clubs and talented athlete' criteria

Assessment of all applications received is undertaken against the Main Aims of the Scheme set out in the body of the report and the specific criteria outlined in the Scheme Application Guidance and Aberdeen City Council's Funding Pack.

2. RECOMMENDATION(S)

That the Committee approves the travel funding application(s) detailed below.

3. FINANCIAL IMPLICATIONS

The recommendation outlined in this report would involve a disbursement of £300.00, which will come from the Interim Travel Grants Budget, three year funding of which was agreed at the Full Council meeting of 14th February 2008.

Should this recommendation be approved, a total of £14,840.00 from the annual £25,000 travel grants budget will have been allocated.

4. SERVICE & COMMUNITY IMPACT

This report links to Aberdeen City's Community Plan, specifically in relation to ensuring that our Community has 'access to services of a high quality that meet their needs.' under the 'We value our people' strand and Single Outcome Agreement Outcomes 6, 'We live longer, healthier lives' and 13, 'We take pride in a strong, fair and inclusive national identity.'

The Report also relates to the delivery of the following priorities contained in the Policy Statement, “Vibrant, Dynamic and Forward Looking Council”:

- Increase participation in sport, provide support for athletes and reward excellence;
- Recognise the role of Sport and the Arts in tackling anti-social behaviour.

The report also 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”.

5. OTHER IMPLICATIONS

The risks of not proceeding with these recommendations will be generated by

- i.) the permanent loss to the City of a range of sports development programmes, events, qualified coaches and sports clubs.
- ii.) a reduction in the number of locally based talented sportspersons.
- iii.) a reduced capacity to deliver the aims of Aberdeen City Council’s Draft Sport and Physical Activity Strategy 2008-2015 ‘Fit for the Future’.

There are no additional implications involved in considering this report.

6. REPORT

There has been one grant application received in support of talented individuals and volunteer led sports or community based organisations from the fund.

Information on the Scheme is made available through Aberdeen City Council’s website and direct contact with those stakeholders identified as part of prior impact assessment or consultation exercises.

Application packs, including details of the fund application criteria and the availability of other internal and external grant funding, is made available to those who express an interest in applying for funding and all submitted applications are included in the table below.

Consideration of the grant submissions and subsequent recommendations are based on the application meeting the main aims of the Scheme and the agreed application criteria as approved by Resources Management Committee 22 April 2008 and highlighted below:

Main Aims

Maintain the diversity of opportunities for access to core physical activity and involvement in recognised sports/community development programmes for all communities in Aberdeen.

To provide support for talented athletes performing at recognised levels and reward excellence.

To enhance the sustainability of specific activity programmes to avoid the permanent loss to the City of a range of sports coaching programmes, qualified coaches and sports clubs which would affect capacity to deliver the aims of the Policy Statement, “Vibrant, Dynamic and Forward Looking” and Aberdeen City Council’s Draft Sport and Physical Activity Strategy 2008-2015. ‘Fit for the Future’

Application Criteria

Applications are welcomed from the following list of groups or individuals affected by the facility closures of Bon-Accord Baths, The Linx Ice Arena, Kincorth and Queens Links Bowling Greens and the loss of public programming at Dyce swimming pool:

- Affiliated sports organisations and volunteer led clubs representing groups or individuals.
- Community organisations providing support for activity programmes/use of activities within the defined catchment areas of the above facilities.
- Talented individuals, who are residents of Aberdeen City and/or formal members of a sports club formerly based at one of the defined facilities and who can demonstrate the continued support of a recognised sports club, sport governing body, local Sports Council, Grampian Institute of Sport or involvement in regional/national coaching programmes

Recommendation

- i. The following submissions have been presented, amounting to £300.00 of support from the Fund with recommendations for the disbursement of £300.00

These recommendations would commit a further 1.2% of the annual budget for the Scheme, bringing the adjusted total commitment to date to 59.36% of the available annual budget.

Activity/Applicant	Nature of Support	Request 09/10	Total Costs	Recommendation
Ice Hockey Diane Michie	Travel costs involved in attendance at supported coaching sessions in Elgin by two junior athletes (April – October 2009)	£300.00	£1670.00	Approve

7. REPORT AUTHOR DETAILS

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Culture and Sport Quality Assurance Coordinator
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8. BACKGROUND PAPERS

Council Meeting 14th February 2008
Resources Management Committee – ‘Grant Support Applications for
Interim Travel Arrangements - Displacement of Programmed Sports
Activities’ 22nd April 2008.

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	7 January 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Community Learning Hubs and Review of Learning in the Wider Community
REPORT NUMBER:	ECS/09/079

1. PURPOSE OF REPORT

To report on the outcome of consultation on options for the development of Community Learning Hubs and to seek approval for recommendations on a range of implementation plans. A further report linked to this one on the review of community centres is also being considered at this Committee; An additional report on the development of learning partnerships to underpin learning in the wider community will be brought to a future Committee.

Building on work already reported in Report ECS/09/032, together with comments received through the extensive consultation exercise undertaken to inform planning, the report provides options for sustainable future service delivery. This has been done by identifying best use of the estate and maximising opportunities for service co-location, partnership working and use of shared resources. This report also takes account of and links with ongoing work on the draft Learning Estate Strategy and development proposals contained within the Regional Structure Plan and draft Local Development Plan. The seven learning community options consulted upon and the subsequent recommendations are geographically presented as they were in the report to this committee on 8 October 2009 with the underpinning rationale and supporting maps.

2. RECOMMENDATION(S)

1. To approve the preferred option for the Dyce / Bucksburn Associated School Groups as Bucksburn 3Rs Campus, comprising Bucksburn Academy, The Beacon Centre and Bucksburn Library, as the community learning hub.
2. To agree in principle, the preferred option for the Bridge of Don / Oldmachar Associated School Groups community learning hub as Scotstown Primary School with Bridge of Don library co-located, subject to the preparation of building redesign costs.
3. To approve the preferred option for the St Machar Associated School Group as Seaton 3Rs School as the community learning hub in the short-term and remit officers to undertake further work on medium to long term options.

4. To approve the closure of Linksfield and Woodside Libraries and alternative service provision for their respective communities.
5. To approve the closure of The Portal Community Learning & Development Centre and Tilly Youth Project noting the alternative arrangements made for service provision.
6. To defer the decision to close Seaton Community Learning and Development Centre on School Road pending resolution of inter-agency discussions into the relocation of the services provided at this site.
7. To defer a decision on the closure of Hilton Community Learning and Development staff base and the viability of relocating staff pending a future decision on refurbishment of Rosemount Community Learning and Development Centre.
8. To agree in principle, the preferred option as the community learning hub for the Torry / Kincorth Associated School Groups in the short to medium term as Torry Academy, subject to the preparation of building redesign costs.
9. To defer the decision to close Torry Community Centre at Abbey Place reporting back to committee for decision on the viability of a community ownership option.
10. To approve the preparation of a bid to the 2010 -11 Non Housing Capital Programme in relation to immediate remedial costs of repair and maintenance to Kincorth Community Learning and Development Centre.
11. To note the removal of the option to close Loirston Annexe for reasons provided within the report.
12. To receive a further report on the capital costs of refurbishment of Rosemount Community Learning and Development Centre prior to making a decision on the preferred option for a community learning hub in the Grammar Associated School Group area.
13. To approve the preferred option for the Cults, Harlaw and Hazlehead Associated School Groups as Kaimhill 3Rs Primary School, co-locating the school, library and community learning and development centre as the community learning hub.
14. To approve the closure of Ferryhill Library and alternative service provision for the community.
15. To defer the decision to close Ruthrieston Community Learning and Development Centre reporting back to committee for decision on the viability of a community ownership option.
16. To agree in principle, the preferred short to medium term option for a community learning hub for the Northfield Associated School Group as Northfield Community Learning and Development Centre and Library, subject to the preparation of internal building redesign costs.

17. To instruct relevant Council Officers to produce detailed costs in relation to implementation plans, including property valuations and capital investment requirements.

18. To note the budget savings identified in this report, approve in principle that any savings over the £100,000 required for the 2010 -2011 budget settlement are used to undertake necessary capital work and service redesign/improvement and to refer to Finance and Resources Committee.

3. FINANCIAL IMPLICATIONS

The potential revenue savings detailed in the body of the report are summarised below. Projected spend to save items will be further developed on the basis of the options approved and will need to be considered in the context of affordability. Revenue savings over and above those required for the 2010 – 11 budget settlement will allow capital borrowing at the current forecast rate to offset redesign and refurbishment costs.

Item	Revenue saving (£)
Reduction from Bucksburn library staff rationalisation	10,000
Estimated saving on premises charges for Bridge of Don Library	9,000 for year 1 (17,000+ per annum thereafter)
Woodside Library staffing cost saving	21,000
Linksfield Library staffing and building costs	38,000
Hilton CLD Centre staff base closure	23,000
Tilly Youth Project building costs	12,000
Portal CLD Centre building costs	50,000
Torry Community Learning and Development Centre at Oscar Road Nursery building costs	32,000
Torry Community Centre at Abbey Place building costs	6,000
Ferryhill Library staffing and building costs	45,000
Ruthrieston CLD Centre building costs	17,000
Culter District Office relocation - opportunity to progress in two ways as identified in consultation	To be confirmed
Relocation of Summerhill activity and Mastrick Youth Project	5,889
Savings from Cummings Park flat	2,000
TOTAL	270,889

If the Council declares identified property surplus to its requirements at some future date, then around that time officers would consider determining its market value for the purposes of assessing capital receipts. It is not practice to instruct that exercise at this stage for reasons of fluctuation in market value and because judgement would need to be made about when best to release properties for sale onto the market.

Savings on Community Learning and Development support costs will be contingent upon restructure which will be the subject of a further report.

Any revenue and capital requirements for service and building redesign will be subject to committee decision and a further report on costs.

4. SERVICE & COMMUNITY IMPACT

The links to the Community Plan, the Single Outcome Agreement and Vibrant, Dynamic & Forward Looking are as follows:

- **Vibrant, Dynamic and Forward Looking – The Liberal Democrat and SNP Programme for Aberdeen City Council:** This contains a commitment to establish a network of Community Learning Hubs across the city.
- **Combined Community Plan and Single Outcome Agreement –** The development of Community Learning Hubs and review of community centres and community learning and development activity contribute to SOA Outcomes as follows:
 - People of all ages take an active part in their own learning to achieve their full potential.
 - Learning and training is appropriate and accessible to learner's needs
 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential
 - Children, young people and their families/carers are involved in decisions that affect them. Their voices heard and they play an active and responsible role in their communities
 - Educational attainment in Aberdeen is continuously sustained and improved
 - School leavers enter positive destination of employment, training or further and higher education with a focus on and support for young people who require More Choices and More Chances
 - Children and young people actively participate in their communities and have optimum involvement in decision making
 - All children, young people and their families have access to high quality services when required and services provide timely, proportionate and appropriate response that meeting the needs of children and young people within Getting it Right for Every Child, (GIRFEC) requirements
 - Improve the quality of life in our most deprived areas
 - Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to 'active citizenship'
 - Develop pathways to participation which enhance the diversity of local representation at and engagement with regional, national and international arts, heritage and sporting events
 - Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs

An Equalities & Human Rights Impact Assessment has been undertaken and submitted.

5. OTHER IMPLICATIONS

This report has other implications as follows:

- Legal – in relation to employment legislation where posts may be at risk as a result of certain options being exercised.

- Property and personnel – options for co-location of services, partner agencies and staff and changes to the Council estate.
- Sustainability- options for consideration are intended to provide more sustainable services that are fit for the future.
- Health and safety – co-location of services will reduce lone working.

6. REPORT

The background information and detail on previously tabled options for seven community learning hubs and supporting learning satellites across the city was contained in report ECS/09/032 to 8 October 2009 meeting of the Education Culture and Sport Committee. The options contained in that report are now under consideration following consultation undertaken with stakeholders from October through to 3 December 2009.

Consultation Outcomes on Local Options for Hubs and Satellites with Identified Savings for each ASG or ASG Grouping

On the basis of research presented in the last report to Committee, officers consulted on the identified options for seven Community Learning Hubs and the Learning Satellites that could support them.

Consultations and briefings were held as follows:

Date	Type of Consultation / Briefing	Attendance
25. September	Union Briefing	3 + officers
28 September	Staff Briefing	41
28 September	Report sent out to Community Councils, Community Groups and Community Centre Management Committees	
8 October	Report ECS/09/044 to Education, Culture & Sport Committee	
14 October	Leased Community Centre Consultation	32 + 4 Members
26 October	Staff Consultation	34 staff
27 October	Leased Centre Consultation	7 + officers
28 October	Staff consultation	30 staff
28 October	Public citywide consultation	21 + officers
29 October	Lifelong Learning Forum	12
29 October	Public citywide consultation	18 + officers
2 November	St Machar ASG consultation	23 + 1 Member
4 November	Torry/Kincorth ASG consultation	103 + 3 Members
5 November	Early Years and Childcare Partnership	13
5 November	Cults, Harlaw, Hazlehead consultation	9 + officers
10 November	Bucksburn/Dyce ASG consultation	9 + 2 Members
11 November	Northfield ASG consultation	4 + officers
18 November	Bridge of Don / Oldmachar ASG consultation	24 + 1 Member
19 November	Grammar ASG consultation	6 + 1 Member
23 November	Member Briefing – Question and answer session	19
24 November	Verbal update to Education, Culture & Sport Committee	
1 December	Leased Centre Document Meeting	23
3 December	Aberdeen Civic Forum Briefing	6

During the course of these consultations, participants were asked to express their views and offer any alternatives for further consideration. The hubs are based on Associated School Groups (ASGs) or ASG clusters. Delivery would need to be phased and synchronised with other development plans and timelines for implementation will be presented to the January 2010 committee cycle. Consultation outcomes were as follows.

6.1 Dyce / Bucksburn Associated School Groups

6.1.1 Option for a Community Learning Hub and Learning Satellites.

Bucksburn 3Rs Campus was suggested as a community learning hub with learning satellites at Dyce Academy, Dyce Primary School & Community Learning and Development Centre, Bucksburn, Kingswells, Stoneywood and Newhills Primary Schools, Dyce Library, Carnegie Hall Community Centre, Kingswells Leased Community Centre/s. Map 1 shows the locations of these sites.

Rationale

This campus of facilities provides modern, purpose built facilities with co-location of a range of learning services in close proximity and provides a best fit with Learning Estate proposals.

6.1.2 The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Concern that staff will be moved around and local contact lost.
- Supporting expanded Youth & Adult Learning programmes
- Want and welcome accessible learning satellite & hub options more fully worked up
- Want more joined up working across the Council
- Concern about the community learning and development programme within the Beacon Community / Sports Centre and the role of the management committee

A more detailed breakdown of key points from this local consultation exercise is at Appendix 1.

6.1.3 Alternative options

Officers were asked to explore the feasibility of re-siting Dyce Library to the Carden School Garden site adjacent to Dyce Primary School. It was felt that this would make the library more accessible to the wider community providing a campus of facilities including the primary school with Dyce Community Learning & Development Centre, police station and library.

A site visit was made and a summary of findings was that the site was not suitable for two reasons:

1. The condition of building which has been vacant for some time, has a flat, leaking roof and would require reconfiguration of the internal layout, repair to fabric and refurbishment and redecoration together with improved disabled access.

2. The location of the building for reasons of its distance away from other community facilities and inaccessibility by public transport, (as assessed as a potential customer access point in August 2008)

The current Dyce Library was assessed in the same aforementioned report as being in an ideal location, “in terms of location, accessibility and having an existing face to face service.” For these reasons, and in the light of objective assessment officers do not recommend a relocation of Dyce Library.

6.1.4 Further research information

Beacon Community / Sports Centre - A Service Level Agreement is being developed in relation to the delivery of a community learning and development programme at the Beacon Community / Sports Centre. This will detail the programming at specified times within the designated parts of the building.

6.1.5 Revenue Savings

- Proportion of revenue costs of Bucksburn Library to be quantified although it is likely savings are likely to be required to offset the unitary charge.
- Reduction from library staff rationalisation - £10,000
- Savings on Community Learning and Development support costs contingent upon restructure.

6.2 Bridge of Don / Oldmachar Associated School Groups

6.2.1 Option for a Community Learning Hub and Learning Satellites

Scotstown Primary School was suggested as a community learning hub with a co-located library service. Learning satellite options listed were at Bridge of Don Academy, Oldmachar Academy, Braehead, Daneston, Forehill and Middleton Park Primary Schools. Also locations at Middleton Park Community Centre with a possible option to work with Sport Aberdeen to use the LP Alex Collie Centre and Jesmond Centres and have limited use of learning points at Balgownie and Danestone Leased Community Centres. . Map 2 shows the locations of these sites.

Rationale

The Learning Estates Team has assessed Scotstown School and consider it has ample capacity to house a community learning hub and library. The current Bridge of Don library has a limited lifespan and the footprint is too small for the stock requirements. The co-location of local facilities achieves economies of scale, reduced revenue costs and capital receipts. This also provides the best fit with current Learning Estate Proposals

- 6.2.2** The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Concern about option for co-location of library with Scotstown Primary School due to security and accessibility for less ambulant users
- Desire for library to remain in or close to its current location because of ease of access
- Desire for a revamped and upgraded library possibly funded through further local housing development
- Bridge of Don community deserves better integrated range of community facilities
- Concern about nature of lease arrangements for leased community centres

A more detailed breakdown of key points from this local consultation exercise is at Appendix 2.

6.2.3 Alternative options

An alternative option provided to officers by Bridge of Don Academy was the development of a community learning hub based around the academy and comprising facilities at Braehead 3Rs Primary School, St Columba's Church of Scotland and Roman Catholic Church, Alex Collie Sports and Community Centre, Scotstown School, Bridge of Don Library, Health Centre and St Nicholas Pupil Support Centre.

In the view of officers, the lack of space for staff or co-located services at the Academy plus its location makes it less accessible to the wider community. The concept of a learning hub utilising the resources within the community in this way is, however, worthy of discussion when options for new build are considered in the future.

6.2.4 Further research information

LP Alex Collie Community Centre

A Service Level Agreement is being developed in relation to the community centre and any future options for community learning and development programming at the Alex Collie Community / Sports Centre. This will detail the programming at specified times within the designated parts of the building.

Scotstown Primary School Capacity /Accessibility – officers visited Scotstown Primary School following recommendations from the School Estate team that the school has sufficient capacity to house the library service. This fact continues to be disputed by the school but the assessment made by the School Estates team indicates that 4 teaching areas are being used for alternative purposes. The assessment concluded that it may, subject to provision of a new public entrance and internal reconfiguration, be possible to locate the library within one wing of the school without compromising pupil security.

Bridge of Don Library – The library is “bursting at the seams” and is a flat roofed building, beyond its intended 30 year lifespan. Alternative

accommodation is required and the current option takes due consideration of this.

6.2.5 Revenue Savings

- Capital receipts from Cairnfield CC – to be calculated by Asset Policy if declaration as surplus is approved by Committee
- Estimated saving on premises charges for Bridge of Don Library year on year based on 2008-9 actuals is £9,000 for the first year due to relocation expenses and £17,000+ per annum thereafter.
- Savings on Community Learning and Development support costs contingent upon restructure

6.3 St Machar

6.3.1 Option for a Community Learning Hub and Learning Satellites

In the short term, Seaton 3Rs Primary School was suggested as a community learning hub with an option to consider a medium to long term hub at Riverbank Primary School or a new build in Tillydrone Regeneration area funded from capital receipts of closures. Learning satellite options listed were at Cornhill Community Learning and Development Centre in Cornhill Primary School and Sunnybank Community Learning and Development Centre in Sunnybank Primary School, Kittybrewster and Hanover Street Primary Schools, Tilly Community Flat, Fersands, and Printfield Community Projects, St Machar Parent Support Project and Aberdeen Lad's Club. Additional learning satellites also at Woodside and Fountain Customer Access Point, Cornhill and Tillydrone Libraries and, where space is available at Cairncry, Hanover, Hilton, Pittodrie, Tillydrone and Powis Gateway Community Centres. Map 3 shows the locations of these sites.

Rationale

It is considered that this is best use of an existing 3Rs facility. The option also recognizes that a medium term school roll increase and potential squeeze on other services mean that opportunities for a purpose built facility in the medium term funded through capital receipts would be a sensible route to follow.

6.3.2 The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Want more details on future nature & location of services provided in the Portal Community Centre, Tilly Youth Project, Linksfield and Woodside Libraries
- Concern about retention of local services
- Support for Woodside Library service and as a building of historic value
- Desire for academies to be open for wider community use
- Want modern investment in Tillydrone
- Concern over future and capacity of Riverbank School for growing pupil numbers

- Consideration of continued use of School Road Community Learning and Development Centre for health outreach work unsuitable to be located within a primary school.

A more detailed breakdown of key points from this local consultation exercise is at Appendix 3.

6.3.3 Alternative options

It was suggested that officers consider alternative use of Tillydrone Leased Community Centre. Subject to negotiation this could provide a suitable venue for Tilly Youth Project. This would provide a more cost-effective method of delivering services to the community and achieve revenue savings.

6.3.4 Further research information

Portal Community Learning and Development Centre - Exit strategies have been worked up for the Portal Community Learning and Development Centre and Tilly Youth Project which both need to be vacated by March 2010. Crèche services will be undertaken in Tilly Flat and Adult Learning at Tillydrone Library and a local church. An option for Tilly Youth Project to be relocated at Tillydrone Leased Community Centre is also being pursued by officers.

Hilton Community Learning and Development Centre officer base

The previous report suggested vacation and closure of this base which also provides a location for the community dentist. Officers investigated the site as a potential location for a family contact centre but this is now no longer considered viable. Staff accommodation is available at Rosemount Community Learning and Development Centre and an alternative location will be required for the community dentist if the building is to be declared surplus.

Woodside and Linksfield Library Services – Opportunities to locate alternative library service provision is currently under consideration for these areas.

Woodside Customer Access Point – A range of organisations and services including the Woodside Leased Community Centre are co-located within this exciting and innovative new development which is now open for business following a period of closure for building refurbishment and redesign.

Sunnybank Community Learning and Development Centre – Reduced staffing identified as deliverable.

School Road Centre

Drugs rehabilitation work undertaken at this centre for 12 -15 people would not be compatible within the proposed hub and alternative locations are being looked at by an inter-agency group. Officers recommend that alternatives are found for co-location with other services more compatible to the nature of this service. This will enable the building to be declared surplus to the requirements of Education, Culture and Sport.

6.3.5 Revenue Savings

- Woodside Library staffing cost saving - £21,000
- Linksfield Library - £38,000
- Revenue savings from closures of Community Learning Centres, Hilton (£23,000), Tilly Youth Project (£12,000), Portal (£50,000)
- Savings on Community Learning and Development support costs contingent upon restructure

6.4 Grammar Associated School Group

6.4.1 Option for a Community Learning Hub and Learning Satellites

Rosemount Community Learning and Development Centre has been identified as the community learning hub with Community Librarians co-located in the building. In order to make this building suitable for use as a community learning hub and fit for future purpose, certain refurbishment works will be required. These will include the cost of refurbishing the second floor as office space with ICT, kitchen and toilet facilities. The cost of adapting the building for use as a multi-agency resource centre was assessed in 2006 at £4.08 million and approved at the 21 November 2006 Resources Management Committee. Refurbishment costs are currently being re-assessed at current market rates with a view to being resubmitted to the 2010 -11 Non Housing Capital Programme for consideration. It is the view of officers that if this option is exercised it, the community learning hub should remain at this site.

Learning satellite options listed are at Mile End 3Rs Primary School, Skene Square and Gilcomstoun Primary Schools, Catherine Street and / or Froghall leased community centres, Aberdeen Grammar School. .
Map 4 shows the locations of these sites.

Rationale

Few options due to lack of buildings in this ASG. Best fit with current Schools Estate proposals and insufficient space within Mile End 3Rs Primary School. .

6.4.2 The following paragraph summarises the comments received from the consultation in relation to the options for this Associated School Group:

- Query re role of community centre management committees in future
- Will capital receipts be available to support new facilities or go into city funds generally
- How long will Rosemount Community Centre exist and what level of refurbishment will there be to support the hub?
- Where would a new school/hub be located?
- Where would the Rosemount staff and programme go during refurbishment

A more detailed breakdown of key points from this local consultation exercise is at Appendix 5.

6.4.3 Alternative options

None suggested.

6.4.4 Further research information

Rosemount Community Learning & Development Centre –If the centre becomes a community learning hub, staff operating community learning and development services for City Centre/George St/Ashgrove/Rosemount would be based on 1st floor office with additional accommodation required on 2nd floor for Community Librarians, the Healthy Minds Team, (relocated from Hilton CLD staff base) & Adult Literacies staff (relocated from Linksfield CLD centre which is closing for the 50m pool development).

6.4.5 Revenue Savings

- Savings on Community Learning and Development support costs of £22,000
- Revenue savings identified for St Machar Academy ASG through co-location of workers previously located at Linksfield CLD Centre and Hilton CLD staff base.

6.5 Torry / Kincorth Associated School Group

6.5.1 Option for a Community Learning Hub and Learning Satellites

Torry Academy was suggested as a community learning hub with the option to co-locate Whitespace ceramic and glass activity. Learning satellite options listed were at Tullos Community Learning and Development Centre in Tullos School, Walker Road Primary, Torry Youth Project, Kincorth Academy, Kirkhill, Abbotswell and Charleston Primary Schools, Kincorth Customer Access Point, CLD Centre and Library, Loirston Community Centre in Loirston Primary School. Also included as potential learning satellites were Altens and Balnagask Leased Community Centres, (subject to capacity and willingness of their respective management committees) and Torry and Cove Libraries. Map 5 shows the locations of these sites.

Rationale

This is considered best use and fit with current Schools Estate thinking of an under occupied Academy and could provide a basis for a South of city vocational based learning centre in line with regeneration needs of the area.

6.5.2 The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Want more community facilities in Cove not less for a growing community
- Unhappy about consultation process and lack of informed research
- Wish to ensure that the benefits to the community through building developments should be maximised
- Concern about future of community centre at Abbey Place
- Support for location of the hub option at Torry Academy from Torry Community Council

- Representations received from Torry Community Council, Lead Scotland and staff arguing that the Torry Learning House should be retained because it provides for sections of the community that could not access learning at a school
- Balnagask Leased Community Centre does not want to be a learning satellite

A more detailed breakdown of key points from this local consultation exercise is at Appendix 4.

6.5.3 Alternative options

Torry Community Centre at Abbey Place

Officers are pursuing research and the necessary support for Abbey Place Community Centre to be considered for a community ownership pilot. Details are being worked up with help from the Scottish Government and DETAS (Development Trust Association Scotland). The centre programme is currently:

Day	Time	Activity
Monday	Morning	Torry Health Action
	Afternoon	Torry CC Bowling Group
	Evening	Torry Bingo
Tuesday		Not used
Wednesday	Morning	Torry Health Action
	Evening	Advanced Social Dancing
Thursday	Evening	Beginners Ballroom Dancing
Friday	Afternoon	Torry Health Action

If the building were to close, an appropriate, alternative site would need to be considered for the valuable work of Torry Health Action. It is the view of officers that the centre programme is not sufficiently active and would need to be developed if the building were to be viable in community ownership. There is no revenue budget for this site so urgent decisions on future self-financing need to be made.

6.5.4 Further research information

Torry Academy

Officers have visited the school to assess the viability of the community learning hub at this location. The school is keen to be involved in wider learning and in the community accessing the school dependant upon appropriate safeguards in relation to child protection. A potential area has been identified and there are still practical issues in relation to departmental space that would require to be resolved. Technical drawings have been commissioned to allow a practical overview of how workable this space could be and, once available, officers will need to assess the options for space within the school. The school also aims to be a vocational centre for the South of the city and this could sit quite comfortably with the community learning hub proposal. The Arts Development team are currently assessing their requirements for

Whitespace ceramics and glass activity and are still interested in being part of the hub

Torry Youth Project

A Service Level Agreement is being developed in relation to the shared use of the Torry Youth and Leisure Centre. This will detail the programming at specified times within the designated parts of the building.

Torry Learning House

Representations have been made during consultation that due to the client base (which includes adult learners within the criminal justice system and with bad school experiences), co-location within a school would be inappropriate. The learning house is currently self-financing and officers recommend that the learning house should remain as long as accommodation costs can be covered in this way.

Kincorth Community Learning and Development Centre

The centre is one wing of a building providing a community hub in Kincorth comprising the library, customer access point and a GP surgery. The centre is joined to the rest of the complex but is in a poor state of general repair. An initial Council building condition survey assessed the property at an overall condition Grade C and officers issued an instruction for a more detailed survey by Rydens which concluded that £37,740 requires to be spent in the next 6 months to bring the property into a Grade B condition. In addition, the surveyors recommended that the property requires a further £74,122 spent to maintain the property at this grade over the next 10 years inclusive of £33,500 on kitchen and toilet facilities due to their age.

Altens Leased Community Centre

An initial Council building condition survey also assessed this building at a Grade C and officers issued an instruction for a more detailed survey by Rydens which concluded that £9,750 required to be spent to bring the building up to a Grade B in the next 6 months with £44,265 requiring to be spent to maintain the building at Grade B over 10 years.

Loirston Annexe

Further research was undertaken as to whether or not early years and childcare activity undertaken at Loirston Annexe could be accommodated elsewhere in the immediate area. The report on this was provided on 18 November 2009 concluding that alternative accommodation for the 48 children using these services was not available. On the basis of this information, officers recommend removing the option for closure of Loirston Annexe.

Balnagask Leased Community Centre

During the consultation exercise, representations were made to the Council that it was inappropriate for this centre to be considered as a learning satellite. Officers have already indicated that use of leased community centres as learning satellites is subject to capacity and the agreement of management committees. It would, however, be unwise to

preclude such centres from the opportunity to income generate and it is suggested the option for learning use remains.

6.5.5 Revenue Savings

- Revenue savings from Torry Community Learning and Development at Oscar Road Nursery (£32,000),
- Revenue savings from Torry Community Centre at Abbey Place, (£6,000)
- Savings on Community Learning and Development support costs contingent upon restructure

6.6 Cults, Harlaw & Hazlehead Associated School Groups

6.6.1 Option for a Community Learning Hub and Learning Satellites

Kaimhill 3Rs Primary School was suggested as a community learning hub providing co-location for the school, library and community learning and development centre staff and activities. Learning Satellites are suggested at Cults 3Rs Academy, Hazlehead and Harlaw Academies, Airyhall and Hazlehead 3Rs Primary Schools all with Community Learning and Development facilities and at Culter, Milltimber, Cults, Broomhill, Ashley Road and Ferryhill Primary Schools. In addition, Airyhall & Culter Libraries, Cults Library and LearnDirect centre and Airyhall, Inchgarth and Ferryhill Leased Community Centres, the latter subject to capacity and willingness of their respective management committees. Map 6 shows the locations of these sites.

Rationale

This is considered best use of a new purpose-built 3Rs facility which is the only building with sufficient space for the community learning hub staff base. It also provides co-location of services providing a central location for staff access to a wider catchment area.

6.6.2 The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Concern over impact of option to close 2 community facilities in Ferryhill
- Concern over distance required to be traveled to access other library facilities at either the Central Library or Kaimhill Library
- Concern over Ferryhill Library being lost because it is the only community facility and it is actively used by people of all ages in the community and local workers
- Concern over potential pressure on computer use at the Central Library if Ferryhill Library closes
- Support for option of Ruthrieston becoming a leased centre or going into community ownership
- Concern about a lack of short term community learning hub option as Kaimhill 3Rs Primary School is not yet built

A more detailed breakdown of key points from this local consultation exercise is at Appendix 6.

6.6.3 Alternative options

(1) Management arrangements for Kaimhill Community Learning and Development Centre

Prior to and not part of this consultation, officers received a request from Inchgarth Leased Community Centre for consideration of an alternative community activity programme management option for Kaimhill Community Learning and Development Centre. This is not considered viable by officers as this is the proposed location of the Community Learning Hub and officer base. It is also a 3Rs school with other community facilities co-located and, as such the building management is undertaken, under contract, by OPERON.

(2) Proposal for Ferryhill Library

A member of the public has suggested that the library building is operated as an art lending library where paintings, photographs can be borrowed, and/or purchased. The view of officers is that this type of service was previously withdrawn for reasons of cost.

(3) Ruthrieston Community Learning & Development Centre

The activity data provided to officers was questioned during the consultation and, it would appear that activity was inaccurately represented in the returns provided. The returns have now been corrected to provide weekly activity data as follows:

Activity	Weekly footfall
Under 5's	67
Youth work	32
Adult Learning	123
Community Capacity Building	158
TOTAL	380

The centre management committee has requested consideration for the building to remain open operating as a leased community centre. This, together with the option for community ownership is being researched. Details are being worked up with help from the Scottish Government and DETAS (Development Trust Association Scotland).

(4) Culter Police Station

Representations have been made that the Director of Enterprise, Planning and Infrastructure is leading investigations into the option for the Council to purchase Culter Police Station and co-locate a range of Council services in this building freeing up 2 other Council owned buildings in the village as a result. This needs to be considered along with the option in the previous report to co-locate the district office within Culter Library.

6.6.4 Further research information

Provision of Alternative Library Services in the Ferryhill Area

Consideration has been given to the possibility of providing alternative library services, particularly lending services, within other community facilities. The feasibility of these options is subject to the financial and

staffing implications of subsequent service re-design, which will have an impact on when any such alternatives could be introduced.

Ruthrieston Community Learning and Development Centre – This centre is one of two used by the Ferryhill community but serving differing parts of the community each side of Holburn Street. The Ferryhill Leased Community Centre serves the area of Ferryhill adjacent to the city centre and the River Dee and Ruthrieston serves the upper part of the neighbourhood and the communities of Ruthrieston, Ashley and Broomhill. Ruthrieston CLD Centre has an active management committee who wish to take over the running of the building and management of the activities therein. Officers recommend further work on the viability of either a leased or community ownership.

6.6.4 Revenue Savings

- Revenue savings and capital receipts from Ferryhill Library (£45,000), Ruthrieston Community Learning and Development Centre/Nursery (£17,000) and Culter District Office (under discussion with services about feasibility)
- Savings on Community Learning and Development support costs contingent upon restructure
- Potential social work team revenue savings if located within Cults primary school.

6.7 Northfield Associated School Group

6.7.1 Option for a Community Learning Hub and Learning Satellites

The community learning hub option identified in the short to medium term is Northfield Community Learning and Development Centre and Library subject to building redesign. In the medium to long term, a potential should be considered for co-location within a range of new community facilities which will form a Community Hub. Account will also need to be taken of any impact on service delivery requirements arising out of the Greenferns Master Plan.

Learning Satellites have been identified at Northfield Academy, Bramble Brae, Fernielea, Heathryburn, Kingsford, Muirfield, Smithfield, Quarryhill and West Park Primary Schools, Mastrick Community Learning and Development Centre, Cummings Park, Middlefield Community Project, Youth Flat, Pathways and Healthy Hoose and Mastrick Library. In addition, Cummings Park, Henry Rae and Sheddocksley leased community centres subject to capacity and agreement of the respective management committees. Map 7 shows the locations of these sites.

Rationale

This is considered the best fit in light of the impending closure of Summerhill, unknown timescale of Middlefield regeneration implementation and current schools estate thinking.

- 6.7.2** The following paragraph summarises the comments received from the consultation in relation to the options for these Associated School Groups:

- Concern over continued uncertainty on the future of Summerhill Community Centre and the impact on the Confidence to Cook initiative which is a training kitchen mainly working with disadvantaged and vulnerable adults.
- Concern about potential duplication of services and lack of direct transport routes between communities that might cause inaccessibility problems
- Willingness to be involved in redesign of service at Northfield.
- Learning Partnerships welcomed but need to be flexible and future role of management committees needs to be negotiated and communicated
- Desire for range of communities within the ASG area to be recognised and service and learning needs met
- Concern about short timescale for consultation and inability of the community to view proposals prior to committee

A more detailed breakdown of key points from this local consultation exercise is at Appendix 7.

6.7.3 Alternative options

None suggested.

6.7.4 Further research information

Northfield Community Centre and Library – This building will require reconfiguration to be suitable as a community learning hub. Plans are being drawn up and works costed for presentation to a future committee following discussion with the centre management committee and users.

Summerhill Community Learning and Development Centre and Mastrick Youth Project – Currently Summerhill Community Centre & Mastrick Young Peoples Project is used by a wide variety of groups and is the base for CLD Adult Learning & Youth Work teams. Both are well used with the current programme of activity being expanded due to demand for service. Exit strategies are currently being worked up for the wide range of services provided within this centre and will be reported to a future committee.

The Box and The Cell – Community Learning & Development are exploring a purchase option for these sites.

6.8 Report Appendices

In order to provide more in-depth information on the outcomes of the extensive consultations undertaken, appendices have been attached to this report.

Appendix 1 – Key points from local consultation for Dyce / Bucksburn ASG
Map 1 Dyce / Bucksburn ASGs Community Learning Hub and Learning Satellite options

Appendix 2 – Key points from local consultation for Bridge of Don / Old Machar ASG
Map 2 Bridge of Don / Old Machar ASGs Community Learning Hub and Learning Satellite options

Appendix 3 – Key points from local consultation for St Machar ASG
Map 3 St Machar ASG Community Learning Hub and Learning Satellite options

Appendix 4 – Key points from local consultation for Grammar ASG
Map 4 Grammar ASG Community Learning Hub and Learning Satellite options

Appendix 5 – Key points from local consultation for Torry / Kincorth ASGs
Map 5 Torry / Kincorth ASGs Community Learning Hub and Learning Satellite options

Appendix 6 – Key points from local consultation for Cults, Harlaw, Hazlehead ASGs
Map 6 Cults, Harlaw, Hazlehead ASGs Community Learning Hub and Learning Satellite options

Appendix 7 – Key points from local consultation for Northfield ASG
Map 7 Northfield ASG Community Learning Hub and Learning Satellite options

Appendix 8 – Key points from citywide consultations
Map 8 Citywide Community Learning Hub and Learning Satellite options


Appendix 9 - Key points from staff consultations

Appendix 10 – Letters received from Community Councils during the consultation period

7. REPORT AUTHOR DETAILS

Jane Nicklen, Service Manager (Communities),

 jnicklen@aberdeencity.gov.uk

 (01224) 522424

8. BACKGROUND PAPERS

- Report ECS/09/032, Community Learning Hubs and Review of Community Centres and Community Learning & Development Activity
- Consultation Outcomes, October – December 2009
- Building survey information in relation to Kincorth Community Learning & Development Centre

Equality and Human Rights Impact Assessment - the Form

Eight steps to an equality and human rights impact
assessment



There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form.

STEP 1: Identify essential information (To complete this section please use the notes on page 8 of the guide to the Equality and Human Rights Impact Assessment.)

1. Name of function, policy or procedure

Public Library & Information Service and Community Learning and Development Service

2. Is this function, policy or procedure New Reviewed

3. Officers completing this form

Name	Designation	Service	Directorate
Jane Nicklen	Service Manager, Communities	Communities	Education, Culture & Sport

4. Date of Impact Assessment

5. Lead council service(s) involved in the delivery of this function, policy, procedure

Education, Culture & Sport – Communities Service

6. Who else is involved in the delivery of this function, policy or procedure? (for example other Council services or partner agencies)
(if none go to question 8)

Accord Card team, Aberdeen College, Grampian Police, NHS Grampian, Scottish Parliament Partnership Libraries Network, Careers Scotland, various agencies and Council services who rely on libraries to provide access to their services, or deliver information to communities and deliver learning in the wider community

7. How have they been involved in the equality and human rights impact assessment process?

Consultation has fed into the E.H.R.I.A. process

STEP 2: Outline the aims of the function, policy or procedure (To complete this section please use the notes on pages 9 -10 of the guide to the Equality and Human Rights Impact Assessment.)

8. What are the main aims of the function, policy or procedure? Please list

To introduce community learning hubs and learning satellites providing office accommodation and venues for citywide learning in the wider community.

9. Who are the main beneficiaries of the function, policy or procedure? Please list

Members of the public (all age groups); both individuals, groups, schools, commercial and other organisations.

10. Is the function, policy or procedure intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?

Yes

No

Give details

Community Learning Hubs will provide both a staff office base and, where there is sufficient space, venues for learning in the wider community. The introduction of these hubs will provide sustainable options for the future by identifying best use of the estate and maximising opportunities for co-location and optimum use of premises. This includes detailed consideration of the use of all buildings in the Education, Culture and Sport portfolio, identifying options for co-location with other services and economies of scale making best use of space within schools, community learning and development centres, leased community centres and libraries. A detailed analysis of local learning needs means that services can work together to target disadvantage and address identified and evidence-based needs.

Where a community learning hub option includes closure of sites, alternative methods of service delivery and co-location of services are intended to mitigate the negative impacts on the local community. However, closures of local libraries and community centres can, even where alternatives are provided, cause access problems due to changes to service, location or opening times that impact negatively on users. There could be a significant Equalities and Human Rights impact in particular to the elderly, young people and the disabled.

The introduction of Learning Partnerships could open up wider opportunities to local communities through the more effective use of collective resources.

11. What impact will the function, policy or procedure have on promoting good relations and wider community cohesion?

Libraries and community centres are a focal point for the local community reflecting local needs and serving all sections of society. They provide a positive face for the Council and provide information on how to access wider services. Community learning hubs and satellites will potentially provide a wider network of venues for learning in the wider community, concentrating on delivery to meet identified local needs. The introduction of distance learning through the future use of new technology together with the impact of the Curriculum for Excellence will also increase the opportunities for lifelong learning.

Any service changes that result in reduced service or relocation have, and are likely be met with very vocal and active protests from local communities and organisations.

STEP 3: Gather and consider evidence (To complete this section please use the notes on pages 11 - 12 of the guide to the equality and human rights impact assessment)

12. What evidence is there to identify any potential positive or negative impacts?

Evidence	Details
Consultation	25. September – Unions 28 September – Staff Briefing 28 September - Report sent out to Community Councils, Community Groups and Community Centre Management Committees 8 October - Report ECS/09/044 to Education, Culture & Sport Committee 14 October – Leased Centre Consultation 26 October - Staff Consultation 27 October - Leased Centre Consultation 28 October – Staff Consultation 28 October – Leased Centre Consultation 29 October – Lifelong Learning Forum 29 October - Leased Centre Consultation 2 November – St Machar Local Consultation 4 November – Torry / Kncorth Local Consultation 5 November – Early Years and Childcare Partnership 5 November – Cult, Harlaw & Hazlehead Local Consultation 10 November - Bucksburn / Dyce Local Consultation 11 November - Northfield Local Consultation 18 November – Bridge of Don / Oldmachar Local Consultation 19 November – Grammar Local Consultation 23 November – Member Briefing 24 November – Verbal update to Education, Culture & Sport Committee 1 December - Leased Centre Consultation 3 December – Civic Forum
Research Development of Library Profiles Centre Activity Data Socio Economic profiling	Extensive work has been undertaken on collecting and analysing data and consulting with staff and community centres so that any options under consideration are based on sound evidence. This work includes: Analysis of socio-economic data to evidence local community needs; Building surveys of all schools, libraries and community centres to ascertain condition and ongoing maintenance costs Development of Library Profiles Analysis of use of libraries, community learning and leased community centres; Analysis of financial data to ascertain ongoing day-to-day revenue costs

Officer knowledge and experience (including feedback from frontline staff)	Ongoing – officer development group looking at impact of options on staffing levels
Equality monitoring data	Community Learning and Development User Groups identified in activity data provided
User feedback (including complaints) Comment cards Corporate complaints system. Enquiries logged on Enquiry system Response to letters/e-mails	L&IS comment collection procedure which is used to gather feedback from library users at the frontline Response to complaints received, actions undertaken via corporate system or directly from individuals

STEP 4: Assess likely impacts on equality strands (To complete this section please use the notes on pages 13 –14 of the guide to the Equality and Human Rights Impact Assessment)

13. Which, if any, equality target groups and others could be affected by this function policy or procedure? Place the symbol in the relevant box.

Equality Target Group	Positive Impact(+)	Neutral Impact (0)	Negative Impact(-)
Race*	+		
Disability	+		
Gender **	+		
LGB***	+		
Belief	+		
Younger	+		
Older	+		
Others	+		

* Race include Gypsies/Travellers

** Gender includes Transgender

*** LGB: Lesbian, Gay and Bisexual

14. From the groups you have highlighted above, what positive and negative impacts do you think the function, policy or procedure might have?
Detail the impacts and describe the groups affected.

<p>Positive impacts (describe groups affected)</p> <p>All groups Access to learning in the wider community from a wider range of venues and more flexible use of buildings will be of advantage to all.</p> <p>Provision of more sustainable and cost effective services will be of benefit to all citizens</p> <p>Flexible learning packages and use of distance learning and Curriculum for Excellence will promote opportunities for Lifelong Learning</p>	<p>Negative Impacts (describe groups affected)</p> <p>Closure of local facilities and introduction of service changes</p> <p>Closure of local buildings and service relocation could cause access problems for older and disabled users</p> <p>Reductions or alterations to local services negatively perceived by all service users</p> <p>Reduction in library services could impact on elderly users who may not be able to travel to venues offering a wider range of services</p> <p>Reduced access to library services for different groups as follows: Migrant communities accessing library Migrant information points</p> <p>Children and Young People Dialogue Youth Information points Bookstart,. Literacy and Numeracy stock.</p> <p>Reduced ability to deliver additional library & information services such as rhyme times and story times for under 5s, homework provision, school class visits,</p>
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STEP 5: Apply the three key assessment tests for compliance assurance (To complete this section please use the notes on pages 15 – 17 of the guide to the Equality and Human Rights Impact Assessment.)

15. Does this policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? **No.**

State which rights might be affected by ticking the appropriate box(es) and how. **If you answer "no", go to question 19.**

- Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment
- Article 6 – Right to a fair and public hearing
- Article 8 – Right to respect for private and family life, home and correspondence
- Article 10 – freedom of expression
- Other article not listed above

How?

Legality

16. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

Legitimate aim

17. Is the aim of the policy a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Proportionality

18. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

STEP 6: Monitor and review (To complete this section please use the notes on page 18 of the guide to the Equality and Human Rights Impact Assessment).

19. How will you monitor the implementation of the function, policy or procedure? (For example, customer satisfaction questionnaires)

Ongoing review of the service and seeking to make it the most cost effective while meeting the needs of the users (and non users).

Customer feedback through comments/complaints/consultation. Ensure the community is kept informed of timescales and the new opening hours and any alternative provision available in their locality, Home service availability or via online access to library services 24/7.

Budget monitoring

Ongoing monitoring of use made of all learning services including where people travel from to use the services provided.

20. How will the results be used to develop the function policy or procedure?

Learning partnerships will monitor the effectiveness of the community learning hubs and satellites within their given geographical areas reporting back to the Lifelong Learning Forum and Education, Culture & Sport Committee.

21. When is the function, policy or procedure due for review?

Service review will be required after reduction in opening hours in relation to C04 Budget savings.

Reduction of opening hours will mean less opportunity to access a community facility currently available over a range of opening hours including out with office hours throughout the week.

Ongoing. However specifically, as part of the forthcoming development of Community Learning Hubs.

STEP 7: Report results and summary of EHRIA to the public (To complete this section please use the notes on page 19 of the guide to the Equality and Human Rights Impact Assessment).

22. Where will you publish the results of the Equality and Human Rights Impact Assessment?

Please indicate as follows by ticking the appropriate box(es).

Summary of EHRIA will be published in committee report under section “Equality Impact Assessment”

Full EHRIA will be attached to the committee report as an appendix

Summary of EHRIA to be published on council website within relevant service pages

Other, please state where:

23. Please summarise the results of the Equality and Human Rights Impact Assessment and give an overview of whether the policy, procedure or function will meet the Council’s responsibilities in relation to equality and human rights. This summary needs to include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts.

The Service is working to increase web access 24 hours a day, 7 days a week to services including the request service, and online subscription services

To increase capacity of the Home Service by looking at new ways of delivering library services to the elderly in their own homes

STEP 8 SIGN OFF (To complete this section please use the notes on page 20 of the guide to the Equality and Human Rights Impact Assessment)

The final stage of the EHRIA is to formally sign off the document as being a complete, rigorous and robust assessment.

Person completing the impact assessment

Name	Date	Signature
Neil Bruce	23/01/09	

Quality check: document has been checked by

Name	Date	Signature
Fiona Clark	27/1/09	

Head of Service (Sign-off)

Name	Date	Signature

Now –

Please send a copy of your completed EHRIA form together with the Policy/Strategy/Procedure to:

Head of Service
Community Planning and Regeneration,
Strategic Leadership
Aberdeen City Council
St. Nicholas House
Broad Street
Aberdeen
AB10 1GZ

18 November 2009 - Bridge of Don / Oldmachar ASG Meeting,

Attendance (indicated by those who signed as being present.):

24 and Councillor Muriel Jaffray

Key Issues

- Meeting not happy at option for co-location of library within Scotstown Primary School for the following reasons:
 - school has no capacity to house a library; all spaces currently used
 - public use would mean access and security issues for pupils
 - this could mean a further, unwelcome, restriction on opening hours
 - this equates to spend for a short term solution
 - if library is co-located, this could compromise after school facilities currently undertaken in Scotstown Primary
 - Facilities in Primary School are of limited use for the wider public due to it being a primary school
 - Access to a relocated library would not be as good as existing library is on local bus routes and older people would be unable to get up the brae to the school

- Maintain existing library and build now for the future
- Revamp and upgrade existing library (include a café)
- Suggested new library required at end of Oldmachar to serve other end of BOD
- Leave community learning and development staff in Bridge of Don Academy
- Seek planning gain on the back of new development to build a new library
- Unique community of Bridge of Don deserves better integrated with a range of community facilities
- Query about leased premises and what is meant by a “semi-independent” model – increased grant to cover revenue costs

10 November – Bucksburn / Dyce ASGs

Attendance (indicated by those who signed as being present.):

9 + Councillor Barney Crockett and Mark McDonald

Key Issues:

- Youth development work, under supply in Dyce
- Concern about lack of publicity about consultation. Only info at library , not receiving info re the school
- Concern library – confirmed staying put
- Concern about Community Centre, poor quality + size + programme
- Concern about research undertaken. Local development plans stats and figures of population were they included?
- Concern that staff will be moved around and local contact lost.
- Wanting expanded Adult Learning programme – Improved service through partners working together to provide learning opportunities to address local needs and effective use of buildings
- Concern about information on building condition of Dyce Carnegie Hall – further study commissioned due to poor condition of initial survey. Results to be presented to Councillors in January report. Existing programme of activity not under immediate threat.
- Concern about lack of contact around adult learning programmes – survey ongoing and all households being contacted.
- Beacon Centre concerns about future management of Beacon building with 3Rs. Programme, Service Level Agreement with Sport Aberdeen and Centre Management Committee. Intention to retain upper level for CL&D + access to Academy = increased opportunity + new facilities.
- Concern about Beacon Centre course affordability. Management Committee won't run the classes or set the charges. Also concern about SLA, bad experiences, wish to move forward.
- Satellites accessibility is an issue especially for those without own transport.
- Discussion on impact of Structure Plan and whether School Estates and Hub planning take account of the changes. Structure plan is aspirational, officers concerned with right buildings in right place
- Concerns about Community Learning & development budget cuts. Budget cuts – what do they really look like? 5% cut being asked for 2010-2011.
- Are options for Bucksburn/Dyce carved in stone? Will community get sight of options before report goes to Committee?

Alternative option tabled outwith meeting to consider relocation of Dyce Library within Carden School building as part of a wider campus of community facilities located more centrally within the community.

2 November – St Machar ASG

Attendance (indicated by those who signed as being present.): 23 = Councillor Jim Noble

Key Issues

Concerns:

- Loss of Portal; feelings of and accessibility to local people
- Any new build replacing the Portal has to be in the same geographic area
- Future of Tilly Youth Project – where will it go?
- Seaton 3Rs could be a long-term hub for Seaton but is it convenient for Tillydrone. Point made that it is a staff base and that services are also delivered from satellites across the community and that staff will still keep their local focus.
- About definitions of short/medium and long term options – Short+ 1-3 years, medium + 3-5 years and Long= 5+ years.
- About option to close Woodside Library which is a historic building of major importance. Queried alternative use reference in report explained to be archive storage in short term with option to retain as community facility in the future.
- About options for alternative library service delivery in Woodside.
- About academies lying idle when not in school use especially wood and metalwork rooms. These need to be deployed to provide routes to employment and provide jobs for young people.
- Suitability of schools as hub locations queried; many people not comfortable accessing services in schools.
- About lack of modern investment in Tillydrone.
- About need to expand Riverbank Primary School in the future and where pupils will go if required to move during extension building.
- About need for new build facilities coming on stream before existing facilities are closed – seamless transfer preferred.
- Frustration over lack of long-term, confirmed plans for Tillydrone.
- Over who staffs learning satellites.

Support for:

- A new build school in Tillydrone with new community facilities.
- Campus style developments
- Potential closure of Tillydrone Leased Community Centre to provide capital receipts for new build.

Appendix 4

Grammar ASG Local Consultation Meeting 19 November 2009 -

Attendance (indicated by those who signed as being present.): 8
(4 re Ferryhill Library closure and 2 people from Bridge of Don) and Councillor John West

Key Issues

- Drugs Action keen to engage with Council to have a range of suitable venues available for users
- Concern that communication of agenda and meetings not effective
- View that Community Councils given insufficient time to respond
- Ferryhill Library should remain open for the following reasons:
 - Issue of removing 'quality of life' from local residents especially older people
 - 3rd most used in City
 - Parking issues re Ferryhill good, Central Library not as good, also difficult to get to by public transport from Ferryhill and involves walk along Union Terrace
 - Staff fantastic at Ferryhill Library
 - Limited PCs in Central Library
 - Fear that elderly won't travel distance to Central Library
- Concern over what will happen to the building if closed to public; want it to remain a resource for the community and not be turned into flats.
- Ashley and Broomhill Community Council not happy about timescale

4 November – Torry / Kincorth ASGs

Attendance (indicated by those who signed as being present.):103 (84 from Cove) + Councillors Yvonne Allan, Irene Cormack and Jim Kiddie (Councillor Kate Dean gave apologies)

Key Issues

Cove

Process

- are unhappy that proposals have not been fully costed and finalised before being presented to the community for consultation.
- feel that the Consultation process is being rushed.

Need for Loirston Annexe & Additional Facilities

- There are alternative suitable venues for the activities that currently take place in the Loirston Annexe.
- Evidence shows an existing lack of community services, that population is anticipated to rise and that services should be increased, not reduced.
- do not wish to commute to Torry and/or Kincorth to access services.
- Want to see the Loirston Annexe refurbished.
- Annexe is a key resource of childcare for working parents and fear it's closure would have a negative impact upon local employment.
- Annexe is viewed as a neutral building for local school children and the wider community.
- Welcome a new build community centre but are sceptical of the Council and feel that an additional resource is required rather than a replacement for the annexe.
- Wish to ensure that the benefits to the community through building developments and Planning Gain should be maximized and reflect community needs. Previous benefits have not met with the community's approval.

Miscellaneous Comments

- Concerns over the use of classrooms in schools out with the school day.
- Highlighted that Cove residents pay a lot to Aberdeen City Council through their Council tax.
- feel revenue savings would be negligible and that this is a means of generating a receipt for the Council at the expense of the Cove community.

Torry Group

Key Issues

Torry Academy Hub

- Concern about location of Hub and accessibility up a hill.
- Certain user groups, people with negative school experience may not use location / having hub in Academy shouldn't be about saving the Academy.
- If Whitespace/Torry Community Learning going into the Academy where does saving go and who gets revenue from letting?
- Is the Hub also going to be a Learning Centre? If yes need room Adult classes and crèche, CLICC has to be of a certain safety standard

Torry Youth Project

- How viable is it as a satellite given that the Sports Trust management
- **Torry Community Centre (Abbey Place)**
- Torry Community Centre is in a geographical area of Torry where there are no other facilities and new housing is being built there soon.
- Community keen to take it on but they don't want to sign an unsuitable lease.
- Torry Health Action Team use it 3 sessions per week, to deliver their service is ideally suited to this kind of one activity building.
- Other groups in the Community might also want to use the facility if they thought it had long term future.
- Leased model that is not the only option e.g. Development Trust.

Torry Library

- Restricted opening times cause access difficulties. Space constraints for other activities/ learning.but very convenient because on a bus route.
- Disposal of Victoria Road School was as missed hub opportunity.

Phoenix Club

- Not included in proposals because under Social work portfolio. Building not used during the day.

Balnagask Community Centre

- No space for workers/not keen to have staff based there
- **Torry Learning House**
- Recently awarded £15000 from Fairer Scotland Fund to upgrade computer suite and work in Partnership with SHMU. / Literacy client group are comfortable in this environment.

Staffing

- Community Learning buildings are inviting to the public and encourage other organisations to use facilities / not sure how staff will move around buildings
- There might be a need for a base for other staff e.g. the Prison Project.

Regeneration

- A small amount of money spent can help the Community regenerate itself.
- New SIMD figures need to be looked at in more detail and representations made that the support available to the community needs to developed not contracted.

5 November – Cults, Harlaw, Hazlehead ASGs

Attendance (indicated by those who signed as being present.): 9

Key Issues

Ferryhill/Ruthrieston

- Closure of Ferryhill Library and Ruthrieston Community Centre will mean that a whole community will have no provision.
- Access to Kaimhill (Library) is not easy for elderly
- A lot of elderly use Ruthrieston Community Centre
- Travel to Central Library is not realistic especially with books
- Ruthrieston Community Centre does appear to be busy
- Is a mobile library an option for Ferryhill?
- Ruthrieston Community Centre want to explore the 'lease' option as an alternative to closure
- Elderly and housebound look forward to going out locally to use library services; do not necessarily want a home service delivery
- Population is getting older and need local facilities
- Would like to question activity figures for Ruthrieston CLD – not all users need to sign in and activity figures may mirror this
- Why are arrangements being made to accommodate CLIC not before the local community

Kaimhill

- Given that Kaimhill 3Rs Primary School is not yet built, where will the hub be in the meantime?
- When Kaimhill Community Centre first consulted re 3Rs this was not in the plan – where will all the staff go and is there room? (9 staff operate in the area)
- What about the garage in the 3Rs school that was agreed with the Management Committee?

Harlaw

- Why are community facilities not available in Broomhill?

18th November 2009, Local Public Consultation, Northfield Associated School Group

Attendance : 4

Key Issues:

- Summerhill/Mastrick/Sheddocksley are not within the Northfield ASG but public can access most convenient services regardless of the ASG.
- Concerns about the Sheddocksley community losing its identity.
- How autonomous are the satellites? – Who will manage these buildings?
- Learning Partnerships need to be flexible and future role of management committees needs to be negotiated and communicated
- Will redesign of Northfield Community Centre/Library restrict the opening hours of the community centre? Discussions have not gone that far, but need to use resources effectively.
- Concern about potential duplication of services and lack of direct transport routes between communities that might cause inaccessibility problems
- Is there a commitment to consult further with Community Groups as the proposals are developed? - Yes, as there is a need to prioritise services in line with local needs
- One stop shop opportunity at Northfield - Partnership Working is key
- Query about progress with Leased Centre Issues - Report to be produced on community learning hubs and a separate report is to be produced on leased centres.
- Concern about potential impacts of report in terms of redundancies and loss of valuable services to people such as mental health and learning disabilities services
- Query about options for further consultation prior to report going to Committee – can key options be provided to the public prior to the report being made public on 17 December?
- Schools Estate Strategy – within the 3R's project there will be community facilities for groups to access
- Request that centre users and the management committee are actively involved in future design of Northfield CLD Centre. Stage one would be to go to committee and then secure funding. Implementation stage would include consultation on the design
- Could the Police have a base within Northfield Community Learning Hub? – need to consult with local groups

Suggested Amendment to report– Recognition that Sheddocksley is not within the Northfield ASG, but within the Hazlehead ASG because the majority of pupils go to the Hazlehead Academy

CITYWIDECOMMUNITY LEARNING HUB CONSULTATION

WEDNESDAY 28TH OCTOBER 2009

Attendance:

23 attendees from the Kaimhill, Rosemount, Midstocket , Cornhill, Cove, Culter and the NHS Outreach

There were no Councillors

Areas of Concern:

- Cornhill - Hubs and Satellites – concern re Care Commission policy, staff management within building is necessary
- How will the satellites be staffed?
- Proposal for hubs to be bases for staff – concern at loss of e.g. dedicated community learning won't be based at local community centres – lose the impact of building based work.
- Under 5's (e.g. in Cornhill) what if lone worker is off sick? Currently, someone normally available to step in. e.g. crèche – without which classes cannot go ahead.
- Difficulty of finding relief staff. Also large turnover of relief crèche staff who initially may only be available to work a few hours a week but subsequently move on to other jobs when they are able to work more hours.
- Health improvement work with schools – would the hub proposals disrupt the work of heal improvement officer? e.g. in terms of accessibility, etc.
- Drugs action – in Torry area. Work in various facilities suit clients needs. a CL Hub will not fulfill confidentiality e.g. needle exchange. Range of options now limited.
- Lower Deeside – no consultation with us. Lost community worker through regeneration. No classes in Culter, couldn't use school at Culter – moved to Cults Community Centre but also added cost of hiring facilities too expensive. Close down everything just when people need more and more. Cults lost crèche and work rooms to SEN base, always pressure including saving money. New hub 7 miles away – is it going to be cost effective staff having to travel more, this will cost money
- Support the Management committee in the leased centres
- Support not just a liaison officer
- Suggest support to raise funds to employ a co-ordinator to manage admin, funding bids, insurance etc.
- These co-ordinators supported by Council to ensure correct H&S etc. procedures are undertaken and that they have covered everything.
- One Community Centre Liaison Officer not enough. CL&D can provide community capacity building but is there enough resource there?

- Closure of Ferryhill Library
- Closure of Ruthrieston CC
- Closure of Culter District Office – look at alternatives
- Will janitorial cover be increased so that schools can be used more?
- The use of libraries as learning satellites will be curtailed by short opening hours
- There are concerns regarding the opening, admin, and servicing of the satellites
- The people that use existing facilities tend not to be mobile and cannot use alternative facilities. City transport services are not compatible with the proposals
- Is there scope for dialogue with public transport providers such as First Bus to improve links to the Hubs?.
- what will be the role of management committees in future
- Are there enough CLD staff left to do what is suggested in the report
- Financial consideration – will the money from sale of buildings go into CL&D or into city funds generally
- How long will Rosemount CC exist – timescales. What will level of refurbishment be?
- Where would a new school/hub be located?
- Where would the Rosemount staff and programme go during refurbishment
- Concern re loss of links between schools and community – especially with difficult to engage pupils
- no suitable alternative re Loirston Annexe
- Closure of Loirston Annexe where do the activities go in Cove?
Portacabins at Charleston already full. Loirston School Hall not suitable – like a corridor
- Henderson Complex is still needed
- Loss of heart/focus in the communitycommunity
- Loss of childcare could impact on jobs
- Transport links are poor
- Community capacity skills essential

Support for:

- The constitution and new lease for the ‘Leased’ centres is good
- It is good to know that the Council is looking at best value
- Hopefully there will be better working partnerships
- ‘No one size fits all’ allows local outcomes tailored to local needs
- Ethnic minority need identified via schools – therefore school/community model a positive one

29th Octoberr 2009, Public Consultation, City Wide Event held at Aberdeen Grammar School

Attendance:

17 Community Members

Area of Concern:

Not ASG specific

- **Potential Travel Created By Hubs And Building Closures**
 - Logistics of people having to move to other venues should a venue be closed
 - Increased environmental footprint if there is more travel due to lack of resources. How will this impact upon the Council's "Green" plans?
 - Additional travel will mean additional costs to service users.

- **Comments On The Consultation And Reporting Process**
 - Feeling that the process and proposals have been "rushed."
 - Feeling that consultation should have begun earlier in the process.
 - Feelings that decisions were being taken before information was available.
 - Not feeling included in the consultation process
 - When and how the committee decision be taken
 - No Councillors at the consultation event
 - Community want access to the background information used to draft the report.
 - More information, including financial information, required beforehand.

- **Concern Regarding The Detail Of Community Centre Leases And Constitutions**
 - Concerns regarding the lease for Community Centres
 - Community Centre Constitution should go hand in hand with lease
 - If management committees do not renew their leases, where does that leave the paid workers?

- **Concerns Regarding Support To Community Centres**
 - Will there be a Community Centre Liaison Officer
 - Will Management Committee's of leased centres be able to access the Council's legal services?
 - Concerns that if CL&D have access to the building there will be no need for a management committee

- **Concerns Regarding Operation Of Hubs / Satellites**
 - Storage capacity of buildings will be an issue

- How will janitorial cover be provided?
- Concerns that children might be at risk depending on what services are available for a school building (eg drug services)
- Availability of schools lets have been reduced by the Council so the community have less time in schools
- **Miscellaneous General Comments**
 - The number of new homes in the Local Development Plan
 - Loss of after school childcare provision would affect working parents and the economy.
 - Concerns that using SIMD and other similar data means that resources are diverted away from other areas that also have needs.

Torry/Kincorth ASGs

- **Lack Of Alternative Facilities For Activities Taking Place In The Loirston Annexe**
 - Lack of alternative facilities in Cove to replace activities taking place in the Loirston Annexe.
 - Previously work identified the need for additional community centre type resource in Cove.
 - Community don't want Loirston Annexe to close as there is no suitable alternatives.
 - New Cove library is not a suitable location for activities taking place in Loirston Annexe.
- **No Revenue Savings Been Made By Closing Loirston Annexe**
 - The external lets to Loirston Annexe Should cover the running costs.
- **The Need For Additional Resource In Cove**
 - Extra housing planned for Cove means greater need for community facilities.
- **Miscellaneous Kincorth/Torry Asgs Comments**
 - The Torry/Kincorth ASGs is a wide geographic area.
 - Loirston Annex is a neutral location (not one of the two primary schools) for the community

Support for:

- Loirston Annexe becoming satellite

STAFF COMMUNITY LEARNING HUB CONSULTATIONS

MONDAY 26TH OCTOBER 2009, COWDRAY HALL

Attendance: 36

Areas of Support:

- CL Hubs that are fit for purpose buildings
- Schools more responsive to shared facilities
- Improved support for leased centres
- Partnership approach and shared resources
- Forward thinking
- Saving money
- Holistic use of budgets
- Cross fertilisation by shared service working and different kinds of user groups
- Community benefit driven

Key Issues raised:

- Management of hubs and satellites; who and how?
- Clerical/admin support – need to ensure adequate cover
- Who takes responsibility where services are co-located in satellites?
- Amount of space for wider learning – not enough in some 3Rs schools
- Concentration required on service priorities for future
- Will anything happen?
- Will existing commitments made to communities be delivered?

WEDNESDAY 28TH OCTOBER 2009, SUMMERHILL CENTRE

Attendance: 30

Areas of Support:

- Could be good crossover amongst staff e.g. healthy minds/CLD/other services
- Future focus is clear and good to have
- Change is a good thing, looking at making better use of resources we have.
- Access to schools
- Importance of places where community can do things for themselves is acknowledged
- Generic teams is a good aspect
- Status quo not an option as it's not working

Areas of Support ctd

- Maintain and build on working partnerships
- Creates capacity for joint planning, sharing of data and joint working

Key Issues raised:

- Will the proposals have an impact on funding providers?
- How will it impact on clerical administrative staff and reception functions?
- Concern about communication channels for public in satellites.
- Access to satellites needs to be clear
- Building management in hubs –how will it be done?
- Need a review of CLD work and staffing structures to support this
- Transport issues for staff with no cars
- Some incomplete information in appendices
- Service Level Agreements with Sport Aberdeen need to ensure community access
- Access issues within school campus during school time
- Ensure good practice is respected
- Staff and community communication is very important
- Janitorial cover within schools needs to be more flexible so schools can be used for learning in the wider community
- Torry Learning House – some clients could/would not access services within a school
- Importance of face to face contact with public in satellites

Appendix 10

Letters received from:

Culter Community Council – 7 December 2009

Mastrick and Sheddocksley Community Council – 24 November 2009

Torry Community Council – 19 November 2009

Cove and Altens Community Council – 10 November 2009

Cove and Altens Community Council – 5 November 2009

Bridge of Don Community Council – 2 November 2009

CULTER COMMUNITY COUNCIL



St Quentin
18 Hillside Road
Peterculter
Aberdeenshire
AB14 0TX

7 December 2009

Ms Jane Nicklen
Education, Culture & Education
Aberdeen City Council
St Nicholas House
Broad Street
Aberdeen

Dear Ms Nicklen,

**Community Learning Hubs and Review of Community Learning & Development
and resultant impacts on
Estate and Service Delivery in Lower Deeside (Cults ASG)**

In mid-October 2009, the secretary of Culter Community Council (CCC) received a copy of the report/review on Community Learning and Development and use of related buildings presented to Aberdeen City Council's Education, Culture and Sport Committee on 8 October 2009.

The members of CCC studied it at their monthly meeting on 23 October 2009 and were dismayed by the proposal relevant to Culter/Peterculter put forward under the Cults, Harlaw and Hazlehead ASG's options on three counts:

- 1) **The centralisation** of the staff providing community learning and development **to a Hub in the Kaimhill 3Rs Primary/school** begs the question of how this will provide an efficient service at 6-7 miles distance when it is not provided at 3-4 miles distance from the present Cults Community Education Centre?

Our reasons for believing this will not work are:

- When Cults Primary School was built with an attached Community Centre Wing, much of Community Education was transferred from Culter School to there and Cults Academy
- Some classes continued in Culter Primary School and many people were content to travel 3-4 miles to Cults to participate in the large variety of vocational and leisure/social/hobby classes provided.
- Later, the use of Culter School was withdrawn from Community Education because its full use was required for primary education. Only the Boys' Brigade and later, when it was formed, the After-School Club were permitted to use the school after hours.
- This meant that community education in Culter could only be provided through renting space in local halls as and when this could be found – adding to the cost of the classes.

- An effort was also made by the CLD worker to see if Culter Library and/or its basement could be used. This was refused by Library Services.
- Circumstances were not helped when Aberdeen College, subsidised with Government funding was able – and encouraged – to provide outreach classes, seriously undercutting the non-profit making charges made by the Management Committee running the Cults Community Education Centre.
- In addition, when the Aberdeen College also took over non-vocational as well as vocational classes, people found if they signed up they were expected to attain ‘certificate level’ for classes they wished to attend for purely social/leisure reasons.
- The *nail in the coffin* was probably the time when Aberdeen College decided to reclassify the class ‘tutors’ as ‘lecturers/instructors’ enabling them to cut their fees literally in half. This resulted in cancelled classes when tutors could not be found or the more entrepreneurial of them hiring space locally and setting up classes personally, bypassing the CLD provision via Aberdeen College.
People now tell us they prefer to sign up for classes in Banchory or in Aberdeen city where they feel more reassured that classes will go ahead and in the method they wish to attend them.
- Over this same period, the needs of Primary Education in Cults Primary School had expanded and virtually taken over the Community Education wing leaving only office space and room for the After School Club.
- Because of this, the 3Rs Stakeholder Group for the new Cults Academy worked for and was lead to believe they had successfully negotiated **350 square metres** of community space and accommodation for **1,200 pupils**. (In fact CCC proposed there should be two academies of approx 750 pupils each - one to cover Cults/Bieldside and one to cover Culter/Milltimber – but this was turned down in the early stages.) When the proposals eventually went out to tender, it was found that this had been cut back to **1,150 pupils** and the standard **150 square metres** of community space **part of which will be used as the Police Office for Lower Deeside**.

The members of CCC view the relentless downturn of provision of Community Learning and Development in Culter has resulted from a lack of local physical focus, and its management made worse by the way Aberdeen College has (mis)managed class provision. The members therefore cannot see that moving the management even further away (6-7 miles distant) will do anything to improve effective Community Learning & Development provision in Culter in the future. Rather there is a danger that provision in Cults will suffer the same effects that Culter has unless full use is made for community use also of **all** the facilities provided for the secondary school.

2) Relocation of Culter District Office and Registrar’s to Culter Library

The members of CCC viewed with disbelief, as well as dismay, the option of moving the Registrar’s and District Office into the basement of Culter Library:

- a) Because of the refusal of the Library Services to allow Community Learning & Development to use it. (see above)
- b) Because a year previously (December 2008) we had explored with the Police and our Local City Councillors the intended sale of the Police Station in Culter when community police for Lower Deeside would be provided from a new office in the new Cults Academy.

A petition by local people had been raised against the closure of the Culter Police Office and was presented to the police by Councillor Marie Boulton.

Suggestions also were being made that the building could have a multipurpose service and community use with Aberdeen City Council’s Social and Well-being Department continuing to use it. The

Registrar's could be moved into it and remaining space used by community groups including Community Learning & Development – and even the police from time to time.

The community council requested that exploration of the future use of the Police Station should be prioritised by the Neighbourhood Community Planning and asked our local City Councillors to take the matter further. The police also agreed to do this.

It was agreed at that Community Council meeting that I would put all the above points across at the consultation meeting in the Grammar School on 28 October 2009 and at Hazlehead Academy, on 5 November 2009. In fact, at the latter meeting, I went further and requested a meeting between representatives of

- Community Learning & Development,
- Library Services
- Social Well-being
- Enterprise, Planning & Infrastructure
- Police
- Our NCPO
- Culter Community Council

to determine how the community and service providers can make best use of their premises in Culter on a realistic *win-win* basis.

3) Move of Social Work Staff from Culter Police Station to staff space/community meeting facilities at Culter Primary School.

This proposal puzzled the members of CCC since Culter Primary School has taken over most of the Community Learning & Development space as explained above. Assuming the school and parents will wish to see the After School Club continue, what space will there be available for the social work staff?

At the CCC meeting on 23 November 2009, I reported back on my efforts to put the members' views across at the Consultation meetings. In our discussion, Councillor Marie Boulton agreed with our position and informed us that she had already expressed her disagreement with this point in the Report. **She also said that she had had Gordon Mackintosh's agreement (reached with him many months ago!) that the police station would not close but be used in a multipurpose way.** Cllr Boulton added that she would go back to him and see if – and why – this had changed without her being informed/consulted.

In the margins of another meeting with the police, I was informed that they also had approached ACC on this matter many months ago but as yet had no response.

The 23rd November meeting of CCC concluded that the whole subject had been dealt with in haste and without real research. Since there has been no response I therefore finish with repeating our request for a meeting with all involved groups to discuss how the best – and most cost effective – use can be made of Aberdeen City Council and Police property in Culter.

Yours sincerely,

Lavina C Massie Vice-Chair Culter Community Council

Cc Councillors Boulton, Malone and Milne
Directors Bruton, McBride and Mackintosh
Chief Superintendant Adrian Watson

Mastrick and Sheddocksley Community Council

**Steve Delaney (Chair),
33 Benbecula Road,
Aberdeen. AB16 6FT
24 November 2009**

Community Learning Hubs – Consultation Response

Following the recent consultation event at Northfield Community Learning & Development Centre, Mastrick and Sheddocksley Community Council debated the proposals at length on 18th November and wish to submit the following as our response to the consultation. Please rest assured our comments are intended as constructive criticism designed to stimulate further discussion on the practicalities of what's proposed and we trust they will be viewed as such.

It is fair to say we have a number of concerns but we are open minded regarding changes to the way Community Centres and other community facilities are managed. Of primary concern to us is the potential benefits to the community arising from these proposed changes. We accept that all aspects of service delivery need to be re-evaluated from time to time to ensure they offer a model which delivers what the community has come to expect in a manner which remains cost effective to the local authority. However, we do feel there's been a lack of consideration of the operational needs of existing facilities and a lack of thought as to how the new system could deliver best value to both the Council and the local communities across the city. We feel such issues need to be addressed in a much more detailed report and that report should in turn be the subject of a much wider consultation exercise.

Our response will be structured to look at city wide implications separately from our own local situation, though it should be accepted that we may use local examples to illustrate some of the city wide issues.

1. Our Response to Community Learning Hubs – Non-Area Specific

1.1 The Consultation Itself

The consultation fell far short of what we would ordinarily have expected from Aberdeen City Council. The notice given was very short and most of those likely to be affected by the changes had no knowledge it was taking place. We believe notification should have been given to the range of community groups which use the various facilities and this does not appear to have been the case. In addition, few people are currently aware of what Community Learning Hubs are and the notification did little to inform people what was being proposed or why they needed to be involved. The result was less than a dozen folk braving a dreich November night to give their opinions on something few of us had much background on.

The timescale for response was far too limited, in our case amounting to little over two weeks. Community Councils and other interested groups tend to meet monthly, so the opportunity to discuss the consultation around the table may not have been afforded to all organisations. It all just seemed a bit hurriedly put together.

The event was well enough presented and there was ample opportunity for people to ask questions. Our main criticism is that there was no real "meat on the bones" for us to discuss. For someone who is not unfamiliar with Council reports I had to ask what we were being consulted on and what our options were, towards the end of the meeting, after having listened to the presentation and read the report! In fact for our area we did not appear to be given any options though that will not prevent us

from passing comment. It would appear we were being asked to comment on yet to be finalised ideas with “ maybe” and ”probably” type outcomes regarding how things would work at an operational level. We have concerns that elected members may be asked to take decisions on a matter of principle without first being offered information as to how such proposals would affect service delivery (both positively and negatively).

Looking towards the report, no information was offered to us in respect of the implications of the new model lease, management and constitution for leased centres. The new finance model was another issue which was not touched upon during the consultation evening. Other than being given a copy of the Committee report we were given no background information on these elements of the consultation and, with nothing to compare against, have been given insufficient information on which to take an informed view. My understanding is that this formed two of three elements approved for consultation by Committee on 8 October 2009. We are therefore concerned that there may be elements of this that the Council is trying to deflect open debate from, otherwise why not carry out Committee instruction in full?

It is the opinion of our Community Council that not enough facts have been included in the report which went to the Education, Culture & Sport Committee on 8 October 2009 for either community representatives or indeed elected members to take an informed view. These proposals would potentially result in significant changes to the manner in which learning activities across the city are delivered, yet detail is thin on the ground. We are not purposely seeking to oppose the proposals but we would urge Committee to take a step by step approach resulting in an evidence based delivery model which is informed by the operational needs of our community facilities and their users.

1.2 Dual Management Model

We are of the opinion it would make perfect sense for an exercise looking at a new management model for Community Centres and other community facilities to take a holistic view. The learning activities which are delivered from these locations run alongside other community activities and should not in our opinion be divorced from each other. There is no mention of what will happen in respect of community based activities which are not learning based but also take place in these facilities. We hope this does not signify the introduction of a regime which decides “what the community needs” rather than allowing the community itself to take such decisions, and removes non CLD based activities from our community facilities. Also, if such activities are indeed to continue, does their management also come under the Hub or are they to be managed separately from CLD based activities?

It is our belief that the management of facilities should be single tier, rather than being split into buildings and activities or indeed dependent upon activity type (if this is the case). There would appear to be greater benefit to both the Council and the community if a single tier structure was put in place to manage the whole facility.

As the Council itself moves away from an organisational split between strategic and service delivery to a single management model, we would hope they would not create a cumbersome and over-complicated system for the future management of community facilities.

1.3 Staff Cuts

It was made clear at the consultation that there would be staffing cuts as a result of the new management model. We were assured these would be at senior management level.

Our concerns relate to ensuring adequate staffing levels at individual establishments to deliver the current range of programmes. In the previous round of cuts most areas, ours included, lost a number of valued CLD staff and this has impacted on the service delivery. Further cuts at this level raise the possibility of some establishments across the city being forced to close their doors. If these staffing

cuts are at senior management level then so be it, but we would be against any further loss of frontline staff.

1.4 Staff Redeployment

It is unclear to us if staff, after redeployment to the Hub, would spend most of their time delivering learning activities from there or would indeed float between the various satellite locations. Is the Hub to be seen as a “centre of excellence” with people being expected to travel there? Any such suggestion would clearly remove the “community” from community learning. We would certainly be against the centralisation of service delivery from the Hub, as its location (and indeed the location of any other Hub across the city) is remote from some parts of the wider community by public transport, especially for evening activities.

The percentage of time staff are expected to be based in the Hub is crucial to communities. Should the lion’s share of the redeployed staff’s hours be spent at satellite locations the range of activities offered at these locations may indeed increase, bringing service delivery more local to those who use them. Clearly we would welcome such a move. Whilst we accept there is a need for some staff to be based primarily at the Hub, we would not support the concept of the majority of staff spending most of their time there.

1.5 Closer Integration With Libraries

This proposal makes a lot of sense in theory but needs careful consideration in practice. Easier access to local libraries from within Community Centres does make sense but comes with its own challenges. There must be a secure separation between the Community Centre and the Library, whilst allowing authorised access. Otherwise those enjoying the use of the library could be disrupted by activities in adjoining parts of the building. There is also the risk that if a building is broken into, all parts of the building can be accessed rather than confining the security breach to either the Community Centre or the Library. There are further concerns that full integration could lead to early closure of the Library on nights when there were no activities taken place at the Community Centre.

1.6 Leased Centres – Challenges And Opportunities

At present leased centres provide a range of activities geared by demand for these from local people. What they do not typically tend to offer is learning activities. These centres rely on income generating activities in order to allow them to deliver a full programme. Our understanding is that currently no charge can be made to those attending learning activities. These centres operate on a semi-autonomous basis but, were they to become satellites for learning activities, this would result in a loss of income to them which would otherwise have been generated from room lets and other revenue generating activities. This perhaps explains why they are so reluctant to welcome learning activities into their establishments.

We believe there could be a role for leased centres operating as learning satellites in some instances and this could bring these services more local to the people who use them. Unfortunately the Committee report failed to recognise the disincentive to these centres in doing so, and this issue will need to be revisited if such an idea is ever to get off the ground. We would be interested to see this issue explored further and consideration given to possible solutions.

1.7 Funding

The consultation does not touch on fiscal autonomy. We have no concerns over a centralised banking system being co-ordinated by the Hub (if indeed this is the intention), provided it is merely a co-ordinating role. What we would be against would be the control of funding by the Hub. Centralisation would be a backward step in terms of local ownership and local accountability. There

would be little incentive to raise funds for the Hub's "pot" rather than your own establishment (or group's) "pot". There would be tensions between establishments over which courses could be run and an understandable fear that the Hub would get more than its fair share, leading to the loss of viable learning activities in satellite locations. We would urge elected members to ensure funds pertaining to satellite learning centres remain under the control of those satellite locations.

1.8 Opening Hours And Service Delivery

As members may be aware, Leased Centres tend to be open for less hours per week than Community Education Centres. Mastrick Community Learning & Development Centre is open 7 days a week due to community demand for the various activities on offer. We clearly fear these proposals may result in a reduction in opening hours and, by implication, a reduction in both learning and other community activities.

At present we have one full time equivalent admin post based at Mastrick. The result is that the centre gets opened up at the same time on weekdays, gets locked up at night, the phone gets answered and there's a point of contact for members of the public dropping in. In addition to general admin, these staff can advise members of the public about what's on and when. They provide a vital link between the groups operating there and the wider community.

The report recognises those professional staff providing the service delivery from locations which are intended to become satellites should remain there. We agree with this proposal. However, the intention appears to move all clerical and admin staff to the Hub. If this proposal is adopted without further consideration it would lead to practical problems. Volunteers (and often paid staff too) are often unwilling to be key holders, leading to problems over access to the facilities. The possibility of admin staff answering phones and advising people as part of their duties would be lost if they were located at the Hub.

There are also security issues regarding the transporting of cash from satellite locations to the Hub. At present admin staff carry out banking duties on a regular basis as funds come in. If they are located elsewhere someone would be expected to move large amounts of cash from one location to another (working on the assumption that the transfer of admin staff to the Hub would also result in the holding of satellite funds by the Hub. In our case there's a bank at Mastrick but not at Northfield.

We are not suggesting these are practical difficulties which cannot be overcome, we just think they need a bit of thought and are not convinced at this point in time that such issues have received due consideration.

1.9 Rationalisation Of Services

During the consultation it became clear there is an intention to rationalise services where duplication exists within a Hub's sphere of influence. We were advised this would not necessarily lead to a centralisation of services and that duplication was acceptable in areas where sufficient demand could be demonstrated.

Clearly the definition of sufficient demand is subjective. It is very much an issue of what constitutes sufficient demand in the opinion of the manager tasked with taking such decisions. In plain terms, your mileage may vary, leading to the possibility of a postcode lottery on availability of specific learning activities across the city.

In the field of adult learning there are mental health issues and matters of personal confidence to be given due cognisance. Larger groups just don't work when dealing with vulnerable groups. We fear the axe may very well fall on services targeted at vulnerable people who are less able to advocate on their own behalf and would urge caution and commonsense in this respect.

Another issue with the rationalisation of services relates to transport. Many people in the area to be served by the proposed Northfield Hub do not own their own transport. Some premises are accessible from a range of different locations by public transport through the day and it is not reasonable to expect people to rely on the poor public transport service in the evenings. There is also the cost element with Aberdeen having the highest bus fares in Scotland and many people in the area being out of work. Other parts of the ASG are not on a public transport route to the proposed Hub or indeed to some of the proposed satellites. We would welcome clarification on how the Council intends to address the accessibility aspect in relation to any learning activities which may be relocated as a result of the implementation of these proposals.

Once again we do not see these issues as being insurmountable but we do have concerns that any failure to acknowledge and address them may result in perfectly foreseeable problems being missed, necessitating additional resources to rectify them further down the line.

1.10 Distant Learning

During the consultation use of Distant Learning to deliver low demand courses which would not otherwise be offered was suggested. This is indeed welcomed but is not suitable for everyone. It depends upon a degree of computer literacy which is not universal, especially amongst older people. We feel this needs to be acknowledged and appropriate support put in place to enable the uptake of these courses by those lacking in computer skills. Whilst we welcome the use of Distant Learning in certain circumstances, it should not become the norm for low demand courses as a cost cutting exercise. The human contact and socialising which goes hand in hand with face to face contact needs to be maintained wherever possible.

2. Our Response to Proposals for the Northfield ASG community Hub

2.1 Community Learning Hub – Which ASGs?

The proposals suggests Sheddocksley, Summerhill and the part of Mastrick which comes under the Hazlehead ASG be managed from the proposed Northfield ASG Hub rather than the Hub at Kaimhill which will serve the Hazlehead ASG. Our community has closer ties with Northfield and Northfield is more accessible than Kaimhill. We therefore support the proposal that those parts of our community which are zoned under the Hazlehead ASG be managed by the Northfield ASG Hub, wherever that Hub may be located.

2.2 Hub Location - Mastrick or Northfield?

People living in Mastrick do not ordinarily identify themselves with Northfield and vice versa so we are aware the proposed area Hub location will not please everyone, wherever it may be located. However, we would be interested to know the rationale behind the preferred choice of Northfield Community Learning & Development Centre.

Our belief is that the location of Mastrick Community Learning & Development Centre has a greater claim to be the hub of the Northfield learners community than Northfield with better public transport, there's a local bank and Post Office, a Housing Office/Access Point, a Library and a well used shopping area with a wider range of shops than Byron Square. In addition, the recently awarded Town Centres improvement fund (which had not been awarded when the report was written) will rejuvenate not just the shopping centre but also the area immediately in front of the Mastrick Community Learning & Development Centre and result in the area receiving a major facelift. In short, it complies with more of your own specified criteria than Northfield.

We do not wish to engage in a divisive conflict over the location of the proposed Hub with our neighbours in Northfield, but we would like to think the preferred location was chosen on the basis

of being the building with the best location and with the best adjoining facilities to meet the needs of the wider community. We would appreciate if further comparison of these two potential sites could be undertaken in advance of any final decision to ensure the Hub location is chosen after giving due consideration to all relevant factors.

2.3 Identifiable Gaps In Service

The proposed model identifies a number of potential learning satellites. Although it acknowledges the Summerhill Community Development Centre and the Mastrick Young People's Project as being available until closure, these are well used facilities and their replacements need to be on a like for like basis within the same locality in order to service community need. We are aware much of this is linked to the sale of the Summerhill site, but would query whether due cognisance of community need in this area has been made as part of the strategy. The statement "requires plans for relocation of services" is somewhat bland, leaving us wondering whether or not such plans are currently being developed in tandem with this strategy or merely acknowledged as being an add on at a future date. We would argue that the future provision of the services (both learning and other community activities) currently run at these locations should be included as part of a holistic view of the needs of the area and used to inform the final proposals.

We note that Sheddocksley Community Centre is listed as a learning satellite. Whilst we would welcome the introduction of learning activities to the Sheddocksley area, it must be acknowledged that this facility is currently a Leased Centre and appropriate financial support would need to be made available in order for the centre to be in a position to provide learning activities without suffering any net detriment. Our concern is that if learning activities are imposed on the centre resulting in the forced cancellation of income generating activities, the viability of this centre and others like it may be put in doubt. Sheddocksley is on the periphery of the area we represent and we would not wish to lose such a valuable community resource.

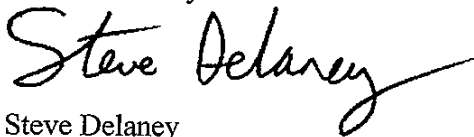
In Conclusion

We reserve our position on the concept of Community Learning Hubs as we feel we have been offered insufficient information on the service delivery model and cannot properly assess the merits of the proposals without this. We want to engage with you further on this concept and hope to be given this opportunity.

We request that Committee ask for a further report outlining what is actually being proposed and how it would work. A further, more inclusive consultation, with sufficient time to respond would help allay some of our concerns.

Please work with local communities on this one to ensure any service delivery changes meet, as far as is possible, with local expectations. We feel a genuine partnership approach is needed to address community need in what are clearly challenging times for all of us.

Yours Sincerely



Steve Delaney

Chair, Mastrick and Sheddocksley Community Council

Dawn Bellamy
Secretary
Torry Community Council
235 North Balnagask Road
Torry
Aberdeen
AB11 8LH

19th November 2009

Jane Nicklen
Service Manager (Communities)
Communities Service
Education, Culture & Sport Directorate
Aberdeen City Council
2nd Floor
St Nicholas House
Aberdeen,

Dear Ms Nicklen,

Report on Community Learning Hubs and Review of Community Centres and Community Learning & Development Activity

The Torry Community Council ("TCC") writes in response to the report presented to the Education, Culture and Sport Committee on 8th October 2009, under Item 5.1 "Community Learning Hubs and Review of Community Centres and Community Learning & Development Activity" and the current consultation ongoing with regard to this matter.

It has been very much appreciated that the time has been taken to consult the community on this matter, and it is hoped that you will take into consideration the feedback that has been received from the Torry community in this consultation exercise and from the responses you have received, including this response by the TCC. It was noted that a very small number of the members of the Torry community attended the presentation made on this consultation on 4th November 2009, TCC believes that this is not due to a lack of interest in the Torry community about this consultation, but due to the short time frame for notification of this local event. TCC received a letter dated 02/10/2009 detailing the citywide consultation dates for this consultation, however, the letter detailing the local consultation event was dated 20/10/2009. This has meant that notification of the event was outwith the Community Council meeting cycle, and those in the community without computers would have greater difficulty in getting access to the notification of this event. Additionally it is of concern to TCC that a further report on this matter will be presented to the January meeting of Education, Sport and Culture Committee, as this will not allow TCC, or any Community Council, or the community in general, to effectively consider and advocate on this matter. Taking into account these facts, and the following concerns and suggestions that TCC will raise in this letter, TCC requests that the consultation period is extended, and instead of presenting a further report to the Education, Sport and Culture Committee in January that this further report is delayed until the February meeting.

TCC has considered the Torry/Kincorth ASG Option within the report, and will respond under the headings of this part of this report.

Hub

TCC supports the selection of Torry Academy as a Community Hub for providing a community learning and development staff base from which to work, and housing appropriate Community Learning and Development activity. TCC supports a the potential Whitespace ceramics and glass

learning base, and additionally requests consideration of a transfer of the Music Centre, currently located at Summerhill Centre, as this centre has been earmarked for closure.

TCC's only concern relating to the selection of Torry Academy as a Community Hub, is that appropriate studies and research has taken place to ensure that Torry Academy has the appropriate facilities and capacity to accommodate the community learning and development staff base from and housing appropriate Community Learning and Development activity and that the cost and impact of this does not outweigh the savings achieved by this action.

TCC support this designation of Torry Academy as a Community Hub as a method of making best use of what is perceived to be an under occupied Academy.

Learning Satellites

TCC supports the designation of Tullos Community Learning and Development Centre as a Learning Satellite. Tullos Community Learning and Development Centre undertake a large and valuable programme of community and learning activities. TCC additionally requested that the Tullos Pool is brought under the umbrella of Tullos Community Learning and Development Centre to effectively utilise Tullos Pool.

TCC supports the designation of Torry Youth Project as a Learning Satellite. There is, however, an uncertainty surrounding the location of the Torry Youth project, as this is in a Sports Centre which will be dealt with under the Sports Trust in the future. TCC requests that with Torry Youth Project's designation as a Learning Satellite, the current location of the Project's is certain and a Service Level Agreement is put in place with the Sports Trust to ensure this.

TCC supports the designation of Torry Library as a Learning Satellite. The link with libraries and learning is obvious, however, due to the size and current configuration of the Torry Library, TCC is concerned about the ability of the library to effectively undertake learning activities. It has been highlighted to TCC that the library has an upstairs and suggests that this is utilised to boost the ability for the library to be an effective Learning Satellite.

TCC does not support the designation of Balnagask Community Centre as a Learning Satellite. Balnagask Community Centre hosts an established, large and well known programme of community and youth activities, it also currently has the ability to host one-off events. Designation as a Learning Satellite may harm the centre's ability to maintain its current programme and the flexibility of the centre to hold one-off events. Its facilities (of one hall and a cafe) means that it cannot host Community learning staff, or traditional community learning activities, e.g. involving computers or for group meetings. The Balnagask Community Centre is successful and useful in its current configuration as a Leased Community Centre.

TCC would like to request that the Phoenix Club/Torry Youth Cafe, located on North Balnagask Road, be designated as a Learning Satellite. The Phoenix Club/Torry Youth Cafe currently sits within the Social Care sphere, and its facilities are primarily used only a few nights a week. TCC believes that the facilities in the Phoenix Club/Torry Youth Cafe could be effectively utilised for Community Learning Activities. It should be noted that TCC support for the Phoenix Club/Torry Youth Cafe to be designated as a learning Satellite is provisional on the budget being transferred from the Social care sphere to the Education sphere.

TCC would like to request that the Torry Community Centre on Abbey Road is designated as a Learning Satellite – further representations on this matter will be dealt with under the "Impact on the Estate" section of this letter

TCC would like to request that the Torry Learning House is designated as a Learning Satellite – further representations on this matter will be dealt with under the "Impact on the Estate" section of this letter

Impact on the Estate

It is proposed that Torry Community Centre, located at Abbey Road, is closed as per the budget plans of 2007 – 2008. TCC does not support this, and requests that Torry Community Centre is kept open and designated a Learning Satellite. The area around this community centre is one of the most deprived in Torry. The community centre undertakes activities both during the day and in the evening, including acupuncture, ballroom dancing, bingo, craft classes and Jumble Sales. The community

centre is the base for Torry Health Action Team which deals with drug and alcohol addicts, and it would be inappropriate for the Torry Health Action Team to move their activities to a school based community facility, both due to the objections of the other users of these facilities and for the service users of Torry Community Centre as they are potentially uncomfortable with the educational settings of the other community facilities. The Torry Community Centre had recently has a new floor laid, and the building itself it wind and watertight. Additionally it is felt that the cost savings made by closing this community centre outweigh the potential negative impacts of closing this community centre. The group currently managing Torry Community Centre, Torry Health Action Team, have indicated that if the future of the community centre was more certain, groups that formally met at Victoria Road School would be keen to use the facilities in the community centre, for example the Cub Pack, currently with a let at Torry Academy.

It is also proposed that the Torry Learning House activities are moved to Torry Academy, it has been highlighted that in the staff consultation of the Torry learning House on this matter that it was felt that due to the negative experiences of many users of this facility about schools, that moving this activity to Torry Academy would be inappropriate. TCC supports this view, and requests that the Torry learning House stays in its current location and becomes a Learning Satellite.

Impact on Service Delivery

TCC supports the statements under this section.

Savings

As previously stated TCC does not support the disposal of Torry Community Centre on Abbey Road, and that Balnagask Community Centre should remain as a Leased Community Centre, as per the current arrangement.

Rationale

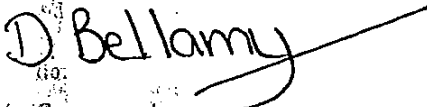
TCC supports the statements under this section.

Conclusion

TCC thanks Aberdeen City Council for the opportunity to comment on these proposals, and, in general the proposals in this report are positive. We hope that you find our comments and requests useful and constructive, and that these are taken into account.

TCC looks forward to seeing revised Community Learning Hubs and Review of Community Centres and Community Learning & Development Activity proposals, and we hope to hear from you soon.

Yours Sincerely



Dawn Bellamy
Secretary – Torry Community Council

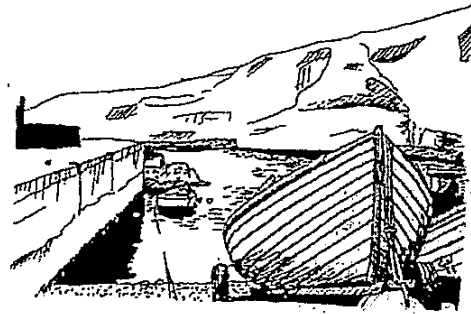
cc John Tomlinson – Corporate Director Education, Culture & Sport Directorate (by e-mail)
Councillor Andrew May – Convener of the Education, Culture & Sport Committee (by e-mail)
Councillors Yvonne Allen, Jim Kiddie, Irene Cormack, Alan Donnelly (all by e-mail)
Richard Baker MSP, Nicol Stephen MSP (all by e-mail)

COVE AND ALTENS COMMUNITY COUNCIL

Chairman: Mr A. W. Finlayson
1 Partan Skelly Avenue
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Aberdeen AB12 3PU
Tel: 01224 897627

Secretary: Mrs S Greig
48 Cove Gardens
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Web site: www.cove-bay.com



10 November 2009

Chief Executive
Aberdeen City Council
Town House
Aberdeen
AB10 1LP

Dear Ms Bruce

Loirston Annexe Community Centre - Cove

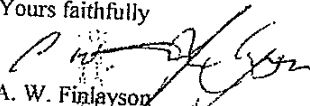
Cove and Altens Community Council are extremely concerned at the current proposal to consider closure of our Loirston Annexe Community Centre.

In order that we can fully evaluate the situation we would request that you provide us with the following information :

1. An accurate breakdown of the current annual income of the Annexe.
2. An accurate breakdown of the current annual running cost of the Annexe.
3. Accurate details of all property defects in the Annexe and estimated cost of their repairs.
4. A comprehensive list of all the Annexe users including frequency, days and time of usage.
5. An accurate list of our other community facilities with spare capacity that could accommodate users displaced from the Annexe.
6. A comprehensive list containing details of where and times when all the Annexe users could be accommodated in the event of its closure.
7. Details of all consultations with the current Annexe users to ascertain their requirements.
8. Details of all consultations with other centres regarding their ability to accommodate those displaced by the closure of the Annexe.

As preparation of the Report on the Annexe closure is ongoing an early reply would be appreciated

Yours faithfully

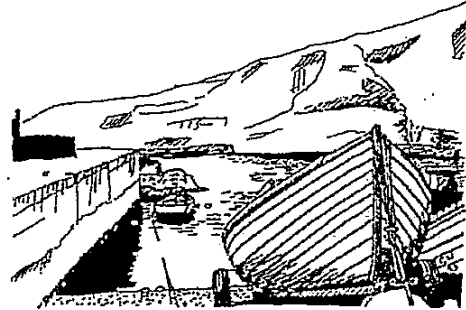

A. W. Finlayson
Cove and Altens Community Council

COVE AND ALTENS COMMUNITY COUNCIL

Chairman: Mr A. W. Finlayson
1 Partan Skelly Avenue
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5 November 2009

Chief Executive
Aberdeen City Council
Town House
Broad Street
Aberdeen
AB10 1LP

Dear Ms Bruce,

Proposed Closure of Loirston Annexe - Cove

Cove and Altens Community Council wish to protest in the strongest possible terms at the proposed closure of our Loirston Annexe Community Centre.

We would also point out that it was unacceptable that we first learnt of your intentions from the media rather than through consultations with your officials.

Apart from ourselves there has been no consultation with users of the centre to assess their needs and how they can be accommodated. This would have been carried out as a first requirement by any caring authority before it ever considered the possibility of closure and subsequent disposal of the facility.

Cove residents are extremely concerned at the potential loss of this valuable, well used, Community facility and this was highlighted when over 100 residents attended a meeting in Torry to voice their concerns. Unfortunately your officials at the meeting could only answer their questions in vague general terms and kept reiterating that they were being driven by the need to comply with the Council's schedule for Committee meetings.

The population of Cove, due to continuous house building, has dramatically increased over the past 30 years yet in the same period the Council has failed to provide any additional community facilities to satisfy the needs of our expanding population. It is unbelievable that the Council should even consider the disposal of one of our facilities particularly with further housing on the horizon.

This proposed closure needs, as a matter of urgency, be revisited because it is ill conceived and being pushed forward with unseemly haste to the detriment of the residents of Cove.

We would therefore ask that there is no further progress on this matter until such time as a full in depth accurate survey of the available community facilities and the needs of the residents of Cove has been carried out and agreed.

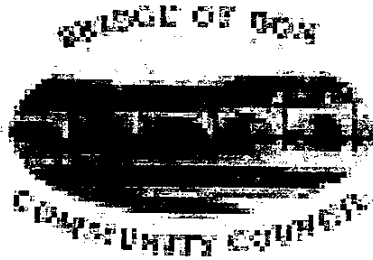
An early reply would be much appreciated

Yours faithfully


A. W. Finlayson
pp Cove and Altens Community

CHAIRPERSON

MRS J ADAM
39 BROADFOLD ROAD
BRIDGE OF DON
ABERDEEN
AB23 8PJ



SECRETARY

MRS I McLEOD
16 GORDON PLACE
BRIDGE OF DON
ABERDEEN
AB23 8QX

NEIGHBOURHOOD SERVICES
SOUTH

RECEIVED

02 NOV 2009

Dear Ms Nicklen

COMMUNITY LEARNING HUBS

I have been asked to write to you regarding the above.

We discussed this item at our last Community Council meeting and we would seek clarification and offer comment on a few points.

- Where were the figures quoted in the report taken from?
- Scotstown School roll is actually rising year on year
- Were nursery age children taken into account – we have noticed in past they have been left out of school roll when assessing capacity.
- Was a visit to any of the sites under discussion made?
- In the case of Bridge of Don given that the library is in close proximity to the school and that Health facilities are also close by, a larger footprint could be identified as 'the hub' with the present library building being adapted for purpose
- The school has no vacant rooms therefore where would hub be situated and if new building is required would it not be easier and cheaper to adapt present library?
- What / who exactly is to be incorporated in the hub?
- How would public access the hub?
- Would public times be constricted to out of school hours?
- Given that the school is fenced in, if there is to be a separate entrance, would the public have to access the Hub via the playground area?
- It is disturbing that the report states that if the hub is not located within Scotstown Primary there would be no hub in Bridge of Don and we would be served by Bucksburn hub. Given that we are the largest suburb in Europe and still growing, this is something we find bizarre and unacceptable.
- Community Council has already had representation from parents and general public regarding these proposals
- Concern that decision re this may not be taken by Councillors but devolved to officers.

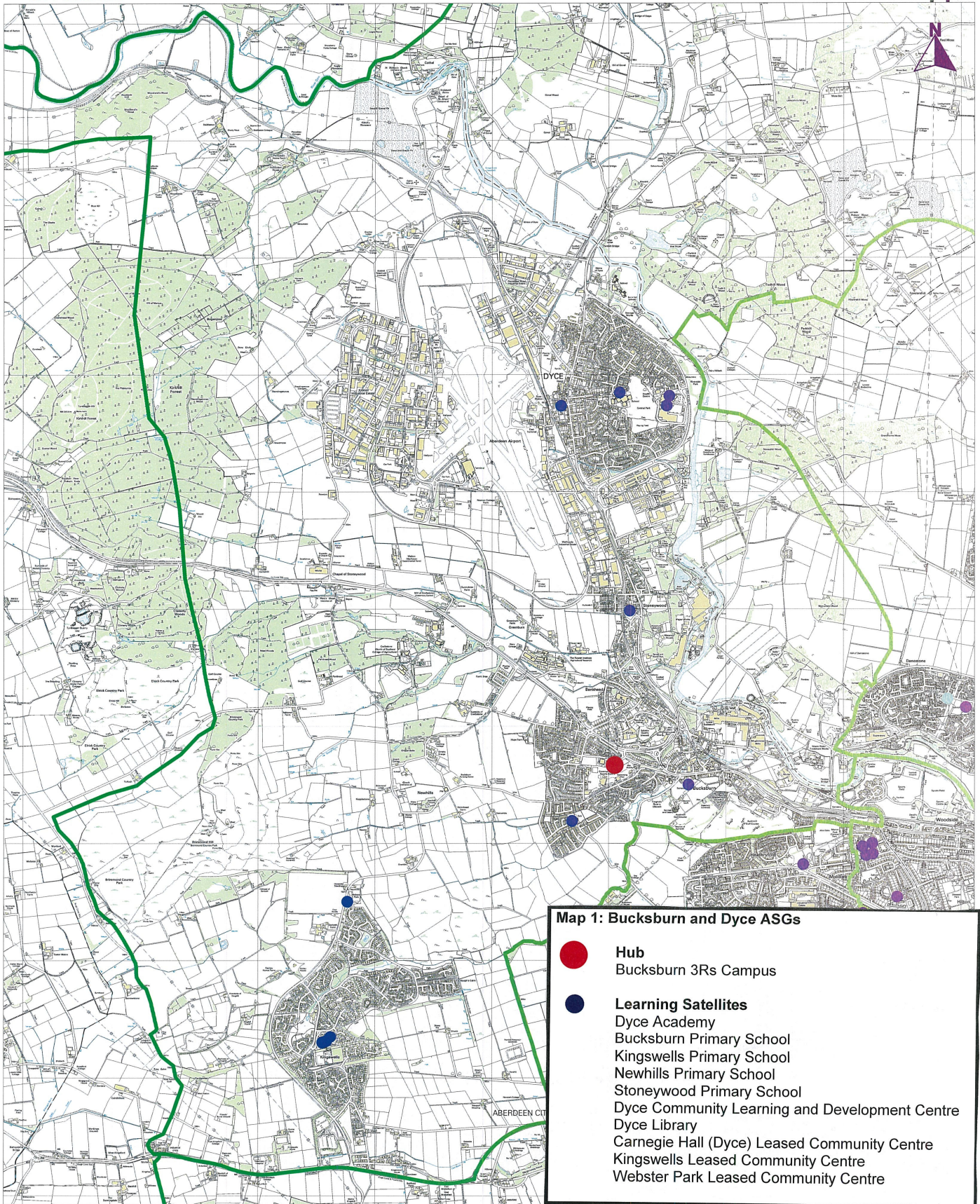
It would appear that these proposals have been drawn up without thoroughly researching all the necessary facts and figures. It would also have been beneficial to have had all the information prior to consultation commencing.

In order to reach an informed decision we require accurate information and would hope that all of the above queries/comments will be addressed at the public meeting on 18th November.

Yours sincerely

Secretary
Bridge of Don Community Council

c.c. Sue Bruce, Chief Executive
Annette Bruton, Director of Education, Culture and Sport



Title: Map 1: Bucksburn and Dyce ASGs

Proposed Hubs and Satellites

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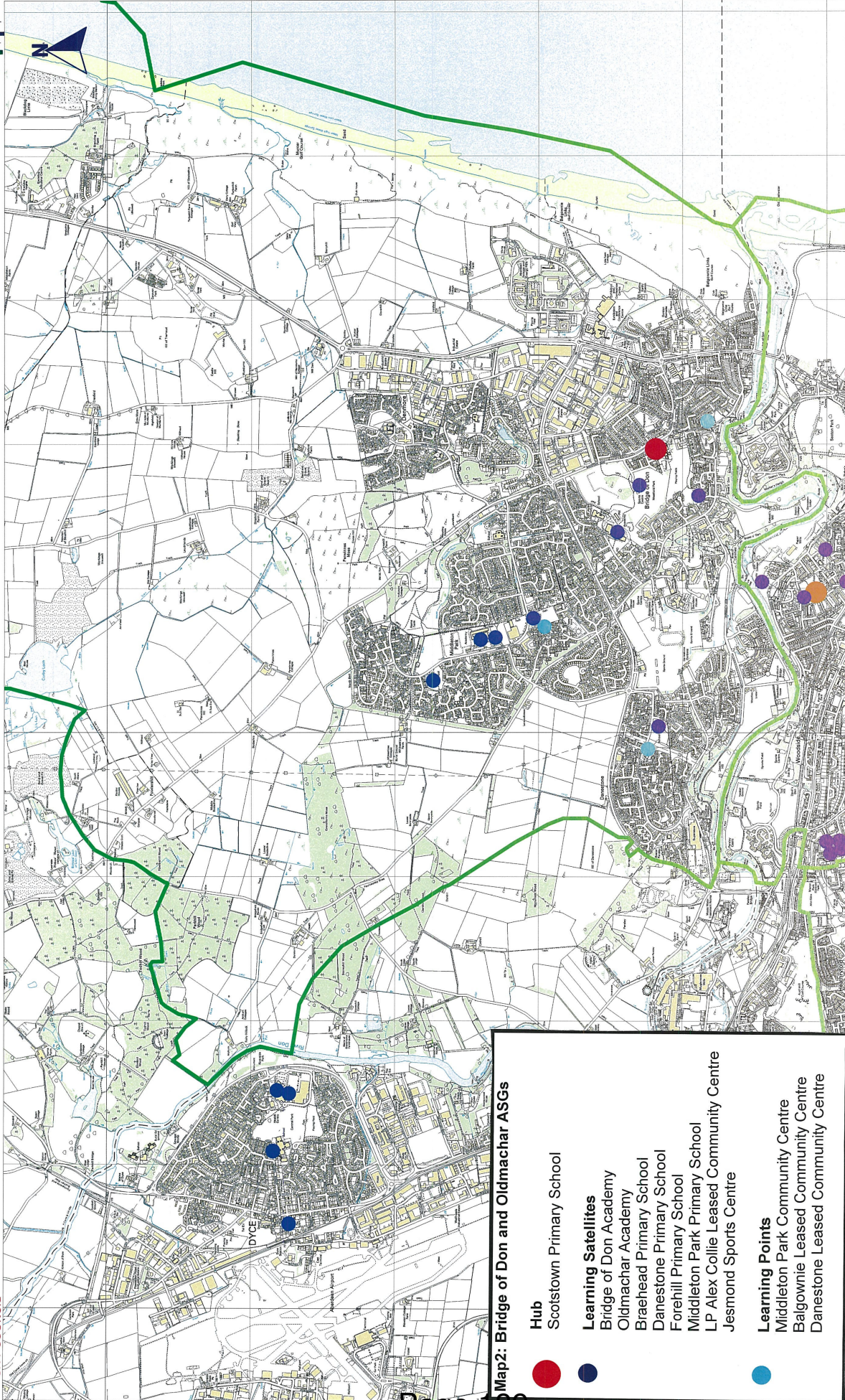
Date: 14 December 2009

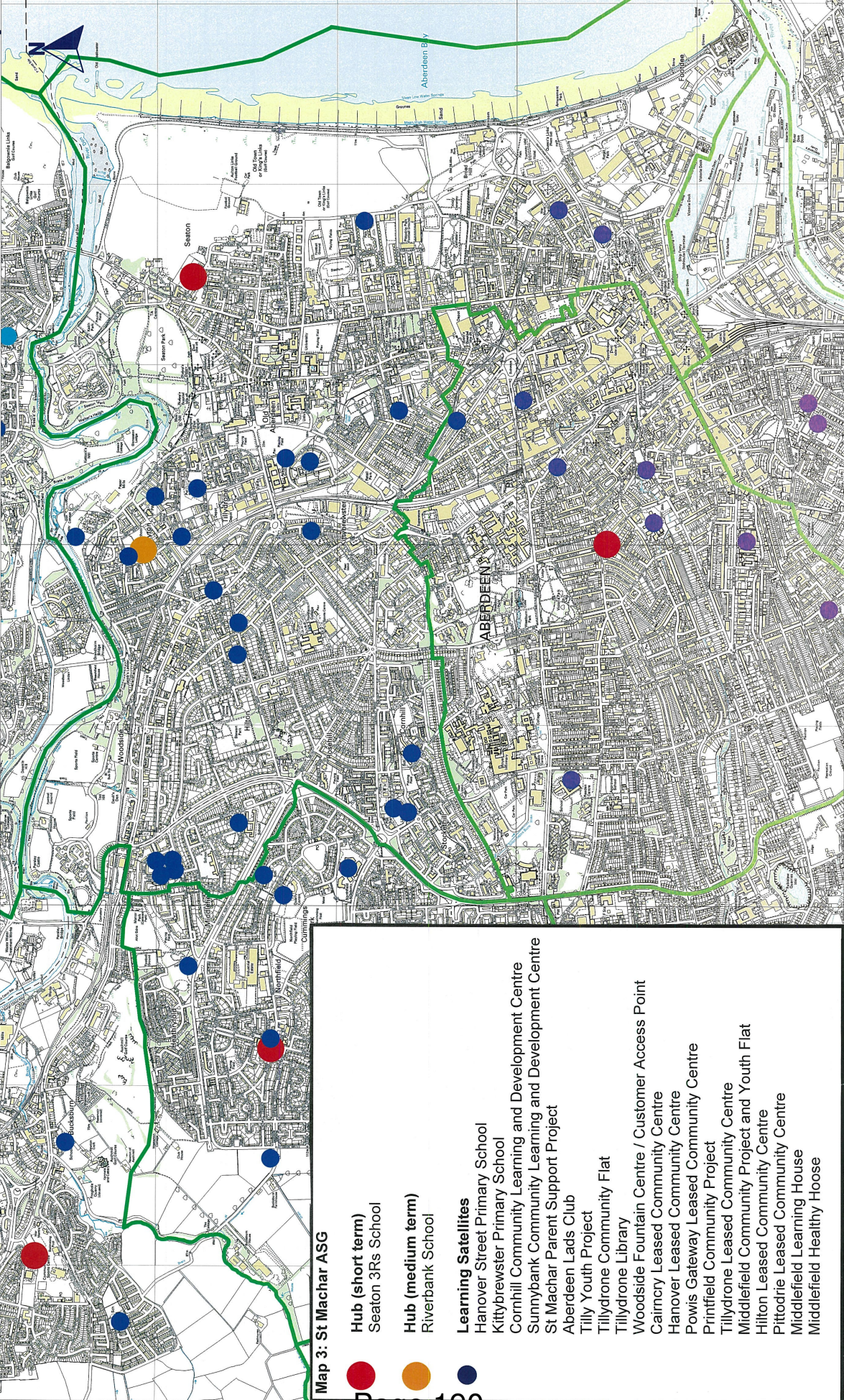
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Template prepared by: GIS, Research & Information Unit, Strategic Leadership. Tel: 622622





Map 3: St Machar ASG

Hub (short term)
Seaton 3Rs School

Hub (medium term)
Riverbank School

Learning Satellites
Hanover Street Primary School
Kittybrewster Primary School

Cornhill Community Learning and Development Centre
Sunnybank Community Learning and Development Centre

St Machar Parent Support Project
Aberdeen Lads Club

Tilly Youth Project
Tillydrone Community Flat
Tillydrone Library

Woodside Fountain Centre / Customer Access Point
Caincry Leased Community Centre

Hanover Leased Community Centre
Powis Gateway Leased Community Centre

Printfield Community Project
Tillydrone Leased Community Centre

Middlefield Community Project and Youth Flat
Hilton Leased Community Centre
Pittodrie Leased Community Centre

Middlefield Learning House
Middlefield Healthy Hoose

Title: Map 3: St Machar ASG

Proposed Hubs and Satellites

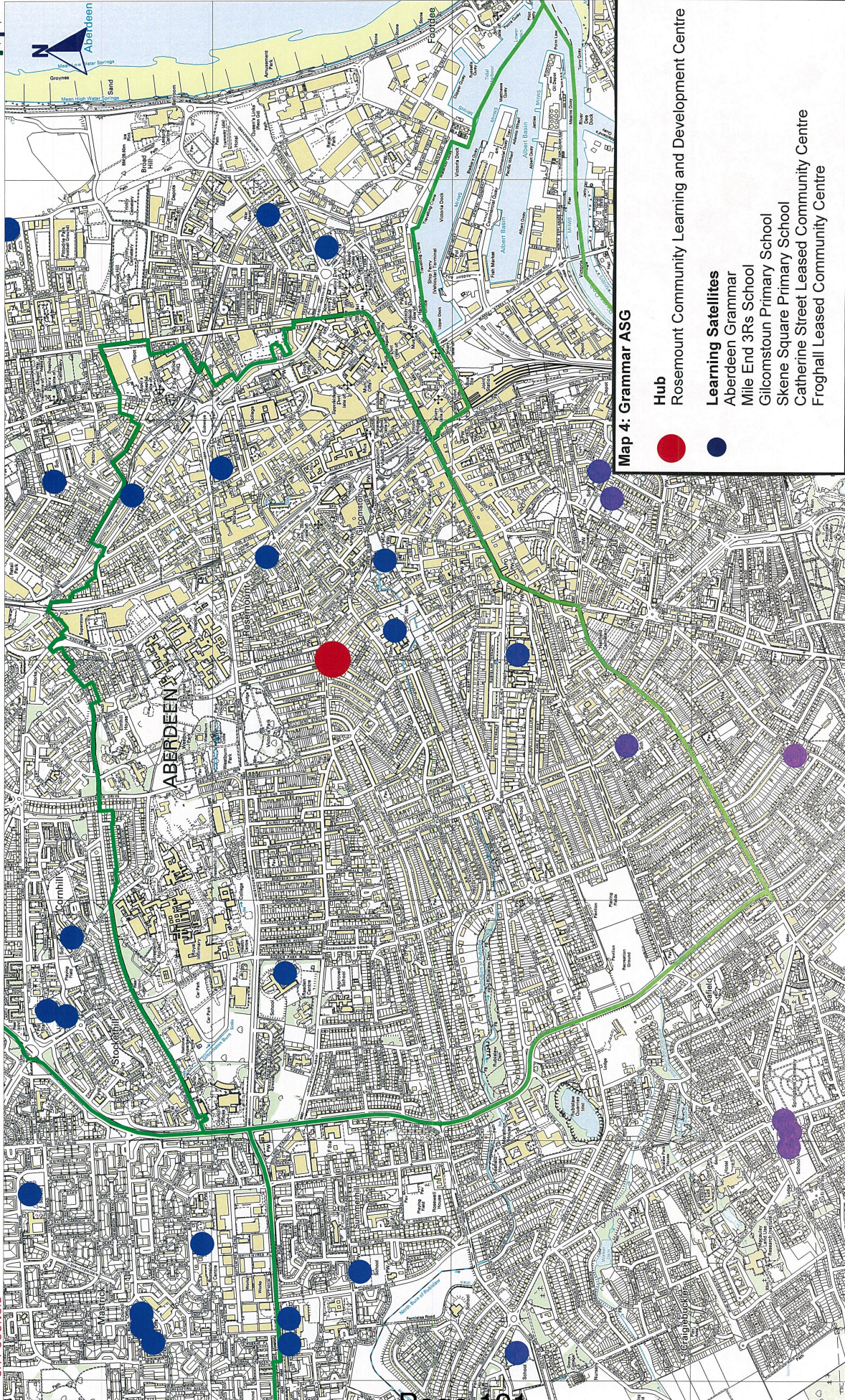
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Scale: 1:20000

Date: 14 December 2009

Map Ref: NJ9207

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Title: Map 4: Grammar ASG

Proposed Hubs and Satellites

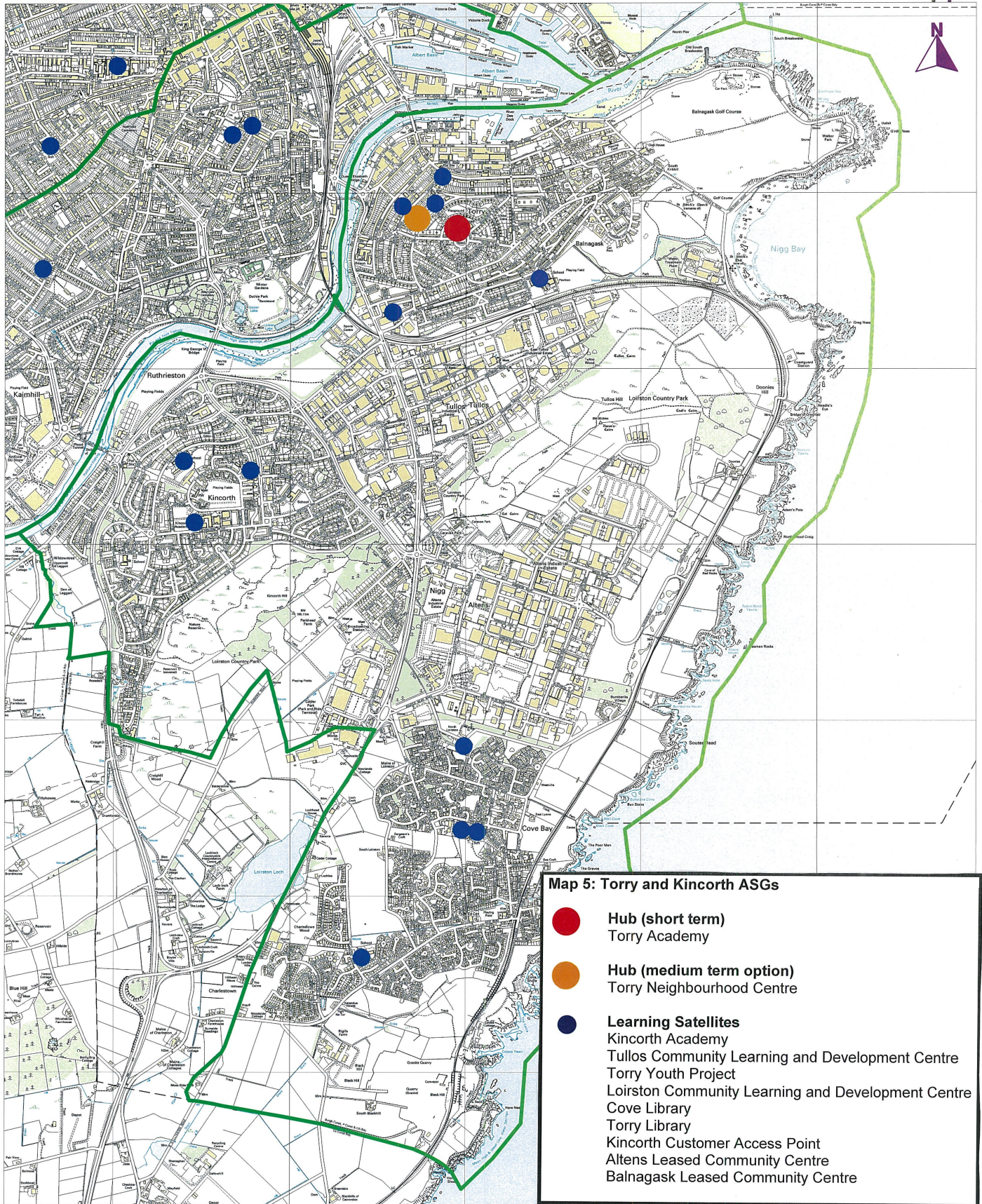
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Date: 14 December 2009

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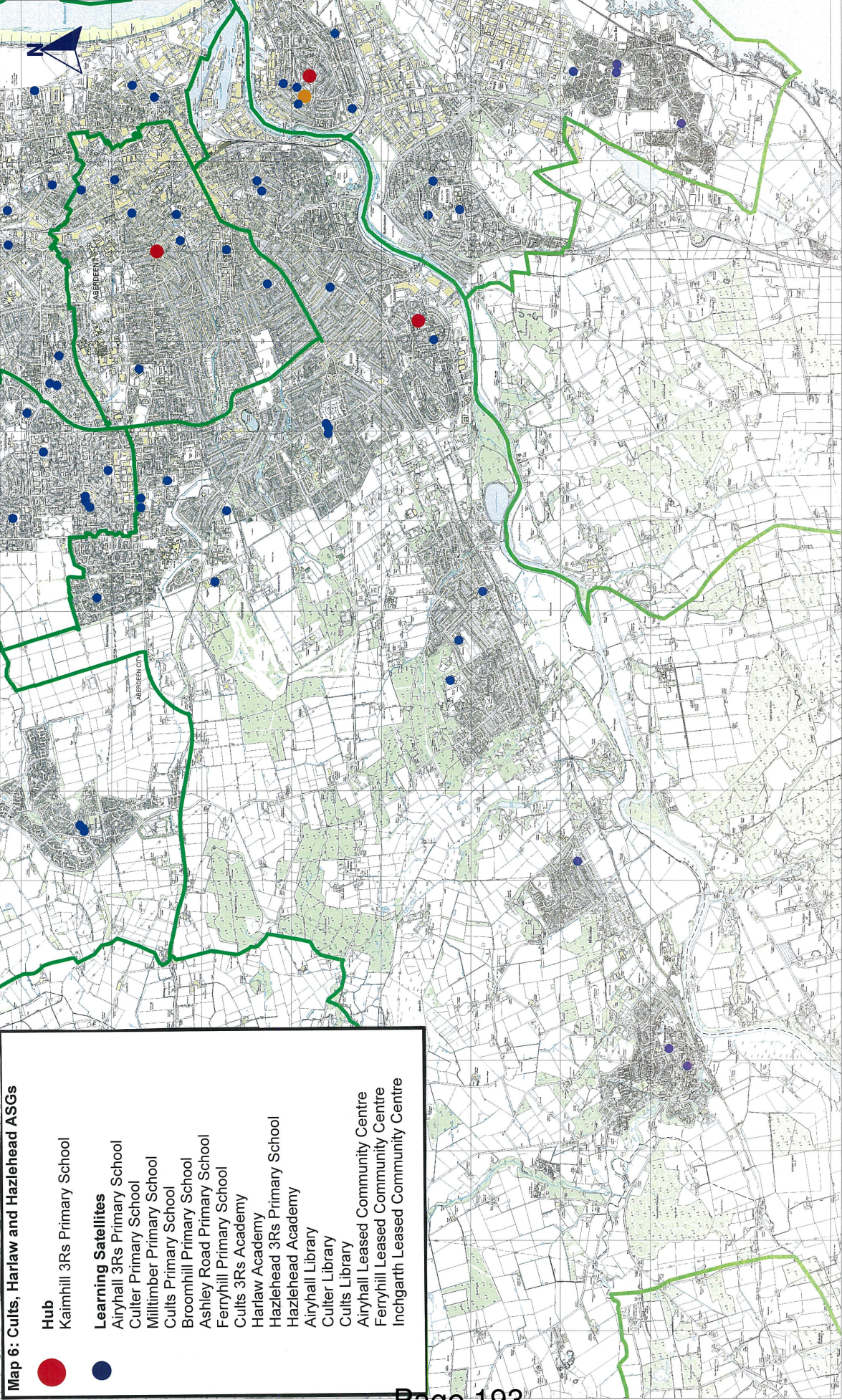


Map 5: Torry and Kincorth ASGs

- **Hub (short term)**
Torry Academy
- **Hub (medium term option)**
Torry Neighbourhood Centre
- **Learning Satellites**
Kincorth Academy
Tulloch Community Learning and Development Centre
Torry Youth Project
Loirston Community Learning and Development Centre
Cove Library
Torry Library
Kincorth Customer Access Point
Altens Leased Community Centre
Balnagask Leased Community Centre

Map 6: Cults, Harlaw and Hazlehead ASGs

- **Hub**
Kaimhill 3Rs Primary School
- **Learning Satellites**
 Airyhall 3Rs Primary School
 Culter Primary School
 Milltimber Primary School
 Cults Primary School
 Broomhill Primary School
 Ashley Road Primary School
 Ferryhill Primary School
 Cults 3Rs Academy
 Harlaw Academy
 Hazlehead 3Rs Primary School
 Hazlehead Academy
 Airyhall Library
 Culter Library
 Cults Library
 Airyhall Leased Community Centre
 Ferryhill Leased Community Centre
 Inchgarth Leased Community Centre



Title: Map 6: Cults, Harlaw and Hazlehead ASGs

Proposed Hubs and Satellites

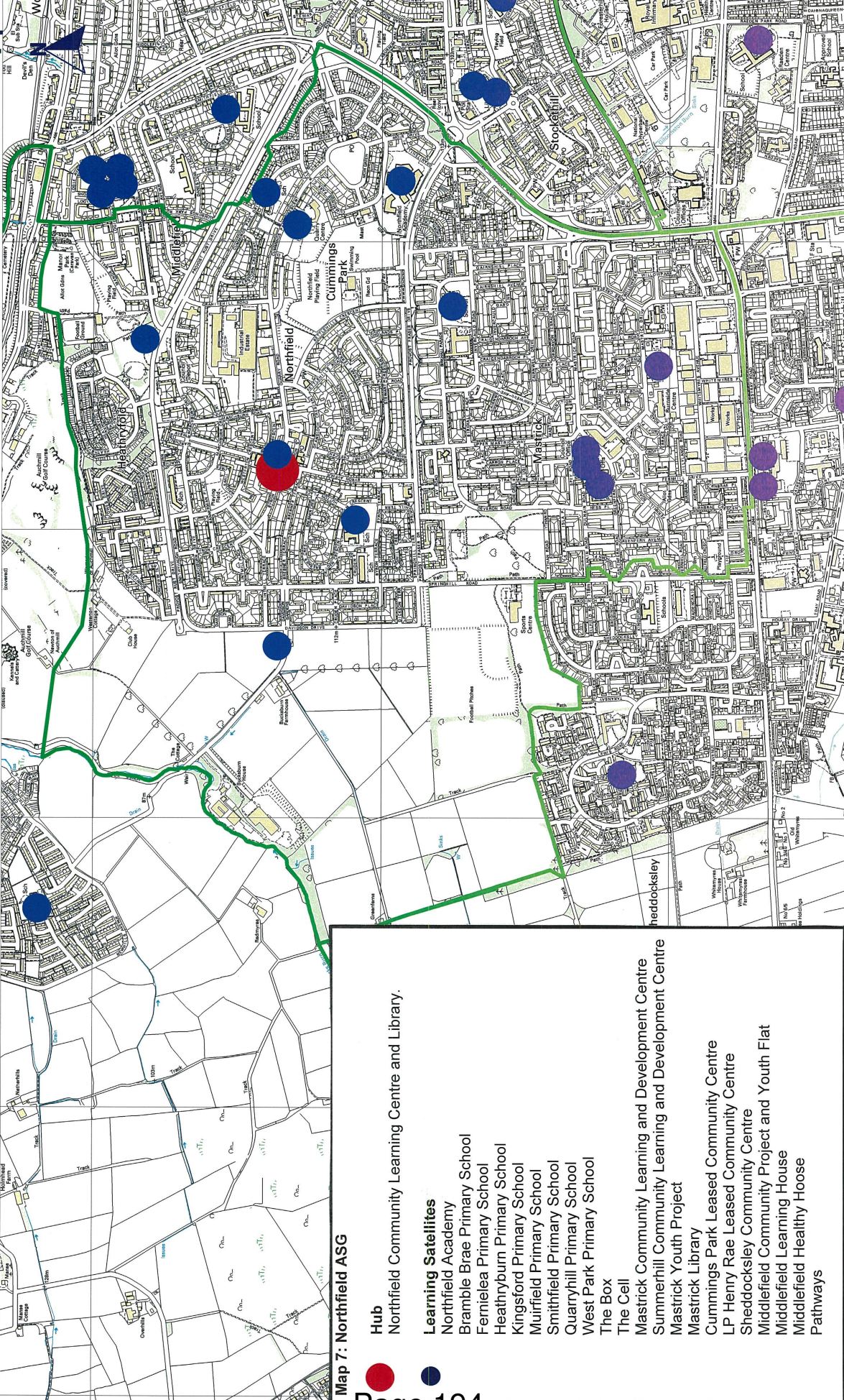
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Date: 14 December 2009

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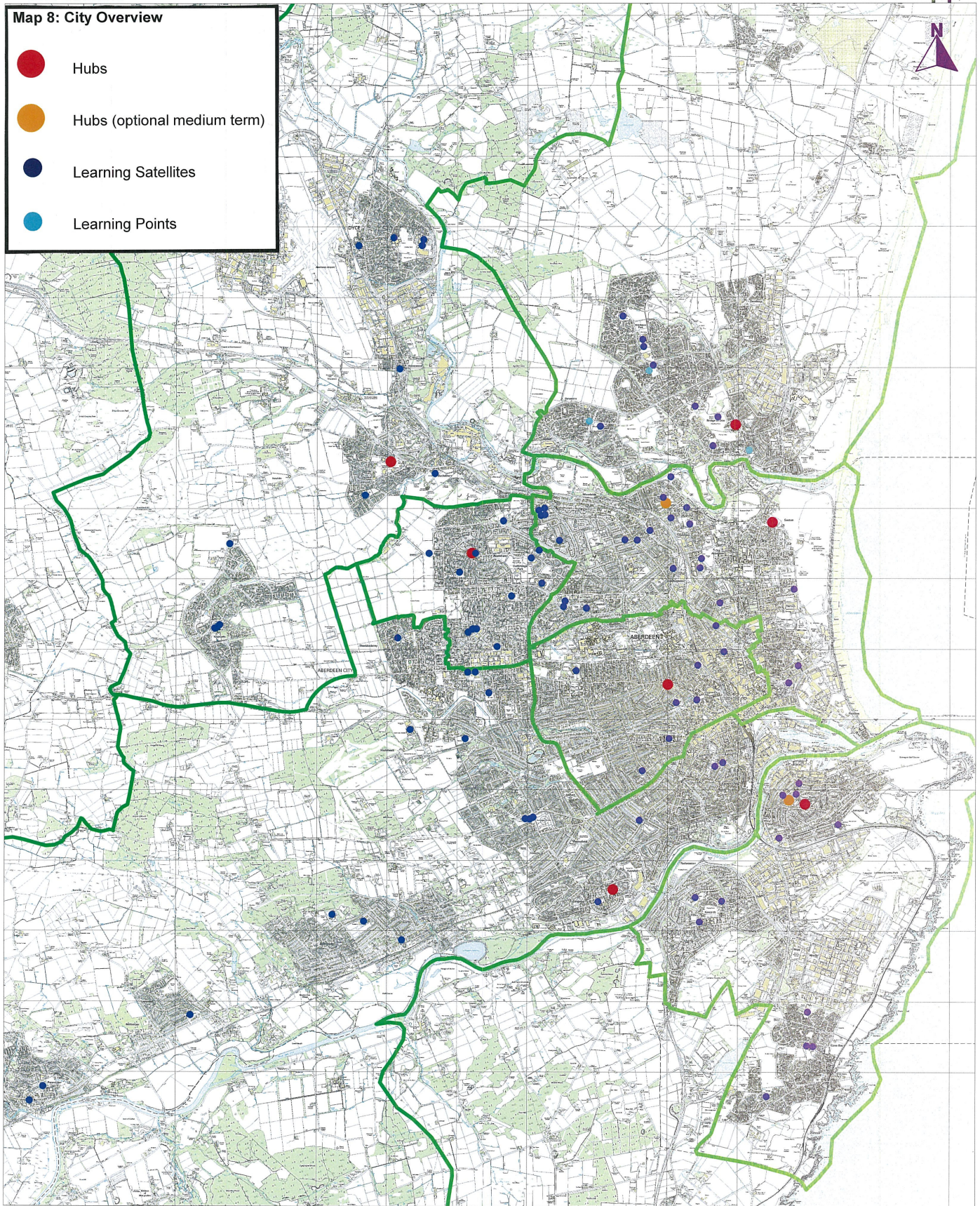
Map 7: Northfield ASG

- Hub**
- Northfield Community Learning Centre and Library.
- Learning Satellites**
- Northfield Academy
- Bramble Brae Primary School
- Fernielea Primary School
- Heathryburn Primary School
- Kingsford Primary School
- Muirfield Primary School
- Smithfield Primary School
- Quarryhill Primary School
- West Park Primary School
- The Box
- The Cell
- Mastrick Community Learning and Development Centre
- Summerhill Community Learning and Development Centre
- Mastrick Youth Project
- Mastrick Library
- Cummings Park Leased Community Centre
- LP Henry Rae Leased Community Centre
- Sheddocksley Community Centre
- Middlefield Community Project and Youth Flat
- Middlefield Learning House
- Middlefield Healthy Hoose Pathways



Map 8: City Overview

- Hubs
- Hubs (optional medium term)
- Learning Satellites
- Learning Points



Title: Map 8: City Overview

Proposed Hubs and Satellites

Scale: 1:50000

Date: 14 December 2009

Map Ref: NJ9007



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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	7 January 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Consultation Outcomes with Leased Community Centres and Options for Improved Support, a new Model Lease, Constitution and Management Agreement
REPORT NUMBER:	ECS/09/080

1. PURPOSE OF REPORT

To report on the outcomes of consultation on options presented to Committee in October 2009 in relation to improved support for leased community centre management committees and clarification of their relationship with the Council through the development of options for a new model lease, constitution and management agreement. Further, to seek approval on recommendations based on this consultation exercise taking account of the social value created by these centres and their potential role in Learning Partnerships.

2. RECOMMENDATION(S)

1. To approve Version A as the model lease and management agreement to be offered to all leased community centre management committees with Version 2 of the finance model as the model most compatible with this lease.
2. To instruct officers to obtain a detailed quotation for remedial works required to bring all leased centres up to an acceptable Grade B standard
3. To agree, in principle, the adoption of the standard Constitution for Leased Community Centres and to authorise officers to finalise this document in liaison with the leased Community Centre management committees referring back to this committee if there is no agreement on the same
4. To instruct officers to undertake a social capital analysis of leased community centres providing a further report on the outcomes to committee.
5. To agree that leased community centre management committees have, subject to their individual capacity, a role in delivering learning activity programmes, and or providing venues for learning activity in the wider community as potential members of Learning Partnerships and Learning Communities.

6. To refer a request for funding in relation to remedial works required on Altens Leased Community Centre to the Finance and Resources Committee for reasons outlined in the report.
7. To approve closure of Dyce (Carnegie Hall) Community Centre on the basis of the activity level of the centre and the cost of remedial repairs.
8. To approve that the vacant Cairnfield Community Centre is declared surplus to the requirements of the Education, Culture and Sport Directorate.
9. To approve the circulation of a handbook for leased community centres once completed.

3. FINANCIAL IMPLICATIONS

The potential savings in terms of revenue and capital and any projected spend to save will be subject to decision on the recommendations. Savings should be accrued through the introduction of either of the new lease options; both of which provide for a more cost effective model of finance and procurement of goods and services.

4. SERVICE & COMMUNITY IMPACT

The links to the Community Plan, the Single Outcome Agreement and Vibrant, Dynamic & Forward Looking are as follows:

- **Vibrant, Dynamic and Forward Looking – The Liberal Democrat and SNP Programme for Aberdeen City Council:** This contains a commitment to establish a network of Community Learning Hubs across the city.
- **Combined Community Plan and Single Outcome Agreement –** The review of community centres and community learning and development activity contribute to SOA Outcomes as follows:
 - People of all ages take an active part in their own learning to achieve their full potential Learning and training is appropriate and accessible to learner's needs
 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential
 - Children, young people and their families/carers are involved in decisions that affect them. Their voices heard and they play an active and responsible role in their communities
 - Educational attainment in Aberdeen is continuously sustained and improved
 - School leavers enter positive destination of employment, training or further and higher education with a focus on and support for young people who require More Choices and More Chances
 - Children and young people actively participate in their communities and have optimum involvement in decision making
 - All children, young people and their families have access to high quality services when required and services provide timely, proportionate and appropriate response that meeting the needs of children and young people within Getting it Right for Every Child, (GIRFEC) requirements
 - Improve the quality of life in our most deprived areas

- Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to 'active citizenship'
- Develop pathways to participation which enhance the diversity of local representation at and engagement with regional, national and international arts, heritage and sporting events
- Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs

An Equalities & Human Rights Impact Assessment will follow; (work ongoing within the Communities Team.)

5. OTHER IMPLICATIONS

This report has other implications as follows:

- Legal – proposals for new model lease and constitution for leased community centres drawn up by the Council's Legal Service.

6. REPORT

The report follows through on a recommendation in Report ECS/09/032 to the October 2009 Committee, to consult with stakeholders reporting back in the January 2010 cycle on preferred options for:

- Community Learning Hubs and Satellites;
- A new model lease, management agreement and constitution for leased community centres; and,
- A new model of finance for leased community centres

Given the breadth and complexity of these respective matters, officers are providing two reports; one on leased community centre matters and one on options for progressing community learning hubs and learning satellites.

6.1 Background Information

6.1.1 The 23 Community Centres are leased to their respective Management Committees in a variety of different ways, and on leases that, by modern standards are very out of date. Of the many hundreds of property leases granted by the City Council to third parties, none are similar to the present leases to Community Centre Management Committees.

Although they have other unusual features, the main features of many of the present leases are that :

- the City Council pays all heating and lighting bills;
- the City Council pays all line rental charges for their telephone;
- the City Council arranges and pays Public Liability Insurance and Employers Liability Insurance for the Community Centre and the Management Committee's staff; and

- the City Council is responsible for all repairs arising from fair wear and tear, both internally and externally including maintaining the building in a wind and watertight condition.

6.1.2 The new model Community Centre lease, (**Version A**) as proposed by City Council officers, is devised after taking the advice of Messrs. Brodies; (the City Council's retained contractor for the provision of legal services). It is a much more comprehensive legal document including many terms and conditions not included in the original Community Centre leases. In essence, however, it is akin to the City Council's standard Full Repairing and Insuring, (F.R.I), lease which would require individual Management Committees to have legal responsibility for fully repairing and insuring their Community Centre and to meet all normal property costs, including utilities bills.

6.1.3 With this model lease, the intention is for each Community Centre Management Committee to receive an annual grant from the City Council to cover the property costs of their lease plus provide funding for their core Community Centre activities through a development grant.

6.2 Consultation Outcomes

A consultation took place with Leased Centre Management Committees on 14 October 2008 to outline the content of the October report and obtain views from centres on the range of options contained within it. The key areas for concern expressed at this meeting were that:

- Leased centres and Community Learning & Development Centres are two very different centres. Leased centres focus on provision of social activities including sports, fitness and leisure;
- Leases do need to be worked out and constitutions made simpler; (Current options are overbearing documents and not acceptable.)
- Leased centres do not get enough support from the Council;
- Leased centres want minimum changes;
- Centres are all run by volunteers. It is the Council's job to upkeep buildings;
- Centres' role is not understood in that centres provide social education for the community, lease does not reflect what they do; and,
- Centres cannot operate as businesses; a commercial lease and financial model are inappropriate.

Key points raised at this meeting were:

- A full repairs and maintenance lease is not an option.
- Review of lease and constitution required in partnership with centres.
- Another separate session to be arranged with leased centres.

This feedback provided officers with a remit to review a number of areas of concern and a further meeting was arranged on 27th October to clarify expectations. At this meeting it was agreed that officers should prepare an alternative lease, management agreement and constitution for further consideration.

Officers arranged a further meeting held on 1st December 2009 and presented the alternative documents for consideration. These included an alternative to the full repairs lease option previously presented and a revised constitution and management agreement complementary to this lease and expressed in clear and more easily understood language.

Key points from this meeting were -

- Agreement that version B of the lease was a great improvement which would be acceptable with some of the requested changes including a plain English version
- Concern over volunteers being required to take on responsibility for maintenance of fire safety equipment and public liability insurance – could the Council take this on and could management committees as constituted bodies get indemnity cover?
- Workshop on charitable status requested to enable understanding of pros and cons
- Clarity required on fixtures and fittings and who is responsible
- Woodside Customer Access Point and documentation for Woodside Management Committee – meeting to be arranged early in the new year to address

Due the discussion around other priorities, the latest draft of the constitution was not covered in detail at this meeting. Officers have taken on board the points of key concern following circulation of the last draft in October, however, it the commonly agreed view that the leased centre management committees required more time to consider the document. The meeting agreed that because of the festive season commitments, it was best to undertake a review meeting early in the new year, 2010.

6.3 Lease Options

6.3.1 Full Repairs and Insurance Lease – Version A

The City Solicitor and Head of Resources Development & Delivery advise that their professional legal and property management advice is that the new model Community Centre lease (as described in paragraphs 6.2 and 6.3) is an appropriate means of leasing Community Centres. **This model lease is compatible with the vast majority of property leases already granted by the City Council** and is attached, together with the management agreement, at Appendix 1.

Leasing the Community Centres in this way has several practical advantages for the Management Committees, namely :

- (a) it gives them direct control of their operating budget; and
- (b) it gives them a faster and more direct route to organise appropriate property repairs.

The problem issue for this lease model relates to the repairs liability. All 23 leased Community Centres have been surveyed by Asset Policy (Non Housing) staff as part of an Asset Management Planning exercise. The condition of the buildings was assessed on a 4 point scale with Category

A being in sound condition with only minor defects down to Category D being a building with serious defects requiring immediate attention.

Any potential tenant of a property invited to enter a F.R.I. lease is bound to make an assessment of the condition of the property, in order to take a view of his/ her likely repairs liability, before signing any lease. For a building in sound condition i.e a Category A or B, then an individual Community Centre Management Committee might be fairly relaxed about committing themselves to it's maintenance and repair. For a building in poor condition, with serious defects i.e. a Category C or D, then no Management Committee, properly advised, would willingly sign such a lease.

From all this, if Members are persuaded that this lease model should be adopted, then the City Council need to be prepared to invest to bring the poorer quality Community Centres up to a decent standard of repair. This would require detailed condition surveys on all the properties in order to assess the financial implications of required remedial repairs. This is estimated to be in the region of £40,000.

It is the advice of our officers that, **whatever lease model is finally approved by Members, the repair liability issue cannot be avoided by the Council.** Two Community Centres in particular, at Altens and Carnegie Hall, Dyce cause our officers concern because of their serious building defects. If Members are persuaded, as part of this Review, that we want to see both Community Centres continue operating well into the future, then money will need to be found for their repair. These particular Community Centres are discussed in greater detail later in this report.

This lease option (**Version A**) was presented to representatives of the leased Community Centres in October and discussed at the consultation meeting held on 14 October. It was rejected at that meeting and the representatives unanimously voiced concern. In their view, this lease option places too onerous a burden on voluntary management committees, creates unreasonable liabilities and is unacceptable if the Council expects volunteers to continue to contribute to the social capital of their communities by running buildings and activities of benefit to them. Many express a view that if such a lease option is exercised it would result in many management committees resigning and handing back the buildings to the Council or folding due to inability to recruit due to the liabilities that would be created for Management Committees.

6.3.2 Alternative Lease – Version B

In the light of this reaction, the City Solicitor devised a modernised alternative draft lease (**Version B**), much closer in style to the “City Council pays all” present lease, described in paragraph 6.1 of this report. This is attached as Appendix 2.

Although this version is more compatible with the views of the Management Committee representatives, it has **practical disadvantages for the City Council**, namely.

- i) The City Council will be **unable to retain budgetary control over the annual revenue costs** of leased community centres. As

such, it is the view of officers that the inability to control expenditure within these centres **cannot be considered a financially prudent or sustainable option** for this reason.

- ii) For City Council staff to process bills and organise (sometimes very trivial) repairs in leased Community Centres that already have active Management Committees arguably **is not a cost effective use of staff time**; and
- iii) Having the City Council meet all utilities costs arguably **isn't an incentive for** individual Management Committees to take a concern in **using energy prudently and cost-effectively**.

The biggest concern of our officers relates to **precedent** and our long-established practice of seeking to have similar properties, leased to similar organisations, carrying out similar activities, to be leased in a similar, or at least a compatible way. The City Council's Social Work Account holds properties and leases them to voluntary and charitable organisations carrying out community and community related activities. Although these properties aren't included in the Community Centre Review, there are a few examples of properties leased to voluntary and charitable groups, where the use made of the property is very close to that of a Community Centre. Details of these properties contain confidential information to found at Appendix 2A – listed as item 7.1 on the agenda.

In terms of their respective lease provisions, the City Council does not meet their utilities costs, their insurance premiums or fund and organise all their repairs. If Members are minded to approve, in principle, the lease style favoured by the Community Centre Management Committees (**Version B**) then organisations such as these may conclude that our policies are not even handed. It could be argued that they are providing a Community Centre in all but name.

- 6.3.4** This Committee will need to consider the respective merits of the two versions of the lease presented to them, taking into account on one hand, the requirement to ensure best value and protect the financial interests of the Council and, on the other, the need to respect the social contribution provided by leased community centres.

6.4 Constitution

A new model constitution has been produced to address areas of concern identified previously by both centre management committees and officers. This is attached at Appendix 3. The draft new constitution takes account of changes within the Council and the need for centre programmes to take account both of local need and complementary activity across centres in close proximity. It includes updated clauses on equal opportunities, termination of membership, youth membership, staff membership on the management committee, period of tenure in any one post-holding position on the management committee and written communication of urgent decisions taken by the Chairperson, Vice Chair and Treasurer to the membership.

Centres have made representation that they have not been given sufficient time to consider this new constitution. It is hoped, on the basis

that areas of previous concern have been addressed, that the second revision of this constitution can be adopted subject to any further minor amendments.

6.5 Finance Options

6.5.1 “The Status Quo” – Version 1

As detailed in the last report to Committee, leased community centre management committees receive an annual development programme grant from the Council in addition to full financial support for the capital and revenue costs of their buildings. This development grant varies depending on the size of the building but the average grant is about £12,000 for a large centre. For the year ending 31 March 2009, the total capital and revenue funding for the 23 centres in the city came to £672,804 . Under the current system of finance, the Council maintains responsibility for public liability insurance, property and all service charges; gas water, electricity and telephone standing and call charges. In consultation, leased centres have stated that they wish this system of finance to remain

In undertaking the detailed research underpinning this and the previous report to committee, officers have revealed a significant variation in the level of financial support to management committees and a number of different lease arrangements, many of which have not been enforced. One centre receives no support with service charges whilst all others do and some get a wide range of services. This situation of unequal support cannot continue and officers are advocating a more equitable level of financial support.

6.5.2 An Increased Grant Model – Version 2

Officers presented finance model A to leased community centres in October 2009. This is a model which provides an enhanced grant which comprises a development grant plus an additional grant to cover the historical revenue costs for running the building. This would need to have inbuilt safeguards to take account of any fluctuations in market prices. Centres did not support this model.

6.5.3 Social Benefit Model of Grant Funding – Version 3

This is a model where funding follows social benefit. It is based upon a Cabinet Office for the Third Sector report on Social Return on Investment designed for people who want to measure and analyse the social, environmental and economic value being generated by their activities or by the activities they are funding or commissioning. The financial option is that management committees constitute themselves as social enterprises allowing them to raise funds not otherwise open to them, including charges to ACC. This does not preclude ACC giving them a grant if they so choose but it would put the management committees on the same footing as all other providers. Adoption of such a model and the analysis required to inform it, would require a lead in period and intensive consultation. It is, however, worthy of consideration for introduction in the future.

6.6 Recognition of Leased Centre Role in the Wider Community

Officers have been asked to consider and report the social benefit provided by leased community centres to their respective communities. There are difficulties in estimating the social value contributed by centres and it varies from centre to centre.

Officers recommend that a social capital analysis is undertaken to provide evaluative information on the social value of all community centres in the City to include Community Learning and Development Centres. This will inform decisions on their respective benefit to the community and models of finance suitable to their role.

It has been stressed that the value of leased centres should not be viewed purely within the context of learning. This report has therefore been prepared separately from that of community learning hubs and the review of community learning and development activity so the issues for leased community centres can be clearly defined and necessary recommendations for action outlined.

6.7 Building Issues

There are three buildings which require further consideration. These are as follows:

6.7.1 Cairnfield Community Centre

Cairnfield Community Centre was previously a leased community centre and is located within the Bridge of Don Associated School Group catchment area. It is currently vacant and is now surplus to the requirements of the Education, Culture and Sport Directorate.

6.7.2 Altens Leased Community Centre

Altens Leased Community Centre is located in the Torry / Kincorth Associated School Group area. It is an old building, currently graded at Grade C. The condition survey undertaken in 2009 detailed problems with windows and the state of the roof and gutters and down-pipes which had resulted in significant leaks causing damage to ceilings and plaster-work,

As a result of these problems, a further, more detailed report was commissioned from Rydens on the building. Officers requested estimated costs of remedial repair to take the building up to a Grade B acceptable standard. (It should be noted that Council surveys uses a Grade A – D scale of assessment with A being the best and D, the worst. Rydens only operate an A – C scale, grading in a similar way.)

The further survey found that essential works amounting to £9,750 should be carried out in the next 6 months to bring elements of the building up to a B standard and a further £44,265 to keep the property as this standard over the next 10 years. A summary of this further survey is at Appendix 4A.

The centre has a very active programme which is at Appendix 4B. It would not, at the present moment in time, be possible to relocate these activities elsewhere in the immediate vicinity due to the overall lack of community facilities in Cove and Altens as evidenced in the current Neighbourhood Community Action Plan and representations from the local community and Cove and Altens Community Council as part of the

consultation on the options contained within the report on community learning hubs and learning in the wider community. Officers are recommending retention and repair of this property on the basis of need for the centre given the high activity level and lack of alternative facilities within the area.

6.7.3 Dyce (Carnegie Hall) Community Centre

Dyce (Carnegie Hall) is located in the Bucksburn / Dyce Associated School Group Areas. It comprises an old Carnegie Library building which covers a small area with a more modern hall extension to the rear. The building has also been graded C. The condition survey undertaken in 2009 detailed that the building was suffering from long term lack of repairs and maintenance with exact extent of roof repairs unknown. All metal frame windows need to be replaced and most internal areas require full refurbishment involving high expenditure.

As a result of this, a further, more detailed report was commissioned on the building. Officers requested estimated costs of remedial repair to take the building up to a Grade B on the Council's assessment scale acceptable standard. The immediate costs, (required within next six months), are £5,650. The work required over the next 10 years totals £61,487.08 approximately. This does not include the £5,650. A summary of this further survey is at Appendix 5A.

The centre has a programme which is at Appendix 5B.

The surveys undertaken on the Dyce (Carnegie Hall) and Altens Leased Community Centres revealed progressive faults which, if not addressed will result in the properties declining to a degree where they will not possibly be usable to the end of their projected lease. Altens Leased Community centre has a very active programme which, it is known from research, could not be accommodated elsewhere in the Cove neighbourhood due to the lack of other facilities. In the light of this information and the remedial costs identified, officers would recommend that the Committee confirm this as a priority bid to the Non Housing Capital Programme for 2010 -11. The programme at Dyce (Carnegie Hall) could be accommodated elsewhere. For this reason, officers are recommending closure of Dyce (Carnegie Hall).

6.7.4 Conclusion

The compilation of this report to the level of detail required has, by necessity required a high degree of objectivity. The collection of evidence underpinning the recommendations to the report has been of over-riding importance to ensure that informed decisions are made.

The intended outcomes of this report are:

1. To clarify the relationship between the Council and leased community centres through the provision of a modern lease, management agreement and constitution.
2. To ensure equity of provision in relation to support for leased centres from the Council where this is currently not the case.
3. To ensure buildings that are fit for purpose.

4. To recognise and support the social value of leased centres in their respective communities by encouraging good practice, probity and social inclusion.

7 REPORT AUTHOR DETAILS



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8 BACKGROUND PAPERS

- Lease Version A and management agreement
- Lease Version B and management agreement
- Leased Centre Constitution, Draft 2, 2009
- Property Survey Reports for Altens Community Centre and Dyce (Carnegie Hall), Rydens LLP, November 2009
- A Guide to Social Return on Investment, ISBN: 978-0-9562274-1-6

LEASE

between

ABERDEEN CITY COUNCIL,
constituted by and acting under the
Local Government etc. (Scotland)
Act 1994, and having its principal
office at Town House, Broad Street,
Aberdeen

and

[Names of Secretary and Chairman]
and their successors in office as
Secretary and Chairman respectively
of the Management Committee of
[] Community Centre,
[Address] as Trustees *ex officio* for
the said Management Committee

1 Definitions/Interpretation

1.1 Definitions

In this Lease:-

1.1.1 **"Date of Entry"** means ;

1.1.2 **"Date of Expiry"** means the date of expiry or earlier termination
(however terminated) of this Lease;

1.1.3 **"Duration"** means the period from the Date of entry until (insert a date
20 years and 1 day after the Date of Entry)

1.1.4 **"Insured Risks"** means the risks of fire, explosion, aircraft, storm,
earthquake, riot and civil commotion, lightning, malicious damage,
flood, escape of water, impact by road vehicles, theft, accidental
damage and breakage of fixed glass and such other insurable risks as
the Landlords may from time to time reasonably require, but excluding

any risks against which the Landlords' obligation to insure has terminated in terms of Sub-Clause 12.1;

- 1.1.5 **"Landlords"** means the said Aberdeen City Council and, in substitution therefor, any person succeeding to their interest under this Lease;
- 1.1.6 **"This Lease"** means this Lease and, save where expressly otherwise provided, any document which is supplemental hereto or which is expressed to be collateral herewith or which is entered into pursuant to or in accordance with the terms hereof;
- 1.1.7 **"Management Agreement"** means the management agreement annexed and signed as relative hereto, as may be amended or varied at any time by the Landlords, acting reasonably;
- 1.1.8 **"Period of this Lease"** means the Duration together with any continuation thereof whether by *tacit relocation*, under an Act of Parliament or for any other reason;
- 1.1.9 **"Permitted Use"** means use as a community centre solely for the conduct of social, educational, cultural, leisure and recreational activities for the benefit of the whole community;
- 1.1.10 **"Planning Acts"** means the Town and Country Planning (Scotland) Act 1997, the Planning (Listed Buildings and Conservation Areas) (Scotland) Act 1997, the Planning (Consequential Provisions) (Scotland) Act 1997, the Planning (Hazardous Substances) (Scotland) Act 1997 and any legislation of like purpose or nature;
- 1.1.11 **"Prescribed Rate"** means the rate of 4% above the Relevant Interest Rate;
- 1.1.12 **"Property"** means the subjects let under this Lease and each and every part thereof together with the pertinents thereof and the heritable fixtures and fittings from time to time therein and thereon;

1.1.13 **"Relevant Interest Rate"** means the base rate from time to time of The Royal Bank of Scotland plc or, if such rate is at any time incapable of ascertainment, such reasonably equivalent rate as the Landlords and the Tenants may agree or, in the absence of such agreement, as may be fixed by an arbiter to be appointed at the written request of the Landlords or the Tenants by the President (or other senior executive replacing or deputising for the President) for the time being of the Law Society of Scotland;

1.1.14 **"The Tenants"** means the said Trustees of the Management Committee of [] Community Centre and, in substitution therefor, their successors and permitted assignees and where there are two or more persons included in the term "the Tenants" from time to time the obligations expressed to be made by them shall be deemed to be made by such persons jointly and severally provided that neither the foregoing definition nor anything else expressed in this Lease shall be construed or operate so as to impose a continuing liability upon any person having right to the tenants' interest under this Lease following a permitted assignation of its interest; and

1.1.15 **"VAT"** means value added tax payable under the Value Added Tax Act 1994 as amended from time to time or under any directives or regulations adopted by the Council of the European Union which relate to value added tax or any similar tax introduced in substitution therefor.

1.2 Interpretation

In this Lease:-

1.2.1 any right or power expressed to be reserved to or conferred on the Landlords, any inspection or works expressed to be carried out by the Landlords and any notice, request or demand expressed to be served or issued by the Landlords may be exercised, carried out, served or issued by the Landlords and/or their duly authorised employee, factor, professional adviser, agent and/or contractor;

- 1.2.2 where any matter requires the consent or approval of the Landlords under this Lease and also the consent or approval of any other person in terms of the title deeds of the Property or in terms of any lease to which the Landlords' interest in the Property is subject, the consent or approval of such other person shall be a necessary, but not a sufficient, condition of the grant of such consent or approval by the Landlords;
- 1.2.3 words importing any gender shall include the other genders, words importing the singular number shall include the plural number and vice versa and words denoting natural persons shall include incorporated bodies and vice versa;
- 1.2.4 any reference to an Act of Parliament shall include any modification, extension or re-enactment thereof for the time being in force and shall also include all instruments, orders, plans, regulations, permissions and directions for the time being made, issued or given thereunder or deriving validity therefrom and any obligation to comply with an Act of Parliament shall include an obligation to comply with any relevant directive or subordinate or other legislation of the European Union, provided that any reference in this Lease to the Town and Country Planning (Use Classes) (Scotland) Order 1997 shall, notwithstanding any modification, extension or re-enactment thereof, nonetheless still be construed as a reference to the said Order in the form in which it is enacted at the Date of entry;
- 1.2.5 the headings to Clauses and Sub-Clauses are for ease of reference only and shall be disregarded in the construction or interpretation of this Lease;
- 1.2.6 references to a numbered Clause or Sub-Clause without further amplification are references to the Clause or Sub-Clause in this Lease so numbered;
- 1.2.7 any obligation of the Tenants under this Lease which has the effect of prohibiting or restricting any act of the Tenants in relation to the

Property shall be deemed to incorporate an obligation on the part of the Tenants or any authorised occupier of the Property not to allow or suffer any other person to infringe such prohibition or restriction; and

1.2.8 in any case where the rent or any other payment made or to be made by the Tenants falls to be apportioned by reference to time, the portion of such payment due by the Tenants shall be equal to that fraction of such payment whose numerator is the number of days in the period over which the Tenants' liability in respect of such payment extends and whose denominator

1.2.8.1 in the case of the rent (notwithstanding any reference in this Lease to equal quarterly payments) and any other annual payment is three hundred and sixty five (365) and

1.2.8.2 in any other case is the total number of days in the period to which such payment relates.

2. Grant and Duration

The Landlords in consideration of the rent and of the other undertakings by the Tenants hereinafter contained hereby let to the Tenants (but excluding assignees and sub-tenants legal or voluntary and creditors and managers for creditors in any form except where permitted in accordance with the terms of this Lease) ALL and WHOLE the subjects known as [] Community Centre, [Address] being the subjects outlined in red on the plan annexed and signed as relative hereto (the "**Plan**").

3. Tenants' acceptance of Property

The Tenants accept the Property as being in good and tenable condition and repair (in terms of the Schedule of Condition annexed and signed as relative hereto) and in all respects fit for the purpose for which it is let.

4. Tenants' monetary obligations

The Tenants undertake to the Landlords:-

4.1 Rent

4.1.1 to pay rent, if asked, for the period from the Date of entry for the Duration at the annual rate of ONE POUND (£1) STERLING exclusive of VAT and that yearly in advance on in each year;

4.2 Insurance premiums

To pay to the Landlords within 14 days a sum equal to the amount paid or payable by the Landlords in respect of effecting and maintaining insurance (the "**Property Insurance**") for such sum as the Landlords may from time to time reasonably decide represents the reinstatement value (including fees and the cost of shoring up, temporary works and arrangements, demolition and site clearance and such allowance for inflation as the Landlords may reasonably determine) of the Property against loss or damage by the Insured Risks and the cost of carrying out any independent professional valuation of the Property or revision thereof (at intervals not more frequent than yearly) which shall reasonably be required by the Landlords for the purpose of determining the amount for which the Property shall be insured.

4.3 Additional insurance premiums

To pay to the Landlords within fourteen days any sum by which the insurance premiums payable by the Landlords in respect of the Property Insurance or any other adjoining or adjacent property in which the Landlords have an insurable interest may be increased in consequence of any alteration effected to the Property by the Tenants or by any other occupier or in consequence of the use of the Property by the Tenants or any act, neglect or default of the Tenants or any occupier or of the employees or contractors of any of them or of any

other person who shall enter upon the Property (other than the Landlords, their agents, employees, contractors and servants or any other person authorised by the Landlords);

4.4 **Deficiency in insurance proceeds**

to pay to the Landlords on demand a sum equal to the amount of any deficiency in the proceeds of the Property Insurance attributable to any act, neglect or default of the Tenants or any authorised occupiers of the Property or of the employees or contractors of any of them or of any other person who shall lawfully enter upon the Property (other than the Landlords, their agents, employees, contractors and servants or any other person authorised by the Landlords);

4.5 **VAT**

To pay to the Landlords on demand VAT at the relevant rate for the time being in force on all payments undertaken to be made by the Tenants to the Landlords under this Lease (but that only in exchange for a valid VAT invoice therefor) save to the extent that the Landlords shall be able to recover, reclaim or otherwise set-off against outputs the whole of the VAT in any of which events the VAT shall be borne by the Landlords (except in the case of VAT payable on the rent payable under this Lease, which VAT shall be payable by the Tenants);

4.6 **Rates and other assessments**

To pay when due all rates (or such alternative local tax as may be substituted therefor), taxes, charges, assessments, impositions and outgoings whatsoever (whether or not of a capital or non-recurring nature) which are, at any time during the Period of this Lease, payable in respect of the Property by the owner, tenant (which expression shall include the Tenants and any person having an interest in the Property derived from that of the Tenants) or occupier.

4.7 Common charges

save to the extent that the payment, expenditure and charges referred to in this Sub-Clause 4.7 are required to remedy, or are required in connection with the remedying of, any damage or destruction caused by or attributable to any of the Insured Risks to pay to the Landlords on demand a sum equal to the amount of any payment due by the Landlords under the title deeds or title sheet of the Property and, without prejudice to that generality, any contribution due under such title deeds or title sheet or due in terms of statute or common law towards expenditure on, the insurance of, repairs to and, if necessary, renewal and replacement of, subjects and services common to the Property including the charges properly payable under the title deeds and others as aforesaid.

5. Tenants' non-monetary obligations

The Tenants further undertake to the Landlords to observe and perform throughout the Period of this Lease the conditions, obligations and others contained in, specified in, referred to or otherwise set out in this Clause 5.

5.1 Title conditions

Excluding any payment due under Sub-Clause 4.7 (which will be due under that Sub-Clause 4.7) to observe and implement in the same manner and to the same extent and effect as if they were the proprietors of the Property the conditions, provisions and others in so far as still valid, subsisting and applicable and relating to the Property specified or referred to in the title deeds or title sheet of the Property and, during the Period of this Lease, to indemnify the Landlords against any loss or liability sustained or incurred by the Landlords or any claim by a third party against the Landlords arising out of or in connection with any breach by the Tenants and any authorised occupiers (other than the Landlords, their agents, employees, contractors and servants

or any other person authorised by the Landlords) of the foregoing provisions of this Sub-Clause.

5.2 **Use**

Not to use the Property for:-

5.2.1 any purpose other than the Permitted Use and not to use the Property for any other purpose whatsoever without the prior written consent of the Landlords.

5.2.2 any offensive, noisy or noxious trade, business or occupation nor for any illegal or immoral purpose nor for any purpose or in any way which may be or tend to become a nuisance or disturbance to the owners or occupiers of any neighbouring properties nor for any use which could constitute a hazard to health or cause harm to the environment; or

5.2.3 as a residence for any person.

5.3 **Alienation**

Not to assign, charge, sub-let or otherwise dispose of the Tenants' interest in or part with or share possession or occupation of the whole or any part only of the Property.

5.4 **Tenants risk**

To bear its own risk in respect of all goods, equipment, stock and other contents belonging to it in the Property.

5.5 **Repair, and maintenance of the Property**

Throughout the Period of this Lease to carry out all internal and external repairs and maintenance to the Property (including fixtures and fittings) in order to keep the Property in the same condition as stated in the said Schedule of Condition provided that the Tenants shall not be liable to remedy any damage or destruction caused by or

attributable to any of the Insured Risks but that without prejudice to the Tenants' obligations under Sub-Clause 4.4.

5.6 Compliance with statutory requirements

To comply in all respects with all statutory requirements (already or in the future to be passed) and all requirements of any government department, local authority, or other public or competent authority, or court of competent jurisdiction, relating to the Tenants and the occupation of the Property by the Tenants. , Without prejudice to the foregoing generality, this will include compliance with all relevant equal opportunities and child and adult protection guidance and legislation.

5.7 Cleaning

To keep the Property in a clean and tidy condition and clear of all rubbish.

5.8 To indemnify landlords

Save where indemnity is, or ought to be, available to the Landlords under any of the insurances effected, in terms of Sub-Clause 12.1, to indemnify and keep indemnified the Landlords from liability in respect of any injury to or the death of any person, damage to any property, moveable or immovable, damage to the environment, the infringement, disturbance or destruction of any right, servitude or privilege or otherwise by reason of or arising directly or indirectly out of any breach by the Tenants of their obligations under this Lease in relation to the state of repair or condition of the Property or any unauthorised use by the Tenants of the Property and from all proceedings, costs, claims and demands of whatsoever nature in respect of any such liability or alleged liability.

5.9 Signs

Not to affix or exhibit on any of the windows or on any exterior part of the Property any placard, poster, signboard or other advertisement

without the previous written consent of the Landlords which consent shall not be unreasonably withheld or delayed.

5.10 **Alterations**

Without prejudice to Sub-Clause 5.9, not to make any structural or external addition, improvement or alteration whatsoever in or to the Property nor unite the Property with any adjoining property without the previous written consent of the Landlords; Provided always that the Landlords may as a condition of giving any such consent require the Tenants to enter into such undertakings with the Landlords as the Landlords may require in regard to the execution of any such works and the reinstatement of the Property at the end or sooner determination of the Duration (howsoever the same may be determined) or otherwise.

5.11 **Prohibition of hazardous articles or operations**

Not to bring into the Property anything which is or may become dangerous, offensive, radioactive or explosive nor to carry on or do any hazardous trade or act in consequence of which the Property Insurance could be vitiated or prejudiced or made void or voidable in whole or in part or whereby the insurers may decline to cover any of the Insured Risks.

5.12 **Planning**

Not to do or omit or suffer to be done or omitted anything on or in connection with the Property the doing or omission of which would be a contravention of the Planning Acts and throughout the Duration to keep the Landlords indemnified in respect of all actions, proceedings, damages, penalties, costs, claims and demands in respect of such acts or omissions or any of them.

5.13 **Management Agreement**

For so long as the landlords are the said Aberdeen City Council (or their statutory successors) the Tenants agree to be bound by the terms of the Management Agreement throughout the Period of this Lease.

5.14 **Landlords' rights of entry**

Subject always to Sub-Clause 12.3 to permit the Landlords at any reasonable time on giving to the Tenants at least 48 hours notice in writing (or forthwith in the case of emergency) to enter the Property:-

5.14.1 for the purposes of inspecting the Property, preparing a schedule of the Landlords' fixtures and fittings and of any dilapidations and investigating any right of the nature of servitude, wayleave, privilege or encroachment and

5.14.1 for any purpose related to the exercise of any right conferred on or reserved to the Landlords under this Lease or the fulfilment of any obligation in relation to the Property incumbent on the Landlords under this Lease.

5.15 **Removal**

5.15.1 At the Date of Expiry:-

5.15.1.1 to restore and replace any of the Landlords' fixtures and fittings which may have been removed or may be missing, broken, damaged or destroyed with another of equivalent character and quality,

5.15.1.2 to remove every sign, device or advertisement of or relating to the name or business of the Tenants or other occupier of the Property from the Property and from any subjects common to the Property and other property and to remove all Tenants' fixtures and fittings, furniture and effects from the Property, making good to the Landlords'

reasonable satisfaction any damage caused by such removal, and

5.15.1.3 to remove from the Property and leave the Property together with all additions and improvements made thereto vacant and clear, and in such state of repair and condition and in all such other respects as shall be consistent with a due performance by the Tenants of the obligations undertaken by the Tenants under this Lease, and

5.15.1.4 in the event that the Tenants fail to comply with the terms of this Sub-Clause 5.15.1 the Landlords will be entitled to carry out such works as they deem necessary and recover the costs of doing so from the Tenants.

5.16 To provide fire fighting equipment

To keep the Property sufficiently supplied and equipped with fire fighting and extinguishing apparatus and appliances and related emergency signage which shall be open to the inspection and maintained to the reasonable satisfaction of the Landlords (so far as not opposed to the legal obligation of the Tenants) and also not to obstruct the access to or means of working such apparatus and appliances at or connected with the Property.

5.17 Environmental matters

5.17.1 Not to release or discharge into any environmental medium (namely, air, water (including without limitation, ground water, pipes and sewers) and land) any substance that is, or in such quantities or concentrations that are, capable of causing harm to the health of man or any other living organism supported by the environment.

5.17.2 Not to deposit on the Property any controlled, special, hazardous, toxic, dangerous or radioactive waste, or any other substance which may produce concentrations or accumulations of noxious gases or noxious liquids in such quantities or concentrations that are capable of causing harm to the health of man or any other living organism supported by the environment.

5.17.3 To indemnify and keep indemnified the Landlords (both during the Period of this Lease and after the Date of Expiry) against all liability, costs, expenses or damages (including but not limited to clean-up costs, remediation costs, legal and environmental consultancy expenses, third party claims and regulatory action) to the extent that the same arise by virtue of a breach by the Tenants during the Period of this Lease of the undertakings contained in Sub-Clauses 5.17.1 and 5.17.2.

Disclaimers

6.1 Planning acts - no warranty

Notwithstanding the provisions of Sub-Clause 5.2, the Landlords do not thereby or in any way give or make any representation that the Permitted Use is or will be or will remain an authorised use in terms of the Planning Acts and the Tenants acknowledge that the Landlords have not made or given at any time any representation or warranty that the Permitted Use is or will be or will remain an authorised use under the Planning Acts.

6.2 Condition of Property - no warranty

Any warranty or warranties on the part of the Landlords implied by common law or otherwise relating to the condition or suitability for use of the Property or any part thereof is/are expressly displaced from this Lease and shall be inapplicable.

Landlords' remedies on default by tenants

7.1 Interest

The Tenants shall pay to the Landlords on demand interest at the Prescribed Rate on any sum falling to be paid by the Tenants to the Landlords, such interest to run, as well after as before any decree, in the case of any sums due (other than rent) by the Tenants to the Landlords (including, but not limited to, any sum for the payment or expenditure of which the Landlords fall to be reimbursed by the Tenants) from the date of written demand thereof until payment in full unless paid within 14 days of written demand.

7.2 To make good defects

In the event of the Tenants failing to fulfil the obligations undertaken by them under this Lease in respect of maintaining and repairing the Property the Landlords shall be entitled to serve a notice on the Tenants requiring the Tenants to make good any such deficiency and in the event of the Tenants failing to proceed diligently to repair, amend and make good all defects for which the Tenants may be liable in accordance with this Lease within a period of 3 months after the giving of such notice the Landlords shall be entitled to make good such deficiency at the expense of the Tenants.

Irritancy

8.1 If

8.1.1 the Tenants allow the Property to go unused and/or unoccupied for a period of more than 2 months or

8.1.2 the Tenants are at any time in breach of any of the non-monetary obligations undertaken by them under this Lease

then and in either of such events the Landlords at their option may, subject to Sub-Clause 8.2, by notice served on the Tenants bring this

Lease to an end forthwith and treat this Lease and all transmissions thereof with all that has followed or can competently follow thereon as void and null and that without the necessity of any declarator, process of removal, or other procedure at law and the Property shall thereupon revert to the Landlords and it shall be lawful for the Landlords or any person or persons duly authorised by the Landlords to enter upon possession of the Property and to uplift rents, eject tenants and occupiers and thereafter use, possess and enjoy the same free of all claims by the Tenants as if this Lease had never been granted, but without prejudice to any other right of action or remedy available to the Landlords arising out of or in connection with any antecedent failure to pay any rent or any other sum due by the Tenants or any antecedent breach of any non-monetary obligation of the Tenants under this Lease.

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

Service of notices

- 9.1** Every notice under this Lease shall be in writing and shall be served upon the party to whom it falls to be issued or addressed. Any notice shall be sufficiently served if sent by Recorded Delivery Post to the Tenants at the address of the Property and to the Landlords at the address of their principal office and such notice shall be deemed to be served on the Tenants or the Landlords (as the case may be) at the

expiry of 48 hours after the time of such posting unless the contrary can be proved.

- 9.2** In proving posting it shall be sufficient to prove that an envelope containing the notice was duly addressed and posted in accordance with the provisions of Sub-Clause 9.1.

Payment of Landlords' costs

- 10.1** The Tenants undertake to reimburse the Landlords forthwith upon demand all reasonable professional charges and expenses (including, without prejudice to that generality the stamp duty land tax, dues of registration in the Books of Council and Session and the Land Register of Scotland and obtaining two extracts and any Sheriff Officers' fee) properly incurred by the Landlords:-
- 10.2** in connection with any application to the Landlords for consent or approval in terms of this Lease including such charges and expenses where consent or approval is refused or the application withdrawn; and
- 10.3** in procuring the payment of any arrears due by the Tenants or the remedy of any breach of a non-monetary obligation undertaken by the Tenants under this Lease, including without prejudice to the foregoing generality in the preparation and service of a schedule of dilapidations at any time before or after the Date of Expiry.

Warrantice

- 11.** The Landlords warrant this Lease to the Tenants absolutely.

Landlords' obligations

- 12.** The Landlords undertake to the Tenants to observe and perform throughout the Period of this Lease the conditions, obligations and others contained in, specified in, referred to or otherwise set out in this Clause 12.

12.1 To maintain insurance

To effect and maintain throughout the Period of this Lease with Insurers the Property Insurance in accordance with the provisions of Sub-Clause 4.2 provided that, if the Landlords shall be unable by reason of the unavailability of insurance (which shall include an inability to obtain insurance on commercial rates in the UK insurance market) to effect insurance against any one or more of the Insured Risks the obligations on the part of the Landlords so to insure shall cease (but only to the extent of such inability).

12.2 Repairs/relocation of Tenants

12.2.1 Subject to Sub-Clauses 12.2.2 and 12.2.3, to carry out such repairs and maintenance to the Property following damage caused by or attributable to any of the Insured Risks with all due diligence and speed but only in so far as the cost of such repairs can be met from the proceeds of the Property Insurance.

12.2.2 The Landlords shall not be responsible for any extraordinary repairs to the Property (including any required as a result of any latent and/or inherent defect in the Property).

12.2.3. If the Property is either (a) beyond economic repair or (b) rendered unsafe and/or unfit for beneficial occupation and/or use by any cause then the Landlords shall be entitled, but not bound, to terminate this Lease without payment or compensation (but subject to Sub-Clause 12.2.4) on giving written notice to the Tenants to that effect.

12.2.4 If the Landlords shall terminate this Lease in accordance with Sub-Clause 12.2.3 then the Landlords shall use reasonable endeavours to relocate the Tenants to a similar property within the Landlords' ownership on terms similar to this Lease and that for the unexpired part of the Duration.

12.3 Exercise of Landlords' rights

Notwithstanding the provisions of Sub-Clause 5.14, to exercise the rights conferred upon the Landlords in terms thereof in such a manner as will cause the minimum practicable inconvenience to the Tenants and any other authorised occupiers of the Property and to make good all damage caused to the Property by the exercise of any such rights.

13. Unenforceable provisions

Each provision of this Lease shall, unless the context otherwise requires, be read and construed independently of every other provision of this Lease with the intent that, if any provision of this Lease is held to be invalid or unenforceable for any reason, then the remaining provisions of this Lease shall, to the extent that they are not held to be invalid, remain in full force and effect. If any provision of this Lease is held to be void or unenforceable but would, if some part thereof was deleted or amended, be valid and enforceable, then such a provision shall apply with such deletion or amendment as may be necessary to make it valid and enforceable.

14. Arbitration

14.1 This Lease shall be interpreted in accordance with the Law of Scotland and any dispute, difference or question of any kind which may arise between the parties shall be determined in accordance with the Law of Scotland. Save as otherwise provided herein any difference or dispute between the parties as to the interpretation of this Lease or as to the fulfilment or otherwise by either party of their respective obligations under this Lease or as to any matters connected therewith shall, failing agreement, be referred to a single arbiter to be nominated failing agreement by the President for the time being of the Law Society of Scotland on the application of either party and the award of such arbiter shall be final and binding on the parties and the expenses of any arbitration shall be borne as directed by the arbiter.

14.2 The provisions of Section 3 (1) of the Administration of Justice (Scotland) Act 1972 shall not apply to the foregoing agreement to refer to arbitration.

15. Registration

The Landlords and the Tenants consent to registration of this Lease for preservation and execution: IN WITNESS WHEREOF

This is the Management Agreement referred to in the foregoing Lease between Aberdeen City Council and The Trustees of [] Community Centre

1. The Tenants will be responsible for all bills and other charges incurred in respect of the Property including without prejudice to the foregoing generality and also without prejudice to the provisions of the foregoing Lease all water rates, gas and electricity bills, gas and electricity climate change levies, telephone call charges and broadband and line rental charges and refuse collection charges. In the event that any of the said bills or charges are paid by the Landlords for whatever reason, the Tenants will reimburse the Landlords directly or the Landlords may deduct the charges from any sum of money allocated to the Property and held by the Landlords.
2. The maintenance of all operational equipment supplied to the Tenants by the Landlords, and any renewals required, shall be the responsibility of the Tenants.
3. The Tenants will arrange Public Liability Insurance and Employers Liability Insurance in respect of the Property and its staff, and will pay the premiums involved.
4. The programme of activities in the Property shall be determined by the Tenants who may also allow the Property to be used by other groups and organisations upon such terms and conditions of letting as the Tenants may decide (without prejudice to the Permitted Use in the foregoing Lease).
5. The Tenants may organise activities in the Property for the benefit of the community, with or without levying an admission charge. The management and funding of these activities shall be the responsibility of the Tenants and the income shall be retained for the benefit of the running and operation of the Property by the Tenants.

6. The Tenants will be obliged to permit the Landlords to conduct meetings and other activities in the Property for all Council, Community Council, Community Education and learning in the wider community purposes subject to such booking procedure as may be operated by the Tenants.
7. The Tenants may determine appropriate rates of hire for the Property, subject to the approval of the Landlords, and retain the monies accruing for the benefit of the running and operation of the Property by the Tenants.
8. The Tenants may levy a membership fee and retain this income for the benefit of the running and operation of the Property by the Tenants. Membership of the Property will be open to all sections of the community irrespective of their age, ethnic origin, disability, sexual orientation or gender. The Tenants will demonstrate their commitment to anti-discrimination practices by issuing an Equal Opportunities statement in line with the Landlords' Equal Opportunities Policy.
9. Any staff appointed at the Property will be directly accountable to the Tenants and the Tenants shall be responsible for their welfare, health and safety.
10. The Tenants will be responsible for applying for all necessary licences in connection with all activities and events in the Property and will ensure that all the conditions contained in the said licences are complied with.
11. The Tenants may provide a catering service for the benefit of the Property's users, and may retain any profits for the benefit of the running and operation of the Property by the Tenants.
12. The Tenants will provide the Landlord with a list of names, addresses and telephone numbers of all keyholders for the Property and will notify the Landlords of any changes to the said list with immediate effect. There will be a minimum of two keyholders for the Property at all times.

13. The Tenants shall maintain proper accounts for the centre and shall submit annually to the Landlords (by no later than 31st July in each year) accounts properly audited and certified by a qualified Accountant.
14. The Tenants shall adopt a Constitution in terms of the model Constitution provided by the Council clearly stating inter alia the Tenants' aims and objectives; qualifications for membership; method of appointing officers; voting procedures; accounting arrangements and arrangements for annual meetings and dissolution of the Tenants. Any subsequent alterations to the Constitution must be notified to the Landlords who reserve the right to terminate the lease, if, in their opinion, the alterations would result in the Property being run undemocratically or against the best interests of the community.

LEASE

between

ABERDEEN CITY COUNCIL

and

THE TRUSTEES OF THE MANAGEMENT COMMITTEE OF

[] COMMUNITY CENTRE

PROPERTY: [] Community Centre [Address]
ENTRY: []
DURATION:

City Solicitor
Resources Management
Aberdeen

CommunityCentreLease

Appendix 2

LEASE

between

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

and

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

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

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

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notwithstanding the date or dates hereof) until [*insert here a date 20 years and 1 day after the date of entry*].

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

(THREE) The tenants bind and oblige themselves to pay punctually to the Council during the whole term of the lease all rates (if asked), taxes, assessments and any other charges which may be levied in respect of the occupation of the premises.

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

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

(SIX) The tenants shall use the premises as a community centre solely for the conduct of social, educational, cultural, leisure and recreational activities for the benefit of the whole community and for no other use whatsoever.

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

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

(NINE) The tenants will accept the premises as being in the condition as stated in the Schedule of Condition annexed and signed as relative hereto as at the date of entry. The Council will be responsible for and carry out all

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internal and external repairs and maintenance in order to keep the premises in the same condition as stated in the said Schedule of Condition.

(TEN) The tenants will not in any way alter or add to the premises without first having obtained the written consent of the Council. Any modifications, alterations, additions, fittings or fixtures which the tenants in accordance with these presents may make or instruct or install shall remain their property during the currency of the lease, and on the expiry or sooner termination thereof, unless otherwise required by the Council by notice sent in accordance with Clause (TWENTY-TWO) below, they shall remove such modifications, alterations, additions, fittings or fixtures and restore the premises to their condition prior to such modifications, alterations, additions or installation of any fitting or fixture. Failing such restoration, the Council may carry out any necessary work and recover the cost from the tenants. All damage caused by any removal shall be made good by the tenants at their expense to the Council's satisfaction. In the event of the Council agreeing to the retention of any modification, alteration, addition, fixture or fitting, no compensation of any kind shall be payable by the Council to the tenants.

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

(TWELVE) The Council shall not be liable for any loss, damage or injury whatever, however sustained, attributable directly or indirectly to any buildings or other structures, fixtures, fittings or other property belonging to the tenants

Appendix 2

or to third parties in or upon the premises or to any activities carried on, in or upon it by the tenants or third parties and the tenants will indemnify the Council against all actions, claims, demands and others which may be brought against the Council in connection with the tenants' occupation and use of the premises.

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

(FOURTEEN) The tenants will comply in all respects with all statutory requirements (already in place or to be passed in the future) and all requirements of any government department, local authority or other public or competent authority relating to the tenants and to the occupation of the premises by the tenants. Without prejudice to the foregoing generality this will include compliance with all relevant equal opportunities and child and adult protection guidance and legislation.

(FIFTEEN) The tenants will permit the Council and their agents or representatives to obtain access to the premises or any part thereof during

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the currency of the lease upon receiving reasonable notice thereof (or forthwith in the case of emergency).

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

(SEVENTEEN) The tenants will keep the premises sufficiently supplied and equipped with fire-fighting and extinguishing apparatus and appliances and related emergency signage which shall be maintained to the reasonable satisfaction of the Council (so far as not opposed to the legal obligation of the tenants).

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

(NINETEEN) (i) if the tenants allow the premises to go unused and/or unoccupied for a period of more than 2 months (except in any case where the premises are either beyond economical repair or are rendered unsafe and/or unfit for beneficial occupation and/or use by any cause) or the tenants are at any time in breach of any of the non-monetary obligations undertaken by them

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under this lease then and in either of such events the Council at their option may, subject to Clause (NINETEEN) (ii) by notice served on the tenants bring this Lease to an end forthwith and treat this Lease and all transmissions thereof with all that has followed or can competently follow thereon as void and null and that without the necessity of any declarator, process of removal, or other procedure at law and the premises shall thereupon revert to the Council and it shall be lawful for the Council or any person or persons duly authorised by the Council to enter upon possession of the premises and thereafter use, possess and enjoy the same free of all claims by the tenants as if this Lease had never been granted, but without prejudice to any other right of action or remedy available to the Council arising out of or in connection with any antecedent failure to pay any sum due by the tenants or any antecedent breach of any non-monetary obligation of the tenants under this Lease.

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

(TWENTY) All moveable property belonging to the tenants will be removed by the tenants within seven days of the expiry of the lease or earlier termination

Appendix 2

thereof subject to restoration by the tenants at their expense to the Council's satisfaction of any damage caused by them to the premises, otherwise any moveable property remaining after the expiry of the seven days shall be deemed to have been abandoned by the tenants and will thereupon without payment become the property of the Council.

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

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

(TWENTY-THREE) In the event of any question arising as to the interpretation of the provisions of the lease, the same shall be referred to an

Appendix 2

arbiter to be mutually chosen by the parties or in the event of failure to agree, by an arbiter to be appointed by the Sheriff Principal of Grampian Highland and Islands. Any fee chargeable for the appointment of an arbiter shall be deemed to be an expense of the arbitration.

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

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

Appendix 2

LEASE

between

ABERDEEN CITY COUNCIL

and

*

2009
*

Subjects: *

City Solicitor
Town House
ABERDEEN

AW/JAMIESON/COMMUNITY CENTRE – [2]

Appendix 2

This is the Management Agreement referred to in the foregoing Lease between Aberdeen City Council and The Trustees of [] Community Centre

1. The Council will pay the following bills and charges incurred in respect of the premises i.e. all gas and electricity bills, telephone call charges and broadband and line rental charges. All other bills and charges will be payable by the tenants.
2. The maintenance of all operational equipment supplied to the tenants by the Council, and any renewals required, shall be the responsibility of the Tenants.
3. The tenants will arrange Public Liability Insurance and Employers Liability Insurance in respect of the premises and its staff, and will pay the premiums involved.
4. The programme of activities in the premises shall be determined by the tenants who may also allow the premises to be used by other groups and organisations upon such terms and conditions of letting as the tenants may decide (without prejudice to the permitted use referred to in Clause (SIX) of the foregoing Lease.
5. The tenants may organise activities in the premises for the benefit of the community, with or without levying an admission charge. The management and funding of these activities shall be the responsibility of the tenants and the income shall be retained for the benefit of the running and operation of the premises by the tenants.
6. The tenants will permit the Council to hold meetings and conduct other activities in the premises for all Council, Community Council, Community Education and learning in the wider community purposes subject to such booking procedure as may be operated by the tenants.

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7. The tenants may determine appropriate rates of hire for the premises subject to the reasonable approval of the Council, and retain the monies accruing for the benefit of the running and operation of the premises by the tenants.
8. The tenants may levy a membership fee and retain this income for the benefit of the running and operation of the premises by the tenants. Membership will be open to all sections of the community irrespective of their age, ethnic origin, disability, sexual orientation or gender. The tenants will demonstrate their commitment to anti-discrimination practices by issuing an Equal Opportunities statement in line with the Council's Equal Opportunities Policy.
9. Any staff appointed to work in the premises will be directly accountable to the tenants and the tenants shall be responsible for their welfare, health and safety.
10. The tenants will be responsible for applying for all necessary licences in connection with all activities and events in the premises and will ensure that all the conditions contained in the said licences are complied with.
11. The tenants may provide a catering service for the benefit of the users of the premises, and may retain any profits for the benefit of the running and operation of the premises by the tenants.
12. The tenants will provide the Council with a list of names, addresses and telephone numbers of all keyholders for the premises and will notify the Council of any changes to the said list with immediate effect. There will be a minimum of two keyholders for the premises at all times.

Appendix 2

13. The tenants shall maintain proper accounts for the centre and shall submit them annually to the Council by no later than 31st July in each year.

14. The tenants shall adopt a Constitution in terms of the model Constitution provided by the Council clearly stating inter alia the tenants' aims and objectives; qualifications for membership; method of appointing officers; voting procedures; accounting arrangements and arrangements for annual meetings and dissolution of the tenants. Any subsequent alterations to the Constitution must be notified to the Council who reserve the right to terminate the lease, if, in their opinion, the alterations would result in the premises being run undemocratically or against the best interests of the community.

**A GUIDE TO
THE
COMMON
COMMUNITY CENTRE
MODEL CONSTITUTION,
STANDING ORDERS AND LEASE**

OCTOBER 2009

FOREWORD

This handbook has been produced for Community Centre Management Committees and their advisors as a guide to implementation and operation of the new Common Model of Community Centre Constitution in Aberdeen. Advisors will be available to interpret or explain any points that are unclear. Further information can also be obtained by contacting the Education, Culture and Sport Directorate at the address below: -

Community Centre Liaison Officer
Education, Culture and Sport
St Nicholas House
Broad Street
Aberdeen
AB10 1AQ
Tel 522000

1) INTRODUCTION

- 1.1** Aberdeen City Council inherited 2 forms of local community facilities from the former Aberdeen District Council and the former Grampian Regional Council. The first operated buildings designated as Community Centres, (now known as Leased Community Centres), and the latter buildings designated as Community Education Centres, (now Community Learning and Development Centres.) Responsibility for the operation of Community Learning and Development Centres and support to Community Centres now rests with the Education, Culture and Sport Directorate of Aberdeen City Council.
- 1.2** Policy and practice developed over many years in relation to the 2 models was significantly different. In 1999, the Council adopted a Common Model for all centres which defined the partnership between the Council and the Management Committees of all Centres. This set the policy context for Management Committee operation and aimed to devolve the operation of buildings to them. The Common Model was designed to ensure that local community facilities owned by the Council are available to all sectors of the community and managed by people with a local interest who are likely to be aware of local needs.
- 1.3** In 2005, a community centre review was undertaken. However, this did not result in any major changes to management arrangements. Since this time, a number of issues requiring attention have been identified.
- 1.4** In November 2008, the Council passed a notice of motion that called for a review of the method and provision of support for community centres and community learning activity, the provision of a costed report on community centres and community learning staffing and funding, and the presentation of an option or options for voluntary management of community centres.
- 1.5** Consultation was undertaken with Management Committees of both types of centre in May and June 2009 during which, requests were made to review leases, improve support from, and clarify the relationship between centres and the Council. Following these requests, the Council revised the leases to Leased Centres and the Constitutions to both types of Centre, appointing a Community Centre Liaison Officer to provide support to Management Committees.

THIS IS A DRAFT OF THE CONSTITUTION FOR CONSULTATION DURING NOVEMBER – DECEMBER 2009.

- 1.6** A copy of the proposed new standard constitution ("the Model Constitution") is appended to this booklet at Appendix 1. Important further guidance on the Model Constitution is set out at **section 2**. A copy of the lease agreement is also appended. **Section 3** outlines some additional changes in relation to the operation of Community Learning and Development Centres and leased Community Centres and some differences between the two types of building that have not been resolved. It also identifies some further work to be

undertaken. A standard Lease ("the Lease") has also been developed. This is attached as Appendix 3. Section 4 of this booklet sets out the key terms of the lease.

- 1.7** The Model Constitution has been prepared so that all Centres are operating in a similar manner and under the same framework. It is designed to ensure that each Centre is available for the use of all relevant sections of the community in a fair and equal manner. In addition, the Model Constitution and Lease set out the basis on which the Council will provide certain types of funding and other support to enable the Management Committee to operate the Centre. As such, any proposed change to the Model Constitution, whether before it is adopted or following a decision at an AGM, must be approved by the Council before that change can take effect. The Council will act reasonably in considering any request for a change to the Model Constitution and will give a clear explanation of its decision to the Management Committee.
- 1.8** In order to ensure that the Model Constitution remains up to date, relevant and continues to reflect best practice, the Council will undertake periodic reviews. This will also ensure that the Model Constitution takes account of current operating circumstances. In the event that a review leads to a proposed change of the Model Constitution then the Council shall notify the Management Committee in sufficient time for the proposed change to be submitted to the next AGM. Such notification will include a clear and detailed explanation of the proposed change including the reasons for it, along with a description of the anticipated benefits to the Association from making the change.

2) THE MODEL CONSTITUTION

2.1 The Model Constitution must be formally approved by the Council and thereafter, each respective Association. Any proposed changes to the Model Constitution must firstly be referred to the Council and then subject to vote at an Annual General Meeting of the relevant Association. No change can be made without the written approval of the Council through the relevant Committee.

2.2 The Community Centre Role in the Neighbourhood and Learning Community

Each Community Centre is intended to provide activities primarily, but not exclusively, for the benefit of local residents. It is also the intention that the Management Committee is representative of the local community and groups using the facility and that they have a management responsibility for the operation of each building and its programme. The Management Committee will provide programmes of activity primarily, but not exclusively, for residents within its Neighbourhood and wider Learning Community catchment area. Decisions will need to take account of the location and programmes of other centres, and where community centres are relatively close to each other, it is expected that liaison will take place to ensure complementary programming.

2.3 Membership

Membership of the Community Centre Association is described as being restricted to those who reside, work or attend full time education in the neighbourhood in which the centre is located. This defines those people who are eligible to stand for election for the majority of places on the Management Committee. A defined number of places can be filled by non-residents through co-option. The Model Constitution states that, two thirds of the Committee members should live, work or attend full time education in the neighbourhood. This clause on Community Centre Association Membership will be subject to periodic review.

2.4 Any Community Centre membership system that a Management Committee decides to operate will be quite different from membership of the Association and would be open to people from outwith the Neighbourhood. The Management Committee will determine the level of membership fees for the building along with any concession scheme it may wish to operate.

2.5 Numbers in the Constitution

The figures given for the number of people who will be on the Management Committee and those required to form a quorum, approve an amendment, or dissolve the Association are intended to be uniform across all Associations. Outgoing Committees will have the opportunity to discuss these figures. In the event that time and the operation of the Model Constitution demonstrates that the figures do not properly represent the interests of the local Association then the Management Committee may seek to amend these figures. As

before, any such amendment will require the written consent of the Council. In the first instance the Management Committee may wish to discuss the figures for their area with the Community Centre Liaison Officer.

2.6 Composition of the Committee

The appointment of the, number of people who get most votes at a public meeting is very unlikely to produce a Committee that is representative of the area. Outgoing Committees should therefore consider appropriate categories of representation. Depending upon local circumstances, such categories may reflect different geographic areas of the community, different sets of user groups or represent different groups of interest. Proposals for the methods of election are set out at 2.7 below.

2.7 Methods of Election

There are various ways that Management Committees can be created. It is important that they properly represent all stakeholders involved with the Centre. It is also important that any method of voting does not make it more difficult or create a barrier to participation by any part of the local community or interested group. While it may be appropriate to elect some representatives at a public meeting, this would not be likely to encourage participation by some members of the community. It would be possible to invite nominations and allow people to vote at any time the Centre was open over a period of a week. It would also be possible to hold elections for particular representatives at a time when the relevant group(s) were meeting e.g. conducting an election for a representative of the interests of the under 5's when the playgroup was meeting. A variety of the above proposals may be suitable depending on the needs of the neighbourhood and interested groups served by a particular Centre. The Council would like to hear your views and ideas on this as part of the consultation period. This guidance and Model Constitution will be amended after the consultation period to reflect any difficulties or barriers so that it reflects a method(s) of election which facilitate full participation.

Your views on the ways in which this could be undertaken are invited e.g. nomination and election in advance of the AGM, nomination and election at the AGM, nomination and election by specific groups in respect of their dedicated seat, etc

2.8 Standing Orders

A set of Standing Orders appears as Appendix II to this handbook. These are designed to ensure that meetings run as smoothly as possible and that all members of the Committee have a chance to participate fully in the democratic decision-making process.

2.9 Management Committee Training

It is recognised that Management Committees will, by virtue of the range of post-holders, have a diverse range of skills and also require training support to enable understanding of matters such as fund-raising, their legal obligations including employment, health and safety, protection of vulnerable people and equal opportunities. Advice and support in these areas will be provided through the Community Centre Liaison Officer.

FURTHER INFORMATION

3.1 The Impact of the Model Constitution

The main changes to the operation of Community Learning and Development Centres and Leased Community Centres introduced by the adoption of the Model Constitution are as follows: -

- (i) All Centres will have a Model Constitution and access policy.
- (ii) All will have access to a Community Centre Liaison Officer who will provide support, advice, policy interpretation and access to training who will also have a supervising function.
- (iii) A range of costs to be met and a range to be grant aided by the Council has been identified for leased Centres.
- (iv) The responsibilities and powers of all Management Committees will be amended in the Model Constitution to take account of their respective roles within the community and the changing needs of the communities they serve.
- (v) The word "Education" will be removed from Community Education Centre and replaced with Learning and Development –so that all buildings share the designation Community Centre.
- (vi) Management Committee training will be made available to all members of the Management Committee at each Centre. It is important that Management Committee members properly understand the rights and obligations of the Management Committee and the Council under the Model Constitution and Lease. As such, all members of the Management Committee should make every effort to attend the training.
- (vii) All Centres will have the same policy in relation to audit procedures.

- (viii) Clerical and administrative support located in Community Learning Hubs will be available to support Community Centres.
- (ix) While the financial aspects of outside letting will remain different, all Centres will have the same priority policy in relation to the allocation of lets.

3.2 Differences which remain

Given the significant differences in past practice it has not been possible at this stage to eliminate all the differences between the 2 types of buildings. The first 10 clauses (amend when document is complete) of the lease will be identical for all Leased Centres, but to take account of the remaining differences which are outlined below, 4 clauses have been written specifically for the existing Community Learning and Development Centres and 3 for the existing Leased Community Centres.

3.3 , The income from sublets by Centres is utilised for centre activities and attendant costs. However the costs of insurance cover for Community Learning and Development Centres are met centrally. Leased Community Centre , Management Committees retain the income from any sublets and are r responsible for the costs of any insurance cover.

3.4 Finally, all staff employed in the existing Community Learning and Development Centres will continue to be employed by the Council but those in the existing Community Centres will continue to be employed directly by a Management Committee. Advice and support on employment matters will be available to Management Committees through the Community Centre Liaison Officer.

3.5 Employees as Office Bearers

As stated previously, the Model Constitution has been prepared so that all Centres are operating in a similar manner and under the same framework. It is also intended to ensure that the constitution of each Association remains up to date, relevant and continues to reflect best practice. As such, it is important that appropriate arrangements are put in place to ensure that each Centre is run in an appropriate and transparent manner, free from any conflict of interest, whether real or perceived. On this basis, it is the Council's view that it would not be appropriate for employees at a Centre to also be an officer bearer as this would be a direct conflict. Instead it is proposed that one seat on each Management Committee will be reserved for employees so that their views are represented.

3.6 Charitable Status

Further work will be carried out in relation to the possibility of Community Centre Associations being granted charitable status by the Inland Revenue. Once the issue has been fully investigated, it is intended that individual Management Committees will be provided with information on any potential advantages and disadvantages of acquiring such status so that each one can decide whether or not to apply. The constitutions and/or lease agreements of any Committees wishing to apply will require to be amended in the event that charitable status is to be sought

4) THE LEASE

This will set out an explanation of the main terms and obligations of the lease

APPENDIX 1 - MODEL CONSTITUTION

THE NAMED COMMUNITY CENTRE ASSOCIATION

1) NAME

The name of the Association shall be The Named Community Centre Association (referred to later as "The Association")

2) AIMS & OBJECTIVES

The aims and objectives of the Association shall be:-

- a) to promote the well being of the inhabitants of the neighbourhood, as outlined on the attached Appendix 2, irrespective of gender, age, nationality, religious belief, physical ability, ethnic background, sexual orientation or political belief (including political party membership). (referred to later as "The Neighbourhood ").
- b) to advance education and to provide or assist in the provision of facilities for learning opportunities or other leisure-time occupations, where such provision or assistance in provision:-
 - i) is in the interests of Social Welfare; and
 - ii) is made with the object of improving the conditions of life of the inhabitants of the Named Neighbourhood.
 - iii) and for those purposes to associate with Aberdeen City Council, and its successors in office, (referred to later as "the Council"), voluntary organisations and the inhabitants of the Named Neighbourhood.
- c) to co-operate with the Council in establishing, maintaining and managing any community centre situated in the Named Neighbourhood which is provided or grant-aided by the Council insofar as it is established, maintained and managed for the attainment of the objects of the Association.

3) MEMBERSHIP

- 3.1** Membership of the Association shall be open to all inhabitants of the Named Neighbourhood, irrespective of, gender, age, nationality, religious belief, physical ability, ethnic background, sexual orientation, or political belief (including political party membership).
- 3.2** Full membership of the Association shall be open to all persons who are 18 years or over and who reside, work or attend full-time education in the Named Neighbourhood.

3.3 Youth Membership of the Association shall be open to all persons between the ages of 16 and 18 years who reside, work or attend full-time education in the Named Neighbourhood.

3.4 Voluntary organisations operating in the Named Neighbourhood which satisfy the Management Committee that they are organisations whose objects are of a similar nature to the objects of the Association and whose membership, in the opinion of the Management Committee, would be beneficial to the Association may be offered associated membership (later referred to as "Associated Organisations").

4) TERMINATION OF MEMBERSHIP

4.1 The Management Committee shall have the right to terminate any membership for any good and sufficient reason but provided an individual member or a representative of an Associated Organisation shall have the right to be heard by the Management Committee and before any decision is made. Such Committee meetings may be held in private.

4.2 A membership may be held in suspension pending such a hearing and decision at the discretion of full time staff or Committee Members approved by the Management Committee.

5) MANAGEMENT COMMITTEE

5.1 Powers

5.1.1 The Management Committee shall have responsibility for setting out the policy and the general management of the Association subject to the powers of the Association in General Meeting except that:-

- i) The Management Committee shall comply with any guidance and policy of the Council relating to the operation and functioning of Community Centre Associations and the content of the Lease Agreement.
- ii) The Management Committee shall have executive control of the Association within the parameters of 5.1.1 (i) above.
- iii) The Management Committee shall be assisted in the administration of the Association by a designated member of staff appointed by the Council.
- iv) The Management Committee shall have the power to delegate any of its responsibilities and duties to standing sub-committees or ad hoc working parties appointed by, and responsible to, the Management Committee. The membership of these shall be drawn from the Committee and other interested parties or

Associated Organisations as determined by the Management Committee.

- v) Management Committee meetings shall be open to the public and a Management Committee may invite non-members to attend and speak at meetings as appropriate. Persons invited in this way shall not be entitled to vote.

5.2 Composition

5.2.1 The Management Committee shall comprise of the following

- i) 10 members of the Association appointed as follows, 4 members representing user groups, limited to 1 member from each group and 6 members appointed at the AGM (subject to the right of the Management Committee to fill any vacancies in terms of 5.2.4 of the constitution.
- ii) 2 youth members aged 16 to 18 who also participate in a programme operated by the Association in a community centre or the Neighbourhood in which the centre is located. (Categories of representation for (i) and (ii) shall be defined by the outgoing Management Committee prior to the elections to ensure, as far as possible, equal opportunities for all inhabitants of the Neighbourhood.)
- iii) The Members of the Council in whose ward the Community Centre is located.
- iv) The following additional representative places will exist on each Committee but failure to fill these places will not prevent the Committee fulfilling its functions:-
 - a) 1 person nominated by a local organisation approved by the Council under any scheme of community involvement it adopts.
 - b) 1 representative elected from amongst the staff employed in the Centre. The staff representative shall not be present at any discussion on Conditions of Service relating to their employment. The staff of a Community Learning and Development Centre may **only** stand for election in this category.
 - c) Co-opted members up to a maximum number agreed at the AGM which ensures that two thirds of the membership of the Committee is composed of people who live, work or attend full time education in the Neighbourhood. Co-opted members will

be entitled to remain on the Committee for its full term of office.

- 5.2.2** An appropriate member of Council staff, with external support as appropriate, shall provide support, training and advice on financial matters and policy issues to the Management Committee as outlined in the Lease Agreement. This member of staff shall act as a Supervising Officer and shall be entitled to attend meetings and to address the Management Committee but will have no voting rights and will not be a member of the Management Committee.
- 5.2.3** While this Model Constitution makes provision for elections to be carried out at an appropriate AGM, if the outgoing Management Committee is of the view that a higher level of member involvement can be achieved by another form of election, proposals should be submitted to the Council for approval.
- 5.2.4** Should the Management Committee structure not be filled at the time of the AGM or should vacancies occur in that given year, the Management Committee shall have the power to co-opt up to the agreed maximum number of members to fill vacancies. Co-opted members shall have full voting rights and shall be entitled to remain on the Management Committee for the remainder of its term of office. Any further vacancies shall be filled by further elections in the relevant categories of representation.
- 5.2.5** The Management Committee office bearers shall be Chairperson, Vice Chairperson, Secretary, and Treasurer. Each of these posts shall either be elected directly at the AGM or by the Committee at its first meeting following the AGM. The local Councillors and employees of the Community Centre Management Committee shall not be eligible to stand for election as an office bearer.
- 5.2.6** Management Committee members shall be elected to serve for 3 years and will be eligible to stand for re-election at subsequent elections. Office bearers shall serve for one year and shall be eligible to stand for re-election in subsequent years **up to a maximum of 3 consecutive years in any one position.**

6) COMMITTEE MEETINGS

6.1 Notice of Meetings

- 6.1.1** All Management Committee members shall be notified in writing at least 6 clear days before any meeting of the Management Committee. The validity of any Management Committee meeting shall however not be affected by the failure of any member to receive notice of the meeting.

6.2 Frequency of Meetings

6.2.1 The Management Committee shall meet not less than 6 times per year.

6.3 Quorum

6.3.1 At all meetings of the Management Committee 1/3 of its full membership shall form a quorum.

6.4 Minutes

6.4.1 Minutes shall be kept of all Management Committee and Sub-Committee meetings. Once minutes have been approved by the Management Committee they will be put on public display in the Community Centre.

6.5 Voting

6.5.1 Subject to the provision of all clauses contained in this constitution, all questions arising at any meeting shall be decided by a simple majority of those present and entitled to vote. In the case of a tied vote then the Chairperson shall have a casting vote.

7) ANNUAL GENERAL MEETING

7.1 The Management Committee shall convene an Annual General Meeting in April, May or June of each year to which all Association members shall be invited to attend. Notice of the AGM shall be posted in the Community Centre and the Neighbourhood 14 clear days before the meeting.

7.2 At Annual General Meetings of the Association 25 full members shall form a quorum. If a quorum is not achieved at the AGM, a further AGM shall be called by the Supervising Officer. If at the second meeting a quorum is still not achieved the Supervising Officer will determine the most appropriate way to elect the Management Committee and his/her decision will be final.

7.3 The agenda for the Annual General Meeting shall include the following:-

- i) Apologies
- ii) Minute of previous AGM
- iii) Presentation and adoption of Annual Reports
- iv) Presentation and adoption of Annual Audited Accounts for the immediately preceding financial year.
- v) **Election/Appointment of authorised signatories for the coming year.**
- vi) Election of Management Committee members (when appropriate)
- vii) Appointment of Auditors

- viii) Any motions or other competent business of which prior notice has been given.

8) EXTRA-ORDINARY GENERAL MEETINGS

- 8.1** All General Meetings of the Association other than Annual General Meetings shall be called Extraordinary General Meetings.
- 8.2** Such meetings may be convened by the Management Committee whenever it thinks fit and shall also be convened within 21 days on the requisition of 15 full members of the Association in writing addressed to the Secretary.
- 8.3** At all General Meetings of the Association 25 full members shall form a quorum.

9) FINANCE

- 9.1** Any funds allocated to the Association by Aberdeen City Council must only be used for the purposes for which this public money is provided.
- 9.2** All monies raised by or on behalf of the Association shall be applied to further the objects of the Association and for no other purpose. Where Committees apply for charitable status this clause may require to be amended.
- 9.3** The financial records of the Association shall be the subject of annual audit by an accountant qualified to a level deemed satisfactory by the Supervising Officer and shall be made available to that officer on request. All transactions shall be recorded in a ledger/computer format approved by the accountant. The Association's financial year will be from 1 April to 31 March. The cost of the audit will be met by the Association.
- 9.4** All monies received on behalf of the Association shall be paid into a bank account in the name of the Association at a bank approved by the Management Committee. All cheques drawn against the Association shall be signed by 2 of 3 or more signatories authorised at the preceding AGM.
- 9.5** The Management Committee shall determine the appropriate level of any membership and/or entry fees and any concession schemes.
- 9.6** The financial relationship with the Council shall be laid out in a Lease Agreement and Management Agreement for Leased Community Centres and a Management Agreement for Community Learning & Development Centres.

10) AMENDMENTS TO THE CONSTITUTION

- 10.1** Subject to the provisions of 10.2 and 10.3 below, any proposal to amend this constitution must be submitted to the Secretary of the Association 28 days before the date of the Annual General Meeting at which it is to be considered. Any such amendment will require the approval of a minimum of 25 full members and 2/3 of the members present and voting.
- 10.2** In the event that the Association has obtained charitable status, then any proposed amendment to this constitution should be notified to the Inland Revenue (Financial Intermediaries and Claims Office) to ascertain whether or not such an amendment would affect the charitable status of the Association. *(Clause will only apply to those Committees that achieve such status).*
- 10.3** Any proposed amendment to this constitution shall not become effective, and shall not be acted upon until it has been approved in writing by the Chief Executive of the Council or his/her nominee.

11) DISSOLUTION OF THE ASSOCIATION

- 11.1** If the Management Committee decides, by a majority, that dissolution of the Association is necessary or advisable, it shall call a meeting of all full members of the Association giving at least 28 days clear notice (stating the terms of the resolution) of the meeting posted in the Centre and conspicuous place or places in the Neighbourhood. The Management Committee shall also give not less than 28 days notice of the proposed resolution to the Council. This notice shall be in writing and shall set out the terms of the proposed resolution.
- 11.2** Such a decision to dissolve the Association shall be confirmed if it receives the support of at least 2/3 of those present and voting.
- 11.3** Any assets remaining after the satisfaction of any proper debts and liabilities, shall not be paid or distributed to the members of the Association but shall be given to such other charitable organisations with similar objects to those of the Association for the benefit of the Neighbourhood. If this can not be achieved the assets should be returned to Aberdeen City Council for distribution, for similar purposes, elsewhere in the city.

Boundary of the Named Community Centre

APPENDIX II**STANDING ORDERS FOR MANAGEMENT COMMITTEES
OF COMMUNITY CENTRE ASSOCIATIONS****1) Notice Of Meetings**

All Management Committee members shall be notified, in writing, at least 6 clear days before any meeting of the Committee. The validity of any Committee meeting shall not however be affected by the failure of any member to receive notice of the meeting.

2) Frequency Of Meetings

The Management Committee shall meet not less than 6 times per year.

3) Quorum

At all meetings of the Management Committee 1/3 of its full membership shall form a quorum.

4) Office Bearers

A Chairperson, Vice Chairperson, Secretary, and Treasurer shall be elected by the Management Committee at its first meeting following the AGM or by the Association members at the AGM. The local Councillors, and employees, shall not be office bearers. -

5) Role of Chairperson

The Chairperson will preserve order at meetings and ensure that any member wishing to speak is given due opportunity to do so and a fair hearing. He/she will also decide all matters of order, competency and relevancy, seeking the necessary advice before so doing.

6) Voting

Subject to the provision of all clauses in the Constitution and Standing Orders, all questions arising at any meeting shall be decided by a simple majority of those present and entitled to vote. In the case of a tied vote, then the Chairperson shall have a casting vote.

7) Agenda

The agenda will be prepared by the Secretary or Clerk in consultation with the Chairperson. Items for inclusion on the agenda must be submitted to the Secretary at least 14 days before the date of the meeting.

To ensure that all Management Committee members are aware of the matters that are to be considered, any items of correspondence or matters arising from the previous meeting must be listed on the agenda and the agenda will not have an Any Other Competent Business item. If a matter of real urgency requires to be considered, then the Management Committee may decide to suspend Standing Orders to allow this.

8) Suspension of Standing Orders

Any member of the Management Committee may move the suspension of one or more of the Standing Orders. Such a suspension will take place if the motion receives the support of 2/3 of the members present and voting.

9) Urgent Matters

The Chairperson, Treasurer, and Secretary, acting jointly and in consultation with the Supervising Officer may resolve any urgent issues that arise between meetings. Any decision made in these circumstances must be in accordance with all and any relevant policies and procedures of the Association and Management Committee. Any such decisions require to be reported to the next meeting of the Management Committee for retrospective approval and written communication to the membership of the Association.

10) Sub Committees and Working Parties

The Management Committee shall have the power to delegate any of its responsibilities and duties to standing sub-committees or ad hoc working parties appointed by, and responsible to, the Management Committee. The membership of these may be drawn from the Management Committee and other interested individuals or groups as the Management Committee shall determine.

11) Minutes

Minutes shall be kept of all Management Committee and Sub-Committee or Working Party meetings. Once minutes have been approved by the Management Committee they will be put on public display in the Community Centre.

12) Public Attendance

Management Committee meetings shall be open to the public and a Committee may invite non-members to attend and speak at meetings as appropriate. Persons invited in this way shall not be entitled to vote.

|

APPENDIX III

LEASE AGREEMENT

INSERT NEW LEASE AND MANAGEMENT AGREEMENT HERE ONCE COMPLETED

Information on the following matters is still to be worked up for inclusion as a supplementary:

Access policy

Role of Community Centre Liaison Officer

Nature of Support form the Council to Leased Community Centres

Management governance of centres

Terms of Budget Provision

Charging and Centre Programming

Disclosure Checking procedures -

ADDITIONAL CLAUSES FOR EDUCATION, CULTURE AND SPORT ESTABLISHMENTS.

10) Insurance

10.1 The Council will be responsible for insuring or carrying the risk of the rebuilding costs of the Centre, public liability and some instances of theft.

11) Staff

11.1 All staff will be employed by Aberdeen City Council and will be accountable through the Council's line management structure and will not therefore be accountable for the standards of their performance to the Management Committee.

12) Outside Lets

12.1 Accommodation in the Centre not utilised for the programme of the Management Committee will be made available to outside organisations through the approved letting scheme.. The order of priority listed in that scheme will be utilised when competing applications are received.

Outwith this scheme no accommodation or grounds will be sub let without the written approval of the Council.

ADDITIONAL CLAUSES FOR LEASED COMMUNITY CENTRES**10) Insurance**

10.1 The Management Committee will be required, when requested by the Supervising Officer, to produce evidence of current insurance policies covering public liability, employer liability and the risk to premises.

11) Staff

11.1 All staff employed by the Management Committee will be directly accountable to the Committee for the performance of their duties

11.2 The Committee will be required, when requested by the Supervising Officer, to make available copies of its core Conditions of Service for its employee(s) which will include statements on Recruitment and Selection, Equal Opportunities, Disciplinary Procedures and Health and Safety.

12) Outside Lets

12.1 Any space not utilised for the Committee's programme will be let, in the first instance to community groups in the Neighbourhood or wider Learning community that do not have a profit motive and to voluntary organisations that draw members from that Neighbourhood or Learning community. Any remaining accommodation may then be allocated to other organisations or individuals. No accommodation or grounds will be sub let without the written approval of the Council.

12.2 The fees charged for outside lets will be determined by the Management Committee which will retain any income generated through lets. However those attending the priority activities identified should not pay charges higher than those paid by Centre members or regular users.

3.0 SUMMARY / CONCLUSION

3.01 Overall we rate this building as a Category B.

3.02 Although the property is considered to be in a Category B condition overall the following works are required to be carried out in order to bring certain elements of the building up to the Category 'B' standard:

External

- Strip existing felt to boiler house roof and renew - £1,000
- General overhaul of the slated roof slopes to replace any damaged roof slates and repair damaged lead flashings - £750
- Overhaul and decorate timber framed windows - £1,400
- Replace 2 No. ends of rot affected fascia boards and decorate timber fascias and soffits - £600

Internal

- Uplift vinyl flooring to the Sports Hall and thereafter prepare the concrete floor slab and lay new vinyl flooring - £6,000.

3.03 The total of the above works is in the region of £9,750. These works should be carried out within the next 6 months in order to prevent the building slipping into a Category 'C' Condition.

3.04 Budget costs have been included within Appendix A at a total cost of £44,265.00 in order to maintain the building within the required Category 'B' standard over the next 10 years.

3.05 It should be noted that the costs within Appendix A excludes the sum of £9,750, stated within 3.03, and are based on the assumption that these works are carried out within the next 6 months.

3.06 No costs have been included for cyclical decoration of internal finishes.

Item	Description	Condition	Recommendations	Unit	Quantity	Rate	TOTAL (£)	YEAR (1-10)
1.00	ROOFS							
	<u>Roof Coverings & rainwater goods</u>							
1.01	Slate covered pitched roofs with lead flashings.	Generally in fair condition however several slipped/cracked slates.	Replace broken/missing slates and carry out repairs to lead flashings.	per year	10.00	300	3,000.00	ALL
1.02	Felt roof coverings to flat roofs.	In fair condition, some blistering. The felt to the boiler house roof is in poor condition - cost included in main report as works should be carried out with immediate effect.	Replace felt coverings to extension and original building roof in year 8.	m ²	358.00	40	14,320.00	8
1.03	Cast iron guttering.	In fair condition with some vegetation growth.	Undertake a programme of bi-annual cleaning.	Sum	10.00	300	3,000.00	ALL
1.04	Cast iron rainwater goods	In fair condition however vegetation growth present to guttering and decoration is poor.	Carry out overhaul of rainwater goods and decorate.	m	61.00	10	610.00	2
2.00	EXTERNAL FABRIC							
	<u>Windows/Doors</u>							
2.01	Single glazed timber framed sash and case windows	Generally fair but locally poor.	Overhaul windows in years 5 and 10.	Sum	2.00	500	1,000.00	5 & 10
3.00	INTERNAL FABRIC							
	<u>Floors</u>							
3.01	Combination of carpet & vinyl floor coverings	In good condition to ground and first floor with some minor wear. Second floor in poor condition, however this is used for storage.	Replace floor coverings	m ²	590.00	18	10,620.00	7
	<u>Ceilings</u>							
3.02	Suspended ceiling to ground floor corridor	Several tiles are marked and broken	Replace suspended ceiling to ground floor corridor	m ²	1.00	1500	1,500.00	2

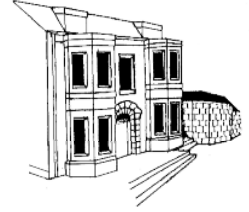
Appendix 4A

Item	Description	Condition	Recommendations	Unit	Quantity	Rate	TOTAL (£)	YEAR (1-10)
4.00	MECHANICAL & ELECTRICAL INSTALLATIONS							
	Heating							
4.01	Gas fired boiler	In good visual condition	Annual maintenance however no cost included					
							Sub-Total	34,050.00
							Preliminaries @ 15%	5,107.50
							Professional Fees @ 15%	5,107.50
							TOTAL (Excl VAT)	£ 44,265.00

Appendix 4A

ALTENS COMMUNITY CENTRE

Strathburn Street, Altens
Aberdeen, AB12 3SE
Phone/Fax: (01224) 896798



Programme for Altens Community Centre

MONDAY	Morning	Fishies 2's	9.20 to 11.15
		Pebbles Playgroup	9.10 to 11.40
	Afternoon	Bowling	1.00 to 4.0
		Rising 5's	1.00 to 3.00
	Evening	Taxi School	7.00 to 9.00
		Line Dancing (Beg)	6.00 to 7.00
Line Dancing (Adv)		7.00 to 8.00	
TUESDAY	Morning	Badminton (open)	10.00to 12.00
		Pebbles Playgroup	9.10 to 11.40
		Parent & Baby	9.30 to 11.30
	Afternoon	Weight Watchers	12.00 to 2.00
		Woman's Circle (M)	2.15 to 4.00
		Computing	TBA
	Evening	Boogie Club	1.00 to 3.00
		Family History	7.00 to 8.00
		Local History	8.00 to 9.30
		Ballet/Jazz	7.00 to 9.00
WEDNESDAY	Morning	Fishies 2's	9.20 to 11.15
		Pebbles Playgroup	9.10 to 11.40
		Rising 5's	1.00 to 3.00
	Afternoon	Gardening Workshops (M)	1.30 to 3.30
		Kool Kidz	3.30 to 5.00
	Evening	Crafts	TBA
		Taxi School	7.00 to 9.00
Cheerleaders	6.00 to 7.00		
THURSDAY	Morning	Mini Kickers	TBA
		Pebbles Playgroup	9.15 to 11.40
		Adult Drop in Art	10.00 to 12.00
	Afternoon	50+ Bingo	1.00 to 3.00
		Flower Arrangement	TBA
	Evening	Maitland S of D	6.30 to 8.30
Bingo	7.30 to 9.30		
FRIDAY	Morning	Fishies	9.20 to 11.15
		Pebbles Playgroup	9.10 to 11.40
		Line Dancing	11.00 to 12.00
		Rising 5's	1.00 to 3.00
	Afternoon	Mother & Toddler	2.00 to 4.00
		Miss Forrest Dance	3.00 to 7.30
		Guitar Lessons	7.00to 8.00
SATURDAY	Morning	Maitland S of D	10.00 – 4.30
SUNDAY	Morning	Cheerleaders	10.30 – 1.30
	Evening	Guitar Lessons	7.00 to 9.00

Centre is available for parties at the weekends depending on availability.
Contact office for details of the above groups and the availability for parties.
Activities in **RED** in planning

3.0 SUMMARY / CONCLUSION

3.01 In conclusion we rate this building as a Category 'B'.

3.02 Although the property is considered to be in a Category 'B' condition on the whole the following works are required to be carried out in order to bring certain elements of the building up to the Category 'B' standard:

External

- Take down ridge tiles from roof, thereafter rebed in new cement, replacing broken / damaged & mismatched ridge tiles - £1,500
- Hack off existing cement hip pointing and reform with pointing to match existing - £350
- Carry out localised slate repairs where slipped or cracked - £750
- Replace 1no Broken Georgian Wired Glazing pane to female wc - £200
- Replace cracked glazing pane to sash and case window within the main entrance stairwell - £200
- Carry out repairs to timber windows particularly to bottom sills where timber decay is present - £1,000
- Hack off existing bossed dry dash render to east elevation and replace to match existing - £1,250
- Carry out localised repairs to wet dash render where cracked - £200

Internal

- Carry out localised repairs to defective lath and plaster - £200

3.03 The total of the above works is in the region of £5,650. These works should be carried out within the next 6 months in order to prevent the building slipping into a Category 'C' Condition.

3.04 Budget costs have been included within Appendix A at a total cost of £61,487.08 in order to maintain the building within the required Category 'B' standard over the next 10 years.

- 3.05 It should be noted that the costs within Appendix A excludes the sum of £5,650, stated within item 3.03, and are based on the assumption that these works are carried out within the next 6 months.
- 3.06 No costs have been included for cyclical decoration of internal finishes.

Item	Description	Condition	Recommendations	Unit	Quantity	Rate	TOTAL (£)	YEAR (1-10)
1.00	ROOFS							
	<u>Roof Coverings & rainwater goods</u>							
1.01	Slate covered pitched roofs	Generally in fair condition however localised slipped/cracked slates. Ridge tiles mismatched and allowing minor water ingress. Hip pointing in poor condition where viewed.	Carry out minor slate repairs	Per Year	10.00	200	2,000.00	ALL
			Replace 2 no suspected asbestos vents to main hall roof.	No	2.00	1000	2,000.00	5
1.02	Felt covered flat roof.	In good condition	No Works required					
1.03	Timber outriggers, soffits & fascias	In fair condition, minor timber decay expected & decoration poor	Carry out minor timber decay replacement and thereafter redecorate	m	118.00	7.5	885.00	2
1.04	Cast iron rainwater goods	In fair condition however poor joints, poor decoration and corrosion present.	Carry out overhaul of rainwater goods and decorate on construction	m	44.00	7.5	330.00	2
1.05	Profiled metal cladding to east lean-to	In fair condition however surface beginning to corrode and deteriorate	Replace cladding	m	30.00	22.5	675.00	7
2.00	EXTERNAL FABRIC							
	<u>Walls</u>							
2.01	Dry dash render to east elevation	Poor condition to North & East elevation	Hack off and replace render finish	m2	126.00	40	5,040.00	2
2.02	Wet dash render to south, west and east elevations to flat roofed extension	Fair condition however inconsistent in appearance	Decorate render	m2	140.00	10.5	1,470.00	2
2.03	Granite walls with flush pointing	Fair condition however localised cracks and deteriorating pointing.	Repoint stonework	m2	175.00	43.75	7,656.25	6
	<u>Windows/Doors</u>							
2.04	Double glazed timber windows	In fair condition however requiring overhaul to ensure in good working condition.	Overhaul including replacing decayed timber where required and thereafter redecorate	No	6.00	230	1,380.00	2
2.05	Single glazed Timber windows	In fair condition however requiring overhaul to ensure in good working condition.	Overhaul including replacing glazing putty, decayed timber, replacing ironmongery where required and thereafter redecorate	No	8.00	230	1,840.00	2
2.06	External solid core timber doors	In good condition	No Works required					

Item	Description	Condition	Recommendations	Unit	Quantity	Rate	TOTAL (£)	YEAR (1-10)
3.00	<u>INTERNAL FABRIC</u>							
	<u>Walls</u>							
3.01	Ceramic Wall tiling to tea prep area	In fair condition however aged in appearance and localised tiles found to be poorly adhered.	Replace tiles	m2	10.00	60	600.00	5
3.02	Ceramic Wall tiling to WC's	In good condition with only minor number of tiles found to be poorly adhered	Replace damaged / poorly adhered tiles	m2	4.00	40	160.00	5
	<u>Floors</u>							
3.03	Laminate flooring to first floor General Purpose room	In good condition however poor quality.	Replace flooring including lifting carpet & installing correct underlay	m2	41.00	47.5	1,947.50	8
3.04	Timber flooring to main hall	In good condition	Re-varnish	m2	133.00	10.5	1,396.50	5
3.05	Combination of carpet & vinyl floor coverings	In fair condition however generally dented, worn & scuffed	Replace floor coverings	m2	149.00	37.5	5,587.50	5
	<u>Ceilings</u>							
3.06	Plaster ceilings	Generally in good condition however poor condition to first floor General Purpose room.	Carry out patch repairs to lath and plaster ceiling	m2	6.00	30	180.00	2
	<u>Miscellaneous</u>							
3.06	Tea prep base units, wall units, worktops & appliances	In fair to poor condition	Replace kitchen units, worktops and appliances	Sum	1.00	7400	7,400.00	3
3.07	General internal fittings, fixtures, finishings etc.	Various minor defects throughout site.	Repairs to minor defects.	Sum	1.00	5000	5,000.00	All
4.00	<u>MECHANICAL & ELECTRICAL INSTALLATIONS</u>							
	<u>Heating</u>							
4.01	Gas fired boiler	In good visual condition	Annual maintenance however no cost included					
4.02	Electric fail curtain heaters present to several areas	In fair to poor condition	Replace heaters	Sum	3.00	500	1,500.00	5

Appendix 5B

Dyce (Carnegie Hall)

Programme for weekly usage 27 April – 4 May 2009

Day	Time	Activity	Group
Monday	3 – 7 pm	Dancing	4 -15 years
Tuesday	Evening	Local Gardening Club – This evening alternates with Free Masons	
Wednesday	6 – 9 pm	Tai Chi	
Thursday	3 – 7 pm	Dancing	4 – 15 year
	7 – 9 pm	Dancing	Adults
Friday	Hired one Friday a month for adults line dancing		
Saturday	11 am – 2 pm	Dancing	4 -15 years
	Kids Birthday Parties 2 – 5 pm		
	6.30 – 11 pm	Stovie Dance	
Sunday	9 am – 12 pm Church Service		
	12pm – 3 pm	Dance classes	Adults
	7 – 9 pm	Social evening	Adults

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7 January 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Aberdeen City Council Outdoor Learning and Educational Excursions policy and guidance
REPORT NUMBER:	ECS / 09 / 053

1. PURPOSE OF REPORT

To replace, update and combine two existing Council policies:

- a) Safety and Good Practice in Outdoor Education II
- b) Aberdeen City Council Educational Excursions Policy

To become “Aberdeen City Council Outdoor Learning and Educational Excursions Policy and Guidance”

A full copy of this document can be found on a link at the bottom of the **adventure aberdeen** webpage – www.aberdeencity.gov.uk/adventureaberdeen

The policy sets out best practice and procedure for the organisation and management of all excursions from establishments and learning centres. It also describes the policy and practice for the safety management of adventurous Outdoor Education activities for Council groups.

2. RECOMMENDATION(S)

- a) That the Aberdeen City Council Outdoor Learning and Educational Excursions Policy and Guidance be adopted and implemented in all City Council educational establishments for excursions taking place after 1 April 2010.

- b) The Committee agree the policy statement that:

Aberdeen City Council believes that all children and young people should have experience of the outdoors and that, within the purposes and principles of Curriculum for Excellence, learning outside and excursions beyond learning establishments are key elements of the curriculum.

- c) That the City Council actively encourages educational establishments and learning providers to expand the amount of outdoor learning and educational excursions provided, taking account of available resources.

3. FINANCIAL IMPLICATIONS

The policy and guidance will be introduced and operate within existing resources.

4. SERVICE & COMMUNITY IMPACT

A launch of an improved and enhanced excursions policy will enable schools and learning centres across all Council services to take part in learning out of doors more easily and with greater confidence.

This will have positive implications for all Aberdeen citizens but specifically for Early Years, school age children and young people. Taking learning out of doors contributes significantly to the values, purposes and principles of Curriculum for Excellence.

5. OTHER IMPLICATIONS

Health and Safety legislation states that it is a statutory requirement of local authorities to manage their day to day activities ensuring measures are in place to safeguard the people in its care.

Without an up to date policy and associated administrative processes in place there is not the required legal and health and safety cover for activities being run from Aberdeen City Council establishments and services. The Council's Adventure Activities Licensing Authority license requires the Council to have up to date procedures to be in place to manage adventurous activities.

This policy provides a health and safety framework for outdoor learning and excursions. It details the required level of support and guidance to meet these requirements and addresses support structures to encourage and enable Council groups to take part in educational excursions and activities away from the learning establishment.

6. REPORT

Background

- 6.1 Aberdeen City Council's Safety Policy for Adventurous Activities "Safety and Good Practice in Outdoor Education II (1999)" has not been reviewed for 10 years and requires to be updated to reflect current best practice and developments in outdoor activities. As this review progressed it was apparent that updating and incorporating the Council's Educational Excursions Policy (2003) at the same time would be beneficial to remove longstanding confusion and duplication within the two policies.

- 6.2 During this process a document was published from the Welsh Assembly which encapsulated up-to-date thinking on all matters relating to excursions and adventurous outdoor activities. This document has been used in part as a template for the new policy, which now contains UK-wide, Scottish and Aberdeen City best practice.
- 6.3 Presently, the Scottish Parliament has commissioned the Outdoor Learning Scottish Advisory Group, (OLSAG), to make recommendations to Parliament as to how Scotland should support, resource and develop Outdoor Learning and Outdoor Education in the future. The Group has been asked to look at national entitlements for children and young people learning out of doors, including Outdoor Learning / Education, health and safety matters and barriers to participation, residential weeks and examples of best practice. Whilst these recommendations are not expected until Spring 2010, officers have taken account of many of the keys issues in developing the Policy and Guidance for the City Council.
- 6.4 It is widely recognised that outdoor learning and educational excursions can make a very positive contribution to young people's learning, with much research to back this up. There has nevertheless been a reduction in the amount of activity over recent years, due to a range of factors including concerns about Health and Safety; liability; and cost.
- 6.5 The new Policy aims to clearly advocate for the benefit of Outdoor Learning and Education Excursions, and the associated guidance provides positive support for staff and establishments, in order to help build staff confidence; to provide detailed advice and guidance; and to simplify the administrative process associated with running excursions. This will make it easier for establishments to provide activities and experiences away from the classroom, to broaden and enhance the learner's experience of the curriculum.
- 6.6 The following 2 appendices extracted from the policy and guidance document lay out the context, rationale and background for the need to update the existing policy relating to outdoor education and educational excursions.

Appendix 1

This is the draft introductory pages of the policy document and explains its purpose, aims and rationale.

Appendix 2

This is the draft contents pages of the policy and guidance document. As can be seen the document is large and comprehensive. It presently stands at 432 pages. During the consultation process this will be reduced.

7. REPORT AUTHOR DETAILS

Jonathan Kitching
jkitching@aberdeencitycouncil.gov.uk
adventure aberdeen
Tel (01224) 346191

8. BACKGROUND PAPERS

- Safety and Good Practice in Outdoor Education II
Aberdeen City Council 1999.
- Educational Excursions Policy
Aberdeen City Council 2003
- Educational Visits - A safety guide for learning outside the classroom.
Welsh Assembly 2008

Appendix 1

ABERDEEN CITY COUNCILS OUTDOOR LEARNING AND EDUCATIONAL EXCURSIONS POLICY AND GUIDANCE

Council Statement

Aberdeen City Council believes that all children and young people should have experience of the outdoors and that, within the purposes and principles of Curriculum for Excellence, learning outside and excursions beyond learning establishments are key elements of the curriculum.

Introduction

The Scottish Government's national programme for education 'Curriculum for Excellence' aims to achieve a transformation in education in Scotland by providing a coherent, enriched and more flexible curriculum from 3 to 18, firmly focused on the needs of the child and young person. It is a key element in the Single Outcome Agreement and the focus of development in schools, other learning establishments and beyond.

Curriculum for Excellence recognises that learning is embedded in experience. By taking learning outdoors we remove the barriers that the traditional classroom can put up between young people and first-hand, real-life experiences. Outdoor learning is hands-on and direct, and the knowledge that pupils gain from it is real, first-hand and unforgettable.

'In essence, [the curriculum] must be inclusive, be a stimulus for personal achievement and, through the broadening of pupils' experience of the world, be an encouragement towards informed and responsible citizenship.'
(A Curriculum for Excellence)

All excursions will have an educational context and in the following policy and guidance all outdoor learning and educational excursions will be referred to under the heading of excursions.

The Benefits of Outdoor Learning and Outdoor Education

Outdoor learning is an increasingly used term that refers to taking the learning process out of doors. This could be into the school area, the wider community or to sites beyond these. The curriculum for excellence is increasingly advocating the benefits of outdoor learning knowing that it enriches learning and accelerates the development of the learner.

Outdoor learning takes curricular study areas out of doors to make the learning process more alive. Real environments and sites used creatively and with exploratory and enquiry based techniques, or used to problem solve in small groups is widely recognised as a way of making learning more exiting and engaging for pupils and young people.

For Early Years this educational approach is proving to be highly effective, to the extent that it features prominently in the Early Years Framework.

Outdoor Education is a long established method for learning using the outdoors and adventurous activities. It involves active learning through direct personal

experience. Activities and opportunities focus on group work in the outdoors and the in the pursuit of predetermined educational objectives and outcomes.

The scope and nature of Outdoor Education opportunities are designed to meet the needs of the individuals and group taking part. Different groups will concentrate on different types of learning and outcome.

The Outdoor Education process requires many things of participants including the need to plan, assess risks, prepare, listen to instructions, work in small teams, exercise responsible and respectful behaviour rise and aspire to challenges, learn and develop new skills and promote positive attitudes to peers and the natural environment and goal set to improve / do better another time.

Outdoor Education in its truest sense will concentrate on developing the individual in a group setting through the medium of an activity in the natural environment. Quality Outdoor Education work can significantly contribute to an individual's capacity to learn, understanding of the present needs for healthy and active living, good citizenship and environmental stewardship.

The adventurous activities used to develop the learning process must be enveloped in a culture of safety and professional practice to make the Outdoor Education picture complete. The 'level' of activity must be designed to meet the age, ability and expectations of the individuals and group taking part. An inclusive approach allows for the needs of individuals to be taken into account whilst at the same time excluding nobody from the potential benefits and rewards to be gained.

The benefits of excursions

Excursions offer an invaluable opportunity to enrich peoples learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.

Exploring new places and environments and taking part in new and challenging activities broadens peoples horizons and can deepen awareness of their own and others abilities and needs. Excursions can also improve understanding between excursion members and their leaders and this frequently results in improved working relationships on return to the establishment.

Excursions often provide some of the most enjoyable experiences and enduring memories. Residential excursions in particular offer unique opportunities to encounter the practical realities of living and working together away from home, family and familiar surroundings. They provide a powerful vehicle for developing self awareness and social skills

Excursions with an adventurous activity focus provide situations in which participants can gain personal fulfilment whilst developing the skills of co-operation, communication and teamwork, and developing the concepts of responsible and respectful behaviour. They can boost confidence and open the door to a lifetime of enjoyment and activity out of doors.

Excursions with cultural or field work focus provide opportunities to enrich curricula subjects and enhance the diversity of learning approaches. Increasingly the quality of the learning experience is being focused on by inspectors as the 3-18 curriculum is built and the principles of curriculum for excellence are developed in schools.

Illness and conditions associated with inactivity currently pose a serious threat to Scotland's health. Engaging people in healthy, fulfilling activity is vitally important if we are to tackle the rise in related health conditions such as obesity, heart disease and diabetes. Developing healthy lifestyles from an early age is regarded as one of the main keys to turning round the health of the nation.

We have a key role to play in creating opportunities for people to take part in activities that can provide them with the skills and experience for a wide range of opportunities and life chances. Hand in hand with this comes a responsibility to educate young people about the success story of the Scottish Outdoor Access Code promoting responsible and respectful access.

Excursions to demanding environments or involving adventure activities, also provide an effective means to develop the ability of young people to recognise and manage risk sensibly: to enjoy the outdoors while keeping themselves and others safe.

Research Evidence

While national policy might dictate that young people spending time outdoors is a good thing, and on an instinctive level we might agree, is there evidence to prove it? A wealth of research has been carried out around the world and the results are a resounding endorsement of the benefits of outdoor learning. The National Foundation for Educational Research review of 150 outdoor learning studies worldwide between 1993 and 2003¹ found evidence that outdoor learning offers an ideal framework for achieving the four capacities:

Successful learners:

- Outdoor learning develops knowledge and skills in ways that add value to learners' everyday experiences in the classroom.
- It has a positive impact on long-term memory.
- It reinforces links between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning.
- It fosters the development of specific academic skills, as well as improved engagement, achievement and stronger motivation to learn.

Confident individuals:

- Outdoor learning impacts positively on young people's attitudes, beliefs and self-perceptions, for example independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies.
- It yields benefits in the promotion of positive behaviour and improved physical self-image and fitness.

Responsible citizens:

Outdoor learning has a positive effect on social development and greater community involvement.

¹ A review of research on outdoor learning, March 2004, NFER and King's College, London.

- It raises learners' attainment, improves attitudes towards the environment, and creates more positive relationships with each other, with teachers and with the wider community.
- It renews learners' pride in their community and fosters a greater sense of belonging and responsibility.

Effective contributors:

- Outdoor learning impacts positively on young people's interpersonal and social skills, such as social effectiveness, communication skills, group cohesion and team work.

Taken from the Learning and Teaching Scotland web pages on outdoor learning (<http://www.ltscotland.org.uk/outdoorlearning/about/about.asp>)

Legal framework

Under the **Health and Safety at Work etc Act 1974** employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else who may be affected by their activities. This includes participants on excursions.

The Management of Health and Safety at Work Regulations 1992 (updated 1999), made under the 1974 Act, require employers to:

- assess the risks of activities (see Risk Management)
- ensure that measures to control those risks are adequate.

Suitable and sufficient risk assessments of the activities will be undertaken with specific consideration for the participants. The identified safety control measures must be clearly relayed to those involved, followed and enforced.

Due to the nature of the activities dynamic risk assessments will also be undertaken at regular intervals. 'In the field' monitoring will ensure that the risks and controls are continuously reviewed to ensure that they are appropriate, adequate and effective.

Also under the Health and Safety legislation employees must:

- take reasonable care of their own and others' health and safety
- co-operate with their employers over safety matters
- carry out activities in accordance with training and instructions
- inform the employer of any serious risks

These duties apply to all activities, including excursions. Teachers / youth workers and other staff in charge of under 16's and 16 -18 year olds also have a common law duty of care to act as any reasonably prudent parent would do in the same circumstances.

Appendix 2

Contents pages from the policy documents

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- Planning excursions
- Staffing excursions
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- Organisation and supervision during the excursion
- After the excursion
- Advice on specific activities and excursions
- Establishment led adventure activities:
- Duke of Edinburgh's Award Expeditions
- Insurance, Selection, notification and approval
- Planning transport
- Emergency procedures
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Excursion forms

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Weather

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Access to land and water

Section B

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2. Climbing
3. Artificial Wall Climbing
4. Rock Scrambling
5. Camping
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9. Horse Riding
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1. Kayaking
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1. Alpine
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Use of providers of adventurous outdoor activities

Section C – Appendices

Appendix 1
Service Profile

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Adventure activities agreement

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Section D

Contents

Aberdeen City Council Outdoor Learning Framework

Section D of this policy and guidance will be produced during 2010. A local Outdoor Learning framework will be influenced by the National Outdoor Learning framework that is currently under development.

The National Outdoor Learning Framework will be influenced by both the recommendations from the Outdoor Learning Scottish Advisory Group (OLSAG) reporting in the spring of 2010 and the values, purposes and principles of Curriculum for Excellence.

This section of the policy and guidance will include;

- An overall framework for Aberdeen City articulate with the National framework,
- Examples of Curriculum for Excellence experiences and outcomes that can be delivered locally out of doors and other examples of learning in an outdoor context.
- Examples of local interesting practice in early years, primary, secondary and special sectors as well as in community learning and development / youth work settings.
- Other useful resources and references

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th January 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Revision of School Capacities
REPORT NUMBER:	ECS/09/083

1. PURPOSE OF REPORT

Local Authorities report to Scottish Government on school occupancy rates as a Statutory Performance Indicator.

The current methodology does not take account of the delivery of an evolving modern curriculum and may not provide an accurate indication of actual capacity of schools. This report defines a revised methodology to evaluate capacities in Primary Schools and the preferred option from a range of possible methodologies to evaluate capacities in Secondary Schools. Both methodologies result in an open, transparent and consistent approach to estimating a working capacity for each Primary and Secondary school.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- note the contents of the report, appendices and background information, including the revised capacities and the maintenance of a schedule of accommodation for each school;
- endorse the methodologies for the evaluation of Primary and Secondary School Capacities and the revised capacities of schools in both sectors;
- agree to the implementation of the revised methodologies for the evaluation of capacities in Primary Schools and Secondary Schools.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report. The recommendation on the Primary methodology will result in the requirement to use officer time to maintain and update information on school capacities. This may be achievable within existing officer work plans.

It is intended to plan to make provision in all Aberdeen schools that is equivalent to that of schools within the 3Rs Project. There are potential longer term financial implications in changing the occupancy level approaches to the school estate.

4. SERVICE & COMMUNITY IMPACT

The report fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It is in line with Priorities 1-6 within *Vibrant Dynamic and Forward Looking*.

There is likely to be implications for the current zoning of schools. and the number of local pupils attending local schools are areas for investigation.

5. OTHER IMPLICATIONS

There are likely to be implications on Parental Placing Requests (Out of Zone Requests). The City Solicitor is of the view that there is unlikely to be any significant legal implications of these proposals.

6. REPORT

6.1 Introduction

Occupancy is a measure of pupil numbers divided by the capacity of each school and converted to a percentage.

Pupil numbers are collected during the annual school census, normally carried out in September.

The capacity of each school has been evaluated using an Aberdeen City Council methodology derived from:

- The School Premises (General Requirements and Standards) (Scotland) Regulations, 1967
- Management Circular No 19, Glasgow City Council, January 1999.
- Circular 3/2004 - Guidance on Determining School Capacities - Scottish Executive, Education Department, 10 December, 2004 (Appendix 1).

These documents lay down minimum space requirements for the delivery of education in schools but give Local Authorities the responsibility to decide upon the methodology employed to determine capacities.

The methodology used to evaluate capacity in Primary and Secondary Schools should be open, transparent and consistent. The current methodology of evaluating school capacities is determined to some extent on the premise that the nature of education differs between the two sectors with pupils currently spending most time in primary with a single, class based teacher whilst in secondary, pupils move from subject to subject on a more structured timetabled basis.

The implementation of a Curriculum for Excellence is likely to impact upon these models, requiring more flexibility. The proposed methodology in Primary Schools and the recommended option for Secondary Schools takes this flexibility in the curriculum into account.

Appendix 5 includes collated capacity, occupancy, condition and suitability data for both Primary and Secondary Schools including both the historic capacities and the proposed new capacities.

6.2 Primary Schools

The current methodology for calculating capacity is not appropriate for delivering a Curriculum for the 21st Century. It is based on an equation that identifies a minimum room size for a maximum class size. This is not an appropriate method for identifying the space required to deliver a curriculum in schools where children and young people have the

highest quality learning experiences in buildings that are fit for this purpose. Effective Learning and Teaching includes a variety of pupil experiences which involve more pupil movement and different pupil groupings. Additional factors need to be acknowledged when calculating the capacity figure for a primary school. Appendix 2 indicates the additional factors that were used.

6.2.1 Main Considerations

All Primary Schools were visited in June 2009 to establish an accurate evaluation of available space. Appendix 2 describes how the capacity and occupancy figures of an individual school were arrived at.

Appendix 3 includes a blank pro forma used to record the identified spaces within the school as well as completed pro formas for each school, other than those in the 3Rs Project.

There was, predictably, a wide variation in the quality and quantity of learning spaces available in each school. A significant number of areas used in schools were conducive to delivering a quality, activity based curriculum for the 21st Century whilst others, clearly were not.

The pro forma also indicates a calculated capacity figure of the classes in schools in June 2009 using the maximum class sizes at each stage i.e. P1 25, P2 and 3 30 and P4-7 33.

The comments for each school which subsequently identified the capacity figure and occupancy percentage are based on the following aspirations and relate to providing an equivalent facilities as found in the schools within the 3Rs Project.

Aspirations:

1. educational: to provide opportunities to raise standards for all by having an appropriate, adaptable and stimulating learning environment.
2. staff: there is appropriate space for all staff to plan activities, rest and socialise – vital for the recruitment and retention of the school's most important resource.
3. pupils: buildings and the environment should support good behaviour and self esteem and, ultimately, the learners' willingness and ability to learn. Pupils should be aware that their capacity to learn is highly valued and they should be given every opportunity to do so within an appropriate learning environment.
4. community involvement: an important consideration to make the school part of the community and maximise the use of facilities.
5. disability awareness: access and space in all areas should meet current Disability and Discrimination legislation.
6. energy efficiency: well maintained, eco friendly and cost efficient establishment are required.

The guidelines for the building of new schools in the Briefing Framework for Primary School Projects (Building Bulletin 99) are included in Appendix 4 and this expands on the aspirations listed above.

In addition to reviewing the available space in Aberdeen City Council Primary Schools suitability and condition surveys conducted give an even more detailed account to allow informed decision making with regard to the Primary Schools estate.

6.2.2 Proposals

It is not possible to provide a straightforward equation for calculating capacity in primary schools, in terms of assessing the suitability of the school to deliver a Curriculum for Excellence. Several factors previously identified have to be taken into consideration.

It is essential to effectively manage the school estate over time so that changes impacting upon schools can be accommodated. In order to do this it is proposed that a profile of each school is kept and updated annually. The profile will show the maximum group size for a space, the average area, the number of rooms and the total area. The profile should also record the condition rating and the suitability rating.

Appendix 6 is a proposed Schedule of Accommodation for this purpose in Primary Schools.

6.3 Secondary Schools

6.3.1 Background

The functional capacity of a secondary school is the number of pupils for whom it can provide adequate and suitable accommodation for an appropriate range of educational experiences bearing in mind the pupils' curricular, vocational and social needs.

It follows then that to determine a school's capacity a number of factors must be considered including the size and design of the buildings, the ability to provide an appropriate range of curricular opportunities in an environment designed to meet the social and interpersonal needs of the pupils.

It also follows that one particular model of school building will not necessarily be suitable for all communities and indeed the capacity of a school will be dynamic and may change over time.

The Scottish Government, in Circular No 3/2004 *Guidance on Determining School Capacities* (Appendix 1) issued advice to local authorities and identified factors which should be considered in arriving at an evaluation of a school's capacity. In this circular the Scottish Government states that

“Different factors will have a greater or lesser impact on school capacities depending on local circumstances, and the effective management of the relevant factors. In view of this we have not set out a single blueprint for authorities to follow when determining school capacities. It is for local authorities, as part of their duties and responsibilities, to determine school capacities and to be accountable to their electorates for their policies and decisions”.

Appendix 7 shows a table of school rolls related to numbers of practical and non-practical units.

6.3.2 Models used in other Scottish Local Authorities

A range of models has been developed across the country all of which begin with an analysis of the teaching spaces contained within the school buildings. Since secondary class sizes are limited to 20 pupils for “practical” subjects and 30 for “non-practical” subjects the number of full size practical and non-practical teaching spaces is determined for each school.

The Staffroom, the Library, all spaces which are designated as special support bases e.g. MICAS (Mainstream Integration of Children on the Autistic Spectrum), ASN (Additional Support Needs), SEN (Special Educational Needs) etc or are identified as staff bases or small tutorial or office spaces are ignored. The total number of practical spaces (P) and non-practical spaces (N) are then calculated.

This gives a total Theoretical Capacity (T) for the building of

$$T = 20P + 30N$$

Thus a school which has 25 practical areas and 15 general purpose classrooms will have a theoretical capacity of :

$$\begin{aligned} T &= (20 \times 25) + (30 \times 15) \\ &= 500 + 450 \\ &= 950. \end{aligned}$$

Clearly it is impossible to timetable with 100% efficiency and have every seat in every room occupied during every period of every day, To allow for reasonable pupil choice and to provide flexibility in the timetable schools operate at an efficiency level considerably below 100%.

A number of authorities, including Dundee as recently as 2005, have adopted the model developed by Strathclyde Region back in 1990. The functional capacity (F) of the school is calculated from:

$$F = (0.76 \times T) - 150$$

For a school with a theoretical capacity of 1000 this would mean that an acceptable functioning efficiency would be 61%.

In Moray Council (School Estate Sub-Committee on 31 October 2006) a functional capacity of 64% of theoretical capacity was accepted. This suggests an efficiency of 80% to include adequate curricular choice and another 80% for timetabling flexibility.

In 1995 Aberdeen produced a table of school rolls related to numbers of practical and non-practical units (Appendix 9). The capacity of a school was found by reading the roll accommodated by either the practical or non-practical totals and taking the lesser of the two.

Within the range of current Aberdeen rolls the table gives an average functional capacity of 60%.

The table is however difficult to apply accurately to values between those included in the table.

In the recent 3Rs programme in Aberdeen the new Cults Academy was designed to provide spaces for 1150 pupils and has in its design 41 practical units and 35 non-practical units giving a theoretical capacity of 1870.

Its functional capacity is therefore:

$$\begin{aligned} F &= 1150/1870 \times 100 \\ &= 61\% \text{ of its theoretical capacity.} \end{aligned}$$

It would appear then that, historically, across the country a variety of models have been developed that arrive at the same conclusion that an acceptable level of functional capacity for a secondary school is of the order of 60% of its theoretical capacity.

6.3.3 Options

Aberdeen City Council could implement any of the above methodologies above. Although there is no nationally agreed methodology, Scottish Government has indicated that there is likely to be further guidance on estimating school capacities, possibly issued in one to two years time.

The necessity for Aberdeen City Council to proceed with implementing a sustainable Learning Estate Strategy precludes waiting for this advice. It is likely that such advice will continue to place the responsibility for estimating capacities on Local Authorities. A major feature of this advice is also likely to include that any methodology used is clear, transparent consistent and reliable.

6.3.4 Proposals

(a) Each secondary school will be provided with an accurate schedule of its accommodation and schools will be responsible for maintaining this schedule on an annual basis.

(b) A school's theoretical capacity (T) will be calculated on the basis of the number of practical (P) and non-practical (N) units in the building (see Appendix 2). A practical unit will have adequate space for 20 pupils and a non-practical unit 30 pupils. Adequacy of space will be calculated on the basis of an agreed minimum floor area per pupil for the activity concerned and should be equivalent to the 3Rs specification.

$$T = (20 \times P) + (30 \times N)$$

(c) Art, the Sciences, Home Economics and Technological Subjects together with IT, Music, Drama and PE are currently regarded by most schools as being practical subjects and so are timetabled in classes with a maximum of 20 pupils. The capacity calculations in this paper have been done on this assumption.

However it is acknowledged that the Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service in fact only considers the following to be

practical subjects - Administration, Art and Design, Biology, Chemistry, Craft and Design, Engineering, General Science, Graphic Communication, Home Economics, Land and Environment, Managing Environmental Resources, Physics, Practical Craft Skills, Product Design and Technological Studies.

(d) A Games Hall will be considered as 2 practical units.

(e) Dining Halls, Assembly Halls, Social Areas, Swimming pools, Outdoor PE facilities, Libraries, Staff rooms, tutorial rooms, SEN Bases and Guidance Suites and offices will be excluded from the calculation.

(f) Schools will be expected to provide an appropriate range of curricular choice for all pupils and timetable up to 60% of their theoretical capacities. Appendix 8 shows the Secondary Schools Capacity Modeller and revised Capacities and Occupancies.

(g) The social and behavioural needs of a significant number of pupils are such that they do not respond well to being in full size classes. Pupils who present challenging behaviour frequently benefit from additional space. The incidence of challenging behaviour is more frequent in schools serving areas of deprivation. It is proposed that schools be given an additional “capacity allowance” related to their deprivation index. Schools would be grouped into high, medium or low in terms of the additional allowance, with schools with the highest Scottish Index of Multiple Deprivation (SIMD) being given 10% additional allowance, ‘medium’ schools being given 5% additional allowance and schools serving areas of lowest SIMD being given 0% additional allowance (Appendix 10).

This would mean for example that Aberdeen Grammar School (lowest) would have a functional capacity of 60% of its theoretical capacity, Harlaw (medium) 55% and Torry (highest) 50%. Appendix 9 shows the Additional “capacity allowance” related to deprivation index.

Overall, the revised methodologies to evaluate capacities in Primary and Secondary Schools indicate that there is still significant over capacity in Aberdeen Schools.

The revised capacities/occupancies indicate that a more efficient management of the estate could be achieved by rationalisation. Decisions to refuse Parental Placing Requests would have to be justified on grounds other than physical space within existing buildings.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Appendix 1 Guidance on Determining School Capacities, Circular No 3/2004
Appendix 2 Visits to Schools and Additional factors used to evaluate capacities
Appendix 3 Completed Primary Schools Pro Formas Non 3Rs (Members Library)

- Appendix 4 Briefing Framework for Primary Schools Project (BB99) (Members Library)
- Appendix 5 Collated capacity, occupancy, condition and suitability data (Primary and Secondary)
- Appendix 6 Proposed Schedule of Accommodation - Primary
- Appendix 7 Table of school rolls related to numbers of practical and non-practical units
- Appendix 8 Secondary Schools Capacity Modeller
- Appendix 9 Additional “capacity allowance” related to deprivation index



Education Department

Circular No 3/2004

Chief Executives of Local Authorities

Copy to: Directors of Education
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10 December 2004

Dear Chief Executive

GUIDANCE ON DETERMINING SCHOOL CAPACITIES

During the passage of the Standards in Scotland's Schools etc. Act 2000 the Scottish Executive undertook to formulate guidance on the determination of school capacities before the commencement of the sub-section in the Act which introduces an exception to the duty to comply with placing requests on the grounds of school capacity.

This guidance meets that undertaking, in preparation for the commencement on 31 December 2004 of the sub-section concerning school capacity. This guidance was developed in consultation with representatives from COSLA, ADES, HMIE, the Scottish Parent Teacher Council, the Scottish School Board Association, and West Lothian Council. Teaching unions and other representative bodies were also asked for their comments. Education authorities have of course been determining school capacities for many years, and will have developed their own methodologies for their particular areas. This guidance is intended though to provide a useful context and framework within which to consider school capacities, taking into account local circumstances.

This guidance is principally for education authorities, but will also be of interest to parents and others. It will therefore be made available on the Scottish Executive website (www.scotland.gov.uk) and on the Executive's 'Parentzone' website (www.parentzonescotland.gov.uk)

Yours faithfully

COLIN M REEVES

DETERMINING SCHOOL CAPACITIES

PURPOSE

1. This circular provides guidance to education authorities on aspects of the determination of “school capacity”. This is statutory guidance issued under Section 28A(1A) of the Education (Scotland) Act 1980 (the “1980 Act”), and authorities are required to have regard to it. It specifically addresses the exception to the duty to comply with placing requests in what will become section 28A(3)(a)(vii) of the 1980 Act, concerning school capacity, as from 31 December 2004.
2. Although education authorities are required to have regard to this guidance, it remains the responsibility of authorities under the 1980 Act to determine whether the individual circumstances of a placing request fall within any of the statutory exceptions.
3. Different factors will have a greater or lesser impact on school capacities depending on local circumstances, and the effective management of the relevant factors. In view of this we have not set out a single blueprint for authorities to follow when determining school capacities. It is for education authorities, as part of their duties and responsibilities, to determine school capacities and to be accountable to their electorates for their policies and decisions.

SCOPE AND COMMENCEMENT

4. Education authorities are responsible for the delivery of education services at the local level. That carries with it many attendant responsibilities, including the administration of the placing request system in their area. The legislation on placing requests sets the broad framework within which authorities may decide their own policies and guidelines, as appropriate.
5. The last three lines of Section 44(4) of the Standards in Scotland’s Schools etc. Act 2000 will come into force on 31 December 2004. This inserts an amendment into Section 28A of the 1980 Act by way of a new sub-section which will enable authorities to refuse a placing request in certain circumstances if to allow it would have the consequence that the capacity of the school would be exceeded in terms of pupil numbers. The new provision on school capacity in relation to placing requests will become section 28A(3)(a)(vii) of the 1980 Act. It will read:

“though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers”.

The full text of the new Section 28A(3) of the 1980 Act is set out in the Annex to this guidance.

6. This guidance does not relate to placing requests involving a child or young person with additional support needs; such requests are governed by the Education (Additional Support for Learning) (Scotland) Act 2004. This Act is expected to be commenced in the autumn of 2005 and contains the same provision concerning school capacity as section 28A(3) of the 1980 Act.

BACKGROUND

7. Education authorities already determine school capacities for various purposes, and have developed their own methodologies and systems for doing so. Authorities may find it helpful to discuss with each other the different methods they use.

8. Authorities will want to ensure that their system for determining school capacities is open, transparent, fair and rigorous. They will also want to ensure that this system is applied consistently to schools across their area. Authorities will, of course, regularly review school capacities and revise them as necessary. Under Section 28B of the 1980 Act, authorities are required to make information available about their arrangements for placing children in schools. To aid transparency, we suggest that authorities consider detailing how they determine school capacities as part of this information.

9. There are many factors which impinge on school capacities and, in determining the capacity of any given school, authorities will need to consider how factors can be managed and what effect this will have on a school's capacity. Management of time and space in a school can reduce the impact physical and non-physical factors have on a school's capacity.

RELEVANT LEGISLATION

10. The general role and responsibilities of education authorities are set out in legislation. Two pieces of subordinate legislation are of particularly relevance when considering school capacities. These are:

- Regulation 8 from the Schools General (Scotland) Regulations 1975 (SI 1975/1133); and
- the School Premises (General Requirements and Standards) Regulations 1967 (SI 1967/1199), as amended.

Schools General (Scotland) Regulations 1975 (SI 1975/1133)

11. Regulation 8 (1) of the Schools General (Scotland) Regulations 1975, states that:

“An education authority shall determine from time to time the maximum number of pupils who may be suitably accommodated in every room to which this regulation applies in any school under their management and, in discharging their duty under this regulation, the authority shall have regard to the dimensions of the room and the type of equipment provided, or to be provided, the safety and health of the pupils to be accommodated and the type of instruction to be given, in the room; and any determination under the regulation may provide for different maximum numbers in relation to different types of instruction.”

Regulation 8 also requires education authorities to ensure that each school keeps a record of these maximum numbers of pupils for each room in the school. Under the regulations “room” means every room that is, or may be, used for any form of instruction and open plan teaching areas.

School Premises (General Requirements and Standards) Regulations 1967 (SI 1967/1199)

12. The School Premises (General Requirements and Standards) Regulations 1967, as amended, set out standards in relation to the minimum requirements for school sites, playing fields and educational accommodation. They also prescribe standards for the provision of ancillary accommodation including kitchen premises, sanitary facilities, washing accommodation, storage accommodation, medical inspection accommodation, and staff accommodation. Authorities should be aware of these Regulations when determining school capacities. For further information, please contact Harry McWilliams in the Schools Division of the Scottish Executive Education Department on 0131 244 0943 and at Harry.McWilliams@scotland.gsi.gov.uk.

Other legislation

13. Other legislation that may be relevant when determining school capacities includes:

- employment law, which sets minimum requirements for the authority's employees in relation to sanitary facilities, office accommodation, etc.;
- the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (SI 1999/1080);
- the accessibility strategies that authorities are implementing under the Education (Disabilities Strategies and Pupils' Educational Records) (Scotland) Act 2002, and authorities' obligations under the Disability Discrimination Act 1995.

PHYSICAL FACTORS

14. Authorities will of course take into account a wide range of physical factors when determining school capacities. However this does not mean that all such factors will necessarily have an impact on any given school's capacity, and the degree of impact such factors have will differ from school to school.

15. It may be that authorities can address and 'adjust' the impact of physical factors on a school's capacity through management solutions. For example, the impact of narrow corridors may be reduced if a one-way system is in operation. Equally the impact of particular "pinch points" in a school may be reduced by timetabling to minimise the problem.

Physical size of school

16. Whilst the physical size of a school will clearly limit its capacity, education authorities will want to consider the flexible use of space, and how the use of space affects school capacities. In determining school capacities authorities will need to take into account:

- the size and number of classrooms;
- the size of dining spaces;
- the number of toilets;
- any circulation requirements;
- the size and number of any staircases;
- planning to improve access to education for pupils with disabilities.

17. Also relevant may be the design of the building (open plan, modern, traditional, etc.) and how this bears on the use of space. If a building includes community facilities within the school authorities will need to decide which parts of the building are to be taken into consideration when determining a school's capacity.

Teaching Facilities

18. In determining school capacities authorities will need to consider specialist areas for the teaching of specific subjects. These will include areas and facilities such as:

- science labs;
- sports facilities;
- craft workshops;
- teaching kitchens;
- ICT rooms;
- music rooms and studios;
- art rooms;
- libraries;
- TV, video, multimedia rooms;
- drama rooms and studios;
- other non-classroom teaching areas, such as general purpose rooms used by classes as necessary.

Some schools make provision for pupils with additional support needs, and this may also need to be considered by authorities when determining capacities. Authorities need to make a judgement about how the number, size, and availability of areas and facilities such as those above, and the flexibility with which they can be used, will affect a school's capacity.

Non-Teaching Facilities

19. Non-teaching facilities can have an impact on school capacities. These include such things as:

- pupil social space;
- parenting rooms;
- the size of any playground(s);
- storage facilities;
- the number of toilets;
- dining spaces.

Temporary School Accommodation and Facilities

20. The status accorded to temporary school accommodation is also a factor to be considered when determining school capacities. Authorities may wish to distinguish between permanent and temporary accommodation, and will want to make clear how temporary accommodation has been taken into account in the determination of any given school's capacity.

Health and Safety

21. Health and safety issues will also be relevant. These include factors such as the avoidance of excessive over-crowding in corridors and stairs, and fire evacuation considerations.

NON-PHYSICAL FACTORS

22. As well as the physical size of a school's buildings and facilities other factors may have an effect on the number of pupils a school can accept. These include factors such as the class size limits and timetabling. Authorities will want to consider the points made in paragraph 9 above about the management of physical and non-physical factors, and the impact this can have on school capacities.

Class sizes

23. Statutory requirements on the size of classes are set out in the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (SI 1999/1080). Maximum sizes for timetabled classes are also detailed in the *Scheme of Salaries and Conditions of Service Document for Teaching Staff in School Education*. In determining school capacities authorities will need to ensure that class sizes will be in accordance with these limits, and any changes to them. The most up to date information on class size limits can be obtained from Rod Minty of the Teachers Division in the Scottish Executive Education Department. He can be contacted on 0131 244 0988 and at Rod.Minty@scotland.gsi.gov.uk.

Timetabling

24. Timetabling will be a major factor in determining school capacities for secondary schools. Authorities will want to consider how timetabling can be used to optimise the use of classrooms and other facilities, and therefore increase a school's capacity. This will be closely linked to the availability of specific teaching facilities (e.g. science laboratories, sports halls). Authorities will also want to consider the amount of space needed for the safe circulation of pupils between lessons and at break and lunch times.

CONCLUSION

25. It is for education authorities themselves to determine the capacity of individual schools. Whilst this guidance sets out some of the factors they will want to consider when determining school capacities it is not exhaustive. Authorities will, of course, want to exercise discretion and take into account the individual circumstances of schools.

ENQUIRIES

26. Enquiries relating to this circular should be addressed to Ben Haynes in the Schools Division in the Scottish Executive Education Department, based in Victoria Quay, Edinburgh, EH6 6QQ, telephone 0131 244 7048. Enquiries can also be e-mailed to: schoolcapacity@scotland.gsi.gov.uk.

27. Electronic copies of this guidance are available on the Scottish Executive and 'Parentzone' websites at www.scotland.gov.uk and www.parentzonescotland.gov.uk. Hard copies of this guidance are also available by contacting Schools Division in the Scottish Executive on 0131 244 4485.

Scottish Executive Education Department
10 December 2004

Note

Summary reference is made in this guidance to relevant primary and secondary legislation, although it cannot be taken as an authoritative interpretation of any statutory provisions. Interested parties need to refer to the legislation and regulations directly for full details.

ANNEX

Section 28A(3) of the Education (Scotland) Act 1980, as inserted by Section 1 of the Education (Scotland) Act 1981, Section 28A(3A) to (3E) of the 1980 Act, Section 33 of the Education (Scotland) Act 1996, and Section 44 of the Standards in Scotland's Schools etc Act 2000, sets out the exceptions to the duty on an education authority to comply with a placing request. It states (with the new sub-section highlighted in bold):

“(3) The duty imposed by subsection (1) above does not apply-

- (a) if placing the child in the specified school would –
 - (i) make it necessary for the authority to take an additional teacher into employment;
 - (ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;
 - (iii) be seriously detrimental to the continuity of the child’s education;
 - (iv) be likely to be seriously detrimental to order and discipline in the school;
 - (v) be likely to be seriously detrimental to the educational well being of pupils attending the school;
 - (vi) assuming that pupil numbers remain constant, make it necessary at the commencement of a future stage of the child's primary education, for the authority to elect to create an additional class (or an additional composite class) in the specified school or take an additional teacher into employment at the school; or
 - (vii) though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.**
- (b) if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;
- (c) if the education authority have already required the child to discontinue his attendance at the specified school;
- (d) if, where the specified school is a special school, the child does not have special educational needs requiring the education or special facilities normally provided at that school; or
- (e) if the specified school is a single sex school (within the meaning given to that expression by section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that section) to be admitted to the school.”

but an education authority may place a child in the specified school notwithstanding paragraphs (a) to (e) above.”

Visits to Schools and Additional Factors Used to Evaluate Capacities

Visits to Schools

During the visits to Aberdeen City Primary Schools in June 2009, it became apparent that there was not an equal provision of space in the schools. Some schools had a gym hall and an assembly hall while other schools used the gym hall to deliver drama and music lessons in addition to PE. The same space was also required as a dining area.

There were variances in the dimensions of class teaching areas and access to support spaces to deliver a curriculum with an activity based focus. A large proportion of schools required to use an identified class teaching area to provide computer access for pupils to develop and extend their information technology skills.

In a number of cases storing resources that allowed access by staff and pupils encroached on teaching space.

In some schools class teaching areas required to be used as walkways in order to move around the school building with the least possible disruption to learning.

Accurate and up to date information on the organisational use and the awareness of curriculum delivery and the associated accommodation needs have been used to calculate the capacity.

Allocation of space needs to take account of associated activities for the good management of and delivery of the curriculum in the school. From the 3R's accommodation requirements a number of spaces were identified as necessary

- Gym halls (this includes assembly/gym halls)
- Dining areas
- Ancillary accommodation (medical room, staffroom, administrative offices)
- Nursery classes
- ASN bases
- Library/resource access
- Additional GP spaces depending on roll

The **capacity figure** has been derived from ascertaining the number of class teaching areas used to deliver the curriculum in quality learning spaces. The calculation of class teaching areas is based on details of the organisational use of the space in a given school. This necessitates the school having a dining hall, a gym hall, a library/resource class teaching area and additional GP space depending on roll. This has been recorded for each school on a pro forma. If the roll of the school was less than 230 pupils, 2 GP spaces were counted and above this figure 3GP spaces were counted. If there was no

dedicated dining space, 2 class teaching areas were allowed as compensatory space.

The **occupancy percentage figure** of a school is the measure that is identified after the school roll number is divided by the capacity figure as accounted for in a visit to the school in June 2009.

Additional Factors Used to Evaluate Capacities

1. A Curriculum for Excellence

As the Curriculum for Excellence is for 3 – 18 year olds, Pre-school provision in schools should be included in the review.

An activity based curriculum requires quality flexible space.

Adequate storage space is required where resources are readily available for staff and pupils.

2. Inclusion/GIRFEC

Children in main stream education with additional support needs / behaviour difficulties may require spending supervised time in a 'time out' area.

To 'get it right for every child' other agencies may be involved, working with individual pupils and a designated area is also required for this purpose.

3. Configuration of classes within a school - taking composite classes into account.

4. A Teaching Agreement for the 21st Century

Staff require a designated resource area where they can work when not in class.

Appendix 5

School	Current roll	Capacity	Occupancy	Revised Capacity	Revised Occupancy	Condition	Suitability (unvalidated)
Abbotswell School	211	279	76%	300	70%	B	C
Airyhall School	310	360	86%	360	86%	A	A
Ashley Road School	390	415	94%	415	94%	B	C
Braehead Primary	184	279	66%	279	66%	A	A
Bramble Brae Primary School	161	198	81%	198	81%	B	B
Broomhill Primary School	338	550	61%	450	75%	B	B
Bucksburn School	115	198	58%	180	64%	C	B
Charleston School	231	279	83%	300	77%	A	B
Cornhill Primary School	301	442	68%	420	72%	B	C
Culter School	302	415	73%	420	72%	B	B
Cults Primary School	483	631	77%	540	89%	B	B
Danestone Primary School	199	415	48%	330	60%	B	B
Dyce Primary School	359	523	69%	523	69%	B	B
Fernelea School	201	306	66%	300	67%	B	B
Ferryhill Primary School	313	387	81%	387	81%	B	C
Forehill Primary School	220	415	53%	360	61%	B	C
Gilcomstoun Primary School	207	252	82%	240	86%	B	C
Glashieburn Primary School	285	523	54%	420	68%	B	C
Greenbrae Primary School	179	225	80%	225	80%	B	B
Hanover Street Primary School	170	279	61%	240	71%	A	B
Hazlehead Primary School	227	306	74%	306	74%	A	A
Heathryburn School	217	198	110%	198	110%	A	A
Holy Family RC Primary School	127	145	88%	180	71%	C	B
Kaimhill School	171	198	86%	198	86%	A	A
Kingsford School	331	387	86%	387	86%	B	C
Kingswells School	395	523	76%	450	88%	B	B
Kirkhill Primary School	225	387	58%	330	68%	B	C
Kittybrewster School	137	387	35%	300	46%	B	C
Loirston Primary School	326	523	62%	480	68%	B	B
Manor Park School	195	252	77%	360	54%	A	A
Middleton Park Primary School	153	252	61%	240	64%	B	B
Mile End School	376	485	77%	415	91%	A	A
Milltimber Primary School	230	252	91%	270	85%	B	C
Muirfield School	279	415	67%	360	78%	B	B
Newhills Primary School	180	252	71%	240	75%	C	B
Quarryhill School	264	469	56%	390	68%	B	B
Riverbank School	216	387	56%	300	72%	B	C
Scotstown Primary School	193	360	54%	300	64%	B	B
Seaton Primary School	133	198	67%	198	67%	A	A
Skene Square School	331	415	80%	420	79%	B	C
St Josephs School	281	442	64%	420	67%	B	B
St Peters RC School	196	198	99%	198	99%	B	B
Stoneywood School	121	198	61%	180	67%	B	C
Sunnybank School	199	604	33%	360	55%	B	C
Tullos Primary School	266	415	64%	360	74%	B	C
Walker Road School	364	415	88%	420	87%	B	B
Westpark School	233	360	43%	360	65%	B	B
Woodside Primary School	358	415	86%	420	85%	B	C
Total	11883	17209	69%	15927	75%		

*including ASN pupils

Appendix 5

School	Roll at Dec 2009	Capacity	Occupancy	Capacity Revised	Occupancy Revised	Condition	Suitability (unverified)
Aberdeen Grammar	1069	1125	95%	1141	94%	B	B
Bridge of Don Academy	687	720	95%	799	86%	B	B
Bucksburn Academy*	485	650	75%	683	71%	A	A
Cults Academy	1037	1150	90%	1141	91%	A	A
Dyce Academy	557	620	90%	620	90%	B	C
Harlaw Academy	913	970	94%	939	97%	B	B
Hazlehead Academy	923	1010	91%	1043	88%	B	C
Kincorth Academy	683	880	78%	962	71%	B	B
Northfield Academy	698	1050	66%	922	76%	B	C
Oldmachar Academy	965	1230	78%	1104	87%	B	C
St Machar Academy	950	1330	71%	1114	85%	B	B
Torry Academy	471	690	68%	686	69%	B	B
Total	9438	11425	83%	11154	85%		

*including ASN pupils

design capacity
pupil roll
% occupancy
no. of classes
no of classbases

2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17

DESCRIPTION of SPACE

max. group size average area no. of rooms total area m²

teaching

pre-school area
Primary 1-3 classbases
Primary 4 -7 classbases

CONDITION RATING



halls

assembly/gym hall
dining hall
G.P.rooms

SUITABILITY RATING



learning resource areas

library
quiet/time out room
meeting room
support for learning/ASN
support for learning/ASN Base
parents room

TOTAL TEACHING AREA



community

area m²

community room
meeting room
office
store
interview room
toilet/cloakroom

TOTAL COMMUNITY AREA



staff and admin

Head Teacher's Office
promoted staff office
staff Room
school office
main entrance
nursery entrance
staff Room
reprographics
medical/interview
snack area

school grounds

area m²

nursery outdoor play
soft informal play area
hard informal play area
pupil sports area
pupil outdoor learning area
outside waiting area
parking area
delivery access

TOTAL OUTDOOR AREA



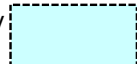
storage

central curriculum storage
gym equipment store
class storage
stage/furniture store
pupil cloak/social area
nursery cloakroom
nursery storage
staff cloakroom/s
janitor base and store
cleaner's store/s
plant room
IT server room

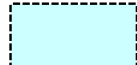
TOTAL SCHOOL SITE

m²

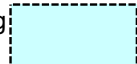
community



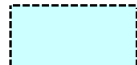
teaching



non teaching



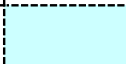
outdoor



personal care

pupil toilets
gym changing/toilets
staff toilets
ASN changing/toilets
disabled/visitor toilets
nursery toilets
kitchen/servery
dining furniture store
circulation space

TOTAL NON TEACHING AREA



Grampian Regional Council

SCHOOL CAPACITIES FORMULA

Produced in Memo dated 23 May 1995 by Charles Muir and Sue Muncer

Roll	Practical Accommodation	Non Practical Accom
440	16	15
540	20	16
640	25	21
740	28	23
840	29	25
940	33	30
1050	38	33
1200	40	36
1400	43	42
1600	47	49

Secondary Schools' Capacity Models

Appendix 8

School	2009 Roll	Theoretical Capacity (T)	Model 1 (Using 1995 formula) Based Capacity (Current)	Occupancy %	Model 2 (Using of (T)) Functional Capacity of (T)	Occupancy %	(Adjusted for Deprivation) SIMD Adjustment %	Model 3 Functional Capacity Adjusted	Occupancy %
AGS	1070	1870	1050	101.9	1141	93.8	0	1141	93.8
Bridge of Don	698	1310	700	99.71	799	87.35	-5	759	91.95
Bucksburn	391	1120	650	60.15	683	57.23	0	683	57.23
Cults	1037	1870	1150	90.17	1141	90.91	0	1141	90.91
Dyce	564	1070	570	98.95	653	86.41	-5	620	90.96
Harlaw	915	1620	900	101.67	988	92.59	-5	939	97.47
Hazlehead	933	1800	1010	92.38	1098	84.97	-5	1043	89.44
Kincorth	699	1660	860	81.28	1013	69.03	-5	962	72.66
Northfield	707	1680	840	84.17	1025	68.99	-10	922	76.65
Oldmachar	964	1810	1050	91.81	1104	87.31	0	1104	87.31
St Machar	947	2030	1200	78.92	1238	76.48	-10	1114	84.97
Torry	483	1250	640	75.47	763	63.34	-10	686	70.38
Total	9408	19090	10620	89%	11645	81%		11115	85%

School	SIMD Adjustment %
AGS	0
Bridge of Don	-5
Bucksburn	0
Cults	0
Dyce	-5
Harlaw	-5
Hazlehead	-5
Kincorth	-5
Northfield	-10
Oldmachar	0
St Machar	-10
Torry	-10

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th January 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Opening Ceremonies Protocol
REPORT NUMBER:	ECS/09/081

1. PURPOSE OF REPORT

The 3Rs Project will result in two new secondary Schools and seven new and one refurbished Primary Schools.

It is proposed to commemorate the opening of these buildings by formal and/or informal ceremonies.

This Report includes a protocol to guide for all stakeholders on the format and arrangements for ceremonies to commemorate such events.

The protocol could also be used in ceremonies to commemorate the closure of establishments where this is deemed appropriate.

2. RECOMMENDATION(S)

It is recommended that the Committee

- Notes the content of the Report and the Protocol therein
- Endorses implementation of the Protocol with immediate effect.

3. FINANCIAL IMPLICATIONS

There are no significant financial implications for the Council or any Service of the Council arising from this Report.

There will be minimal expenditure by individual establishments in terms of catering for events and staff time in making arrangements. These should be covered by existing devolved budgets.

4. SERVICE & COMMUNITY IMPACT

This proposal fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It is congruent with *Vibrant Dynamic and Forward Looking* and the Single Outcome Agreement.

The Report relates to the following Priorities within '*Vibrant Dynamic and Forward Looking*'.

Priority 2 Ensure Aberdeen's pupils and teachers have school buildings fit for 21st century

Priority 3 Ensure expenditure on education delivers maximum benefit to pupils' education

Priority 4 Continue to involve parents and pupils in their schools

Priority 5 Continue work to improve attainment across city schools

The Report also relates to the following aspects of the Single Outcome Agreement:

Priority 3 We are better educated, more skilled and more successful, renowned for our research and innovation.

Priority 4 Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Priority 5 Our children have the best start in life and are ready to succeed.

5. OTHER IMPLICATIONS

There are no other direct implications arising from this Report.

6. REPORT

See attached proposed Protocol on School Opening Ceremonies.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

There are no additional background papers attached to this Report.

ABERDEEN CITY COUNCIL
DIRECTORATE of EDUCATION, CULTURE and SPORT
PROTOCOL on CEREMONIES to ACKNOWLEDGE ESTABLISHMENT and/or
ENDING of NEW SCHOOL BUILDING or FACILITIES

1. General

Provision of a ceremony will be considered for all openings of new or refurbished facilities/establishments or closures of facilities/establishments. It should be noted that the exact format and guest list of any event will be specific to each establishment and that this protocol is intended to assist in making arrangements.

1.1 Types of Ceremony

There are normally two types of ceremony. The first is a relatively informal event, usually on the first day on which the establishment delivers the service (e.g. the first day pupils attend a new school building). This is known as the '**Informal Event**'. The second is a more formal event which normally takes place once the establishment is up and running and may include unveiling of a commemorative plaque by a dignitary. This is known as the '**Formal Event**'.

1.2 Responsibilities

The Head of Establishment (Head Teacher) will have normally responsibility for making necessary arrangements for both events. The Education Officer will be responsible for the overview of arrangements to ensure adherence to the procedures outlined below. Any financial implications must be agreed at the start of the process of making arrangements and budgetary codes identified before any expenditure is incurred.

1.3 Issues

The main issues for consideration are timing, invitations, programme and publicity for these events.

2. The Informal Event

2.1 Timing

Early planning and communication is important. Decisions on the format must be made well in advance of the opening. The Head Teacher and the Education Officer should discuss whether it is appropriate to hold an event on the first day the building opens. Sufficient time to respond to invitations should be given to invitees to allow diary commitments to be met. Invitations should be sent out at least two months in advance to increase the likelihood of availability. It is often helpful to check that the event does not clash with major Council events such as a meeting of the relevant Committee or full Council.

2.2 Format and Programme

This will normally take the form of a relatively low-key event during which any negatively impact upon the work of the school is minimised. This is particularly important at a time when there will be additional pressures on staff and pupils working within an unfamiliar building.

One possible model:

- 1) On the first day, one hour after the establishment is operational, an informal gathering is held within the building at which time the Head Teacher briefly welcomes guests, (see below)

- 2) An opportunity is made for a brief response by the Leader of the Council or, if not available, Convener of Education, Culture and Sport Committee or then Vice Convener.
- 3) The press are invited to ask questions on the new facility.
- 4) A brief guided tour is made of the facility with photo opportunities, conducted by school staff or involving a small number of pupils.
- 5) The whole event should be planned to last for as short a time as possible and ideally be of no more than two hours duration.

Once the format has been agreed, a programme for the event should be drawn up by the Head Teacher and agreed with the Education Officer. This should include detailed arrangements for who will be asked to provide any speeches and any appropriate catering arrangements.

2.3 Guest List

The guest list of invitations should then be drawn up with consideration of the overall size of the event.

The following should be notified/invited

- Lord Provost (or nominee)
- Chief Executive
- Leader of the Council
- Director of Education, Culture and Sport
- Chair of 3Rs Board (if a 3Rs School)
- Director for Corporate Governance (Resources)
- Community Learning & Development Manager
- Local Elected Members
- Director of Enterprise, Planning and Infrastructure
- Head of Service, Non-Housing Property Services
- Convenor and Vice-Convenor of Education, Culture and Sport Committee
- Heads of Service - Education, Culture and Sport
- Education Officer
- Service Manager - Schools and Children's Services
- Chair of Parent Council
- Local press and, where appropriate, television

2.4 Pupil Participation

No arrangements for the formal participation of pupils/students/learners should be made at this time.

2.5 Additional Participation

A representative of any body directly involved in fund-raising activities (such as PTA or equivalent body) should be invited to the event.

Other external partner agencies, such as Business Links should also be invited.

2.6 Invitations

The Service, normally the Education Officer, will arrange for invitation letters to be sent to the agreed guests.

2.7 Adherence to Corporate Protocols

In cases where notifications lead to invitations to the Chief Executive, the Minister and/or MPs/MSPs, the invitation will be arranged by the Service, normally the Education Officer, in liaison with the Director of Education, Culture and Sport and the Office of the Chief Executive.

It is essential that the protocol for informing councillors and others of Ministerial visits from the Westminster and Scottish Parliaments, as per **Guidance on Corporate Administrative Processes & Procedures**, updated June 2005 which should be adhered to throughout.

2.8 Notification

Copies of the invitation list and programme should be sent by the Education Officer to the Convenor of the Education, Culture and Sport Committee, the Director of Education, Culture and Sport Committee and Corporate Communications.

3. The Formal Event

3.1 Timing

As for the informal event, early planning and communication is important. Decisions on the format must be made well in advance of the opening so that invitees have an opportunity to respond. The Head Teacher and the Education Officer should discuss whether it is appropriate to hold an event on the first day the building opens.

Sufficient time to respond to invitations should be given to invitees to allow diary commitments to be met. Invitations should be sent out at least two months in advance to increase the likelihood of availability. It is often helpful to check that the event does not clash with major Council events such as a meeting of the relevant Committee or full Council.

It is likely that this event will take place several weeks after the school has opened to pupils and teething problems have been addressed. It may also take place at a time convenient to a visiting dignitary, should such a guest be invited.

3.1 Format and Programme

This will normally take the form of a formal event which may have an impact on the normal running of the school.

One possible model:

- 1) On the agreed day, one hour after the pupils have registered, a formal ceremony is held within the building at which time the Head Teacher briefly welcomes guests, (see below).
- 2) An opportunity is made for a response by the Convenor of the Committee (or their representative), a senior member of the Council or Directorate.
- 3) A vote of thanks to all agencies involved in providing the facility should be made.
- 4) The press are invited to ask questions on the new facility.
- 5) Pupils of the school may be invited to make a presentation or convey their views of the new building.
- 6) The level of involvement of pupils, parents and staff will be decided upon by the school.
- 7) A guided tour is made of the facility with photo opportunities.
- 8) The whole event should last no more than one hour.

Once the format has been agreed, a programme for the event should be drawn up by the Head of Establishment and agreed with the Education Officer. This should include detailed arrangements for who will be asked to provide any speeches and any appropriate catering arrangements.

3.3 Guest List

The guest list of invitations should then be drawn up with consideration of the overall size of the event.

The following should be notified/invited

- Lord Provost (or nominee)
- Chief Executive
- Leader of the Council
- Director of Education, Culture and Sport
- Chair of 3Rs Board (if a 3Rs School)
- Director for Corporate Governance (Resources)
- Head of Service, Non-Housing Property Services
- Community Learning & Development Manager
- Local Elected Members
- Director of Enterprise, Planning and Infrastructure
- Convenor and Vice-Convenor of Education, Culture and Sport Committee
- Heads of Service - Education, Culture and Sport
- Education Officer
- Service Manager - Schools and Children's Services
- Chair of Parent Council
- The Developer and, where appropriate, the Operator of the facility
- Local press and, where appropriate, television

An official “platform” party should be identified and this may, where appropriate, include pupils.

Where invitation of a royal dignitary is deemed appropriate, the Office of the Chief Executive should make all necessary arrangements as the Chief Executive is the 'Clerk to the Lieutenancy'.

3.4 Pupil Participation

Appropriate arrangements for the participation of pupils/students/learners should be made. This will acknowledge the importance of the learners within the facilities.

3.5 Additional Participation

A representative of any body directly involved in fund-raising activities (such as PTA or equivalent body) should be invited to the event.

Other external partner agencies, such as Business Links should also be invited.

3.6 Invitations

The Service, normally the Education Officer, will arrange for invitation letters to be sent to the agreed guests.

3.7 Adherence to Corporate Protocols

In cases where notifications lead to invitations to the Chief Executive, the Minister and/or MPs/MSPs, the invitation will be arranged by the Service, normally the Education Officer, in liaison with the Director of Education, Culture and Sport and the Office of the Chief Executive.

It is essential that the protocol for informing councillors and others of Ministerial visits from the Westminster and Scottish Parliaments, as per ***Guidance on Corporate Administrative Processes & Procedures***, updated June 2005 which should be adhered to throughout.

3.8 Notification

Copies of the invitation list and programme should be sent by the Education Officer to the Convenor of the Education, Culture and Sport Committee, the Director of Education, Culture and Sport Committee and Corporate Communications.

3.9 Subsequent Event(s)

Each establishment may wish to consider having 'open evening(s)' so that local public, parents/carers etc may visit the premises.

4. Checklist

A checklist is appended to the above Protocol which should be amended to meet the requirements of each individual event.

5. Publicity

All publicity must be directed through Corporate Communications.

Head Teachers should consider participating in corporate training on dealing with the media.

**ABERDEEN CITY COUNCIL
DIRECTORATE of EDUCATION, CULTURE and SPORT**

CLOSURE/OPENING/REFURBISHMENT CHECKLIST

Establishment(s)/Facility(ies) to be opened/closed:

.....

1. PROPOSED DATE: **TIME:**

Brief description of proposed event. **Informal/Formal Event** (delete as appropriate)

Please include a provisional invitation list.

Signature of Head of Establishment:Date

2. AGREEMENT TO PROCEED TO DETAILED PROGRAMME

Signature of Officer: Date

Comments:

N.B. Agree whether the Head of Establishment or the Education Officer has overall responsibility. (See Para. 1.2 above)

3. BUDGET

Budget	Responsible Person	Notes
Funding source - school - local authority		
Additional hours for janitor and administrative staff		
Cleaning and catering contract		
Printing and Postage		
Telephones		

N.B. level of expenditure and coding must be agreed at the start of the planning process.

4. CHECKLIST FOR INVITATION and/or DETAILED PROGRAMME

	Invitation Sent	Reply Received	Programme Sent
Director of Education, Culture and Sport			
Local Councillors <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ 			
Director of Enterprise, Planning and Infrastructure			
Convenor and/or Vice-Convenor of Policy & Strategy (Education) or Education Committee			
Education Officer			
Service Manager - Schools and Children's Services			
Chair of Parent Council			
Facilities Officer			
Architects			
Other Officers			
Staff			
PTA			
Service Users			
Former Pupils			
* Leader of the Council			
* Lord Provost			
*Chief Executive, Press Office and Council Photographer			
* Minister			
* MSP			
* MP			
* HMIE			
Other Parties			

Attach the programme for the event. Describe the “platform” group. Describe arrangements for pupil participation.

- * Only to be invited if “opening” a new establishment or service. The press office will routinely notify the Leader, the Provost and the Chief Executive if informed of a smaller event. Invitations to be agreed with the Officer before being sent.

5. ORGANISATION CHECKLIST

Housekeeping	Responsible Person	Notes
Security Arrangements		
Car Parking		
Facilities - Janitorial Cover - Catering - Cleaning		
Seating arrangements		
Toilets		
Any disabled special needs		
Gifts for participants (if appropriate)		
Gifts for guests (if appropriate)		
Notify parents of changes to school day, e.g. early finish		
Other		

Copy to
 Director of Education, Culture and Sport
 Education Officer and
 Programme sent to participants.

Signature of Head of Establishment:

Date:

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 and in accordance with Standing Orders, that a replacement page submitted by officers in connection with the following item be tabled, as the information contained within had been omitted from the report currently before members for consideration.

ACHIEVING OUR POTENTIAL: TACKLING POVERTY AND INCOME INEQUALITY IN ABERDEEN CITY

9. With reference to the motion put forward by Councillor Kiddie at the Council Meeting of 11th February, 2009, namely, “That Aberdeen City Council agrees to produce an Anti Poverty Strategy”, the Committee had before it a report by the Director of Housing and Environment which set out the strategy, “Achieving Our Potential: Tackling Poverty and Income Inequality in Aberdeen City” for consideration and approval.

The report advised that the Scottish Government had published a national framework, “Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland” in November, 2008, with the objective of narrowing the gap between the rich and poor in Scotland while building stronger communities. The framework targeted an increase in overall income and proportion earned by the lowest 30% of people as a group by the year 2017, and recognised the benefits a good education, good health and enough money could have on making society more equal.

While Aberdeen was generally perceived as an affluent city, the report advised that growing poverty and disadvantage existed in Aberdeen’s communities. The recent development of the Single Outcome Agreement between Aberdeen City Council and the Scottish Government had provided a basis for setting poverty and inequality as a strategic priority, and it was stressed that the development of an anti-poverty strategy which cut across all policy areas was key to driving forward this commitment.

Appended to the report was the draft anti-poverty strategy, and it was noted that following consideration of the strategy by the Corporate Policy and Performance Committee, the report would be remitted to the other service committees for detailed consideration by Committee members with an overview setting out proposals to address poverty by the Director responsible for each committee.

The report recommended:-

- (a) that the Committee consider and approve the draft “Achieving Our Potential: Tackling Poverty and Inequality in Aberdeen City” for wider consultation;
- (b) that the Committee consider an appropriate member to provide the foreword to the strategy and agree the foreword should contain a public statement outlining the commitment of the Council to the eradication of poverty in the city;

- (c) that the Committee agree that an executive summary be included in the final document;
- (d) that the Committee agree to receive a further report setting out the proposed governance arrangements to co-ordinate and monitor anti-poverty activity across Council services and outcomes in communities;
- (e) that the Committee agree that an audit of mainstream council funding should be carried out to identify current cross service expenditure on anti-poverty activity to inform where efficiencies could be identified to invest in improved joint service and commissioning decisions;
- (f) that the Committee agree to remit the draft strategy to the other committees of the Council for consideration and comment, accompanied by the service Director's advice on action from the service to address poverty;
- (g) that the Committee agree to receive a report on the Scottish Index of Multiple Deprivation 2009, due to be published in October, for consideration at a future meeting;
- (h) that the Committee note that a future report would be required to the Finance and Resources Committee on the implications of the un-ringfencing of the Fairer Scotland Fund in 2010-11 which currently funded significant anti-poverty initiatives.

The Committee resolved:-

- (i) to request that officers circulate the report to the Disability Advisory Group and all other relevant groups for information;
- (ii) to request that officers amend the wording in the appendix 5.3.3 (early years and early intervention) in connection with the provision of free school meals in line with national policy and local need;
- (iii) that due to his interest in the matter, to recommend that Councillor Kiddie provide the foreword to the strategy; and
- (iv) to otherwise approve the recommendations contained in the report.

COMMITTEE CORPORATE POLICY AND PERFORMANCE

DATE 10th SEPTEMBER 2009

CORPORATE DIRECTOR PETE LEONARD

TITLE OF REPORT Achieving Our Potential: Tackling Poverty and
Income Inequality in Aberdeen City

1. PURPOSE OF REPORT

This report sets out for consideration and approval “Achieving Our Potential: Tackling Poverty and Income Inequality in Aberdeen City”.

The report has been produced in response to the motion by Councillor Kiddie agreed at the Council meeting of the 11th February 2009 that, “Aberdeen City Council agrees to produce an anti-poverty strategy.”

2. RECOMMENDATION(S)

It is recommended that the Committee:

1. Consider and approve the draft Achieving Our Potential: Tackling Poverty and Income inequality in Aberdeen City for wider consultation (Appendix 1)
2. Consider and agree the appropriate member to provide the foreword to Strategy, and agree the foreword should contain a public statement outlining the commitment of the Council to the eradication of poverty in the City.
3. Agree that an Executive summary is to be included in the final document
4. Agree to receive a further report setting out the proposed governance arrangements to coordinate and monitor anti-poverty activity across council services and outcomes in communities.
5. Agree that an audit of mainstream council funding should be carried out to identify current cross service expenditure on anti-poverty activity to inform where efficiencies can be identified to invest in improved joint service and commissioning decisions.
6. Agree to remit the draft strategy to the other committees of the Council for consideration and comment, accompanied by the service directors’ advice on action from the service to address poverty.
7. Agree to receive a report on the Scottish Index of Multiple Deprivation 2009, due to be published in October, for consideration at a future meeting,
8. To note a future report will be required to Finance and resources Committee on the implications of the un-ring fencing of Fairer Scotland Fund in 2010-11 which currently funds significant anti poverty initiatives.

3. FINANCIAL IMPLICATIONS

The strategy will require consideration of resources for the delivery of proposals to tackle poverty. The preparation of the draft strategy has identified areas where there is service fragmentation, gaps and separate commissioning

arrangements which would benefit from further cross service work to improve coherence, customer service and deliver more efficient services. It is recognized that the implementation of the anti-poverty strategy needs to ensure value for money from the existing funding invested in anti poverty interventions and action by the Council and our partners.

4. SERVICE & COMMUNITY IMPACT

Aberdeen's Community Plan is based on key principles to ensure a better quality of life for all the people who live and work in the city and contains commitments to 'closing the gap' in income levels and quality of life, that exist within Aberdeen as part of tackling poverty.

Our Single Outcome Agreement commits us to the national outcome "to tackle the significant inequalities in Scottish society" and improving the quality of life for those communities within the City that are most disadvantaged.

Vibrant, Dynamic and Forward Looking further reinforces the Council's commitment to make Aberdeen a better place to live for all citizens and to tackle inequalities in education, economic development, culture, arts and sports, health and care, transport, environment, community safety and housing.

The feedback from our customers and communities presents a disjointed and difficult experience for those trying to access appropriate support and benefits to which they are entitled where there is considerable room for service improvement.

5. OTHER IMPLICATIONS

1. Legal – None arising from this report; initiatives such as support for Credit Unions, whilst permitted in terms of support from public funds, needs to be registered for State Aid compliance.
2. Resources – The Fairer Scotland Fund which is currently ringfenced for application by the Community Planning Partnership will be unringfenced from April 2010. Consideration will need to be given by the Council in conjunction with the Aberdeen City Alliance through the budget setting process to how this funding can be aligned to support our commitments within the Single Outcome Agreement in relation to tackling poverty. In 2010/11 the Fairer Scotland Fund allocated will amount to £2.843 million and will be part of the Grant Aided Expenditure.
3. Failure to tackle poverty not only has a major implication on the quality of life of the individuals and families concerned but also in relation to the direct costs to public expenditure associated with responding to and tackling poverty related issues.
4. Personnel – none arising directly from this report however as a major employer and contractor in the city the Council can play a key role in the recruitment of people from the regeneration areas and to consider setting an example of best practice for other employers.

5. Property – the council are currently upgrading the council housing stock as part of the compliance with the Scottish Quality Housing Standard and other parts of the public sector property portfolio are being upgraded or redeveloped.
6. Equipment – none arising from this report
7. Sustainability and Environment – successfully addressing poverty requires a balanced approach to tackling social, economic and environmental aspects that contribute to achieving sustainable communities.
8. Health and Safety – none arising from this report

6. REPORT

6.1 National Context

In November 2008 the Scottish Government published “Achieving Our Potential: A Framework to tackle poverty and income inequality in Scotland.” The objective of this national framework is to narrow the gap between rich and poor in Scotland and build stronger communities.

The main focus is to build a Scotland where we can say that “we have tackled the major inequalities in Scottish Society”. A ‘Solidarity’ target has been set: “to increase the overall income and proportion earned by the lowest 30% of people as a group by 2017.”

The Scottish Governments framework for tackling poverty and income inequality links to other key Government policies in relation to early years and tackling health inequalities recognising that: “the best possible start in life, a good education, good health and enough money can all help make society more equal.”

The approach to tackling poverty being taken nationally is one which recognises the role of local authorities and the importance of working collaboratively at local and national levels to tackle poverty.

6.2 Local Context

As the energy capital of Europe, Aberdeen is perceived as an affluent City, however this perception masks the growing poverty and disadvantage that exists in our communities. This was evidenced by the relatively large increase in the share of data zones in the 15% most deprived between SIMD 2004 (18 datazones) and SIMD 2006 (27 datazones)

The development of the Single Outcome Agreement between the City Council and the Scottish Government has provided a basis for setting poverty and inequality as a strategic priority. Critical to the delivery of this

commitment is the development of an Anti-poverty Strategy that is cross cutting across all policy areas.

6.3 Development of the Anti-poverty Strategy

The Strategic Research and Information Team were asked to prepare a Poverty Profile that would inform the development of, and provide an initial baseline for, the Anti-poverty strategy. The Profile provides an analysis of the key indicators of poverty in the city. The profile draws extensively on the Scottish Index of Multiple Deprivation 2006, and covers key areas including unemployment rates, earnings levels, number of benefit claimants, school leaver destinations, free school meal entitlements, lone parent households and educational attainment levels.

Given the complex and cross cutting nature of poverty across all policy and service delivery areas, a short life Officers Working Group was established to provide a service orientated perspective on poverty and income inequality issues. The group conducted an initial audit of current and planned Aberdeen City Council activities which impact on the poverty agenda. The Officers Working Group reviewed the audit material, identified gaps in provision and explored opportunities for service action and development to improve the outcomes achieved.

A further research study was conducted over a 4 week period between the 24th of June and the 24th of July 2009. The central aim of this element of the strategy preparation was to provide qualitative information from individuals who had direct and indirect experience of poverty and/or social exclusion. The study called 'Talking About Poverty: Discussing Poverty and Social Exclusion With Aberdeen Residents' was carried out on behalf of the Council by James Simpson, a 3rd year sociology student at Aberdeen University.

The Poverty profile, the audit of service activity and the 'Talking about poverty' research study identified key themes that have assisted in developing a framework for the Anti-poverty strategy. These themes reflect the complex and multi-faceted nature of poverty in our communities, and the necessity to target investment on the root causes of deprivation and inequality.

This draft requires further detailed consideration by the newly appointed directors in order to develop appropriate and priority actions prior to it being finalized and published. It is therefore proposed to remit this draft to the various service committees for their detailed consideration with the advice and guidance of the director.

A set of local indicators are being developed by the Improvement Service to measure impact and outcomes in regeneration areas. Officers will develop these in the coming year and ensure their inclusion in the council's performance management, measurement and reporting arrangements and those of our partners.

6.4 Scottish Index of Multiple Deprivation 2009

The updated Scottish Index of Multiple Deprivation (SIMD) 2009 will be published on the 29th October 2009. This will provide a detailed indication of how the extent and distribution of poverty has changed in the City since 2006. A report will be prepared in relation to the conclusions of SIMD 2009 for consideration by committee at a future meeting.

6 AUTHORISED SIGNATURE

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8 BACKGROUND PAPERS

Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland, Scottish Government, 2008

**Achieving Our Potential:
Tackling Poverty and Income Inequality in Aberdeen City**

2009-12

Draft Version 1

Foreword

1. Context

2. What is Poverty?

3. Indicators of Poverty in Aberdeen

4. Experiences of Poverty in Aberdeen

5. Strategic Objectives

5.1 Reducing Income Inequality

5.1.1 Employment

5.1.2 Maximising Income

5.1.3 Making Work Pay - A Living Wage for Aberdeen

5.2 Supporting Those Experiencing or at Risk of Poverty

5.2.1 Fuel Poverty

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5.3.5 Health Inequalities

6. Infrastructure and Resources

7. Recommendations

Foreword

To be agreed at point of publication following Committee approval for the strategy suggested piece from the policy convenor/convenor of social care and wellbeing, and the Chief Executive.

1. Context

As the energy capital of Europe, Aberdeen is perceived as an affluent City, however this perception masks the growing poverty and disadvantage that exists in our communities. This was evidenced by the relatively large increase in the share of data zones in the 15% most deprived between SIMD 2004 (18 datazones) and SIMD 2006 (27 datazones). The updated SIMD for 2009 will be available from 29th October 2009, and will provide an indication of how the extent and distribution of poverty has changed in the City. There is also evidence that a significant number of people in poverty live out with the data zones.

In November 2008 the Scottish Government published 'Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland'. This document is a key part of the Government's Economic Strategy and sets an ambitious target to deliver greater solidarity in Scotland by reducing the nation's relatively high level of income inequality. The aim is to reconnect more people to the mainstream economy and provide opportunities, and incentives, for all to contribute to Scotland's economic growth. The framework does not exist in isolation and complements two other key policy drivers, the 'Early Years and Early Intervention Framework' and 'Equally Well' the report of the ministerial taskforce on health inequalities. The three documents taken together form a coherent approach to addressing disadvantage in Scotland.

Within this context our Single Outcome Agreement with the Scottish Government commits us to the National Outcome: 'To tackle the significant inequalities in Scottish society'. The Scottish Government's National Indicator 14 is to 'decrease the proportion of individuals living in poverty'.

The development of the Single Outcome Agreement between the City Council and the Scottish Government has provided a basis for setting poverty and inequality as a strategic priority. Critical to the delivery of this commitment is the development of an Anti-poverty Strategy that is cross cutting across all policy areas. The requirement to develop the anti-poverty strategy for Aberdeen was agreed by the City Council on 11th February 2009 following a motion by Councillor Kiddie.

Figure 1: Extract from Single Outcome Agreement 2008 -2011¹

National Outcome	Local Outcome	Relevant Indicators	Frequency/ Type/ Source	Baseline (2006/07)	Local Target & Timescale
We have tackled the significant inequalities in Scottish Society	Improve the quality of life in our most deprived areas	People living in the 0-15% most deprived areas in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	18,428	Reduction of 10% in 3 years
		Datazones within the 0-15% most deprived in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	27	25 by 2009/10
		People living in the 0-15% most deprived income domain datazones in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	14,914	Reduction of 10% in 3 years
		People living in the 0-15% most deprived employment domain datazones in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	18,584	Reduction of 10% in 3 years
		People living in the 0-15% most deprived education, skills and training domain datazones in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	20,909	Reduction of 10% in 3 years
		People living in the 0-15 % most deprived health domain datazones in Scotland	Biennial/ National Data/ Scottish Index of Multiple Deprivation 2006	30,940	Reduction of 10% in 3 years

¹ Aberdeen City Single Outcome Agreement 2008-11

2. What is Poverty?

Defining poverty²

Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or are at least widely encouraged and approved, in the societies in which they belong.

(P. Townsend, Poverty in the United Kingdom)

Measures of Poverty

The Scottish and UK Governments use two main poverty measures both of which reveal slightly different information about changes in poverty over time. These measures are absolute and relative poverty:

Absolute poverty

Individuals living in households whose income is below 60% of the inflation adjusted UK median income in 1998/99. This is a measure of whether those in the lowest income households are seeing their incomes rise in real terms. In 2007/08 the absolute poverty threshold for a couple with no children was an income of £203 per week.

Relative poverty

Individuals living in households whose income is below 60% of the UK median income in the same year. This is a measure of whether those in the lowest income households are keeping pace with the growth of incomes in the economy as a whole. In 2007/08 the relative poverty threshold for a couple with no children was an income of £236 per week.

Poverty and Income Inequality in Scotland 2007/08³

The Scottish Government publication, *Poverty and income inequality in Scotland, 2007/08* was published in May 2009. It provides estimates of the number of children, working age adults and pensioners living in low income households in Scotland. The key findings are:

- 17% of people in Scotland are in relative poverty,
- a fifth of all children in Scotland are in relative poverty,
- a fifth of all pensioners in Scotland are in relative poverty,
- 15% of working age adults in Scotland are in relative poverty.

In the ten-year period to 2007/08, levels of poverty in Scotland have fallen. The most significant change has been in the level of child poverty, which fell from 30% of all children in 1997/98 to 20% in 2007/08. The proportion of pensioners in relative poverty fell from 24% to 21% over the same period, and there was a slight fall from 16% to 15% for working age adults. Across all age groups, the proportion of Scotland's population in relative poverty fell from 20% of the total population in 1997/98 to 17% in 2007/08.

Scottish Index of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official means of identifying the extent of deprivation across Scotland. It is based on the small area geography known as data zones, which enables pockets of multiple deprivation to be identified that could be missed in analyses based on larger areas such as wards or postcode sectors. Aberdeen has 267 data zones. The average population for data zones in the City is 780.

The SIMD is made up of seven 'domains' of deprivation: current income; employment; health; education skills and training; crime; and geographical access to services. The most recent results are from SIMD 2006, although an update is due to be published in 2009.

² Peter Townsend – Poverty in the United Kingdom: A Survey of Household Resources and Standards of Living (1979)

³ Scottish Government – Poverty and Income Inequality in Scotland 2007/08

3. Indicators of Poverty in Aberdeen

The Research and Statistics Service have produced a Poverty Profile for Aberdeen which provides an analysis of the key indicators of poverty in the City. The profile draws extensively on the Scottish Index of Multiple Deprivation 2006 and other key supporting documents. The key indicators are as follows:

- **Income Support Claimants**

In the second quarter of 2008, there were 6,990 Income Support (IS) claimants in Aberdeen. These claimants were not evenly distributed across the city's 267 data zones. Eleven data zones had at least 80 IS claimants, while 81 data zones had fewer than 10 claimants.

- **Incapacity Benefit**

In the second quarter of 2008, there were 9,250 Incapacity Benefit (IB) claimants in Aberdeen, accounting for 6.4% of the working age population. These claimants were not evenly distributed across the city. In Middlefield, around one in six working age people were claiming IB. In Cults, Milltimber and Mannofield, less than 2% of working age people were IB claimants.

- **Earnings**

In 2008, the gross average weekly wage of people working in Aberdeen was £525, significantly higher than the Scottish (£440) and UK (£472) averages. However, these relatively high earnings were not evenly distributed. Average female earnings in Aberdeen were significantly less than male earnings, and people in part-time employment were paid below the equivalent Scottish and UK averages. It is also known that many people living in deprived areas of the city have low incomes; in many cases, these are among the lowest income levels in Scotland.

- **Destinations of School Leavers⁴**

In 2007/08, there were just over 2,000 school leavers in Aberdeen. 86% of these leavers went into Higher Education, Further Education, Training or Employment; 11% were unemployed; and the destinations of the remaining 3% were unknown. The proportion of school leavers with 'positive' destinations (i.e. HE, FE, Training or Employment) varied from school to school. Almost all of the Oldmachar Academy leavers had a positive destination, while this was the case for less than three-quarters of St Machar Academy leavers.

- **Free School Meals**

At the time of the 2009 school meal census, 2,038 pupils in education authority primary schools in Aberdeen were entitled to free school meals, i.e. 17% of the total primary roll. In Bramble Brae School, over 60% of the roll was entitled to free school meals and the entitlement rate was over 40% in a further six schools. In contrast, there were fourteen primary schools where less than 5% of the roll was entitled to free school meals. In secondary schools, 11% of the total roll was entitled to free school meals at the time of the 2009 Census. The entitlement rate at Northfield Academy and Torry Academy was 27%, compared with fewer than 3% of pupils at Oldmachar Academy and Cults Academy.

- **Adults without Qualification**

At the time of the 2001 Census, over 42,000 people in Aberdeen aged 16-74 had no recognised educational qualifications. This represented more than a quarter of the city's adult population. There were seven neighbourhoods where the proportion of adults without qualifications exceeded 40%. These were Cummings Park, Middlefield, Northfield, Mastrick, Stockethill, Heathryfold and Sheddocksley.

- **Homelessness**

There were 2,356 homeless applications in Aberdeen in 2007/08. The number of applications has risen significantly in the five-year period since 2002/03, when there were just over 1,500 applications. In 2007/08, almost 1 in 10 homeless applicants were aged 16-17 years, while

⁴ Skills Development Scotland School Leaver Destination Report 2007/08

over one in three were aged 18-25. The age breakdown of homeless applicants has not changed much over the past five years.

- **Fuel Poverty**

Based on combined data from the 2004/05, 2005/06 and 2007 SHCS, giving a mid-point of June 2006, 18,000 households in Aberdeen were in fuel poverty, i.e. 18% of all occupied households in the city. This compares with 22% of households across Scotland that are in fuel poverty.

4. Experiences of Poverty in Aberdeen

Over a six week period between June and July 2009, a qualitative research study was carried out with the aim of engaging with and exploring the experiences of people in Aberdeen who have either direct or indirect experience of poverty. The study *'Talking About Poverty: Discussing Poverty and Social Exclusion With Aberdeen Residents'* was conducted by James Simpson. James is 3rd year Sociology Student at Aberdeen University.

A summary of the key issues expressed by participants of the study are highlighted below:

- *Children Living in Poverty*

One of the biggest issues for participants was to ensure a better quality of life for children living in their communities. It was highlighted that few families could afford to give their children the standard of living that they would like to on a low income.

"I used to be able to buy new shoes for my kids and now I buy trainers fae Asda, I got the trainers for the eight year old, he had them ten days and the soles were hinging off and there's holes in the taes. He had to go to school the last two days like that, because I just didnae hae the money to run off to Asda and buy another pair of trainers."

- *Accessing Information*

The study highlighted that a significant number of people were not aware of where to go for help or of their possible entitlement to additional benefit income. In addition participants indicated that many did not know what questions to ask which often meant people received wrong or irrelevant information. The language used by the City Council in correspondence was also said to be complicated and hard to understand.

"I have to get my friend to read my letters from the Council for me now cos I can't bear to look. Sometimes she doesn't have a clue what they mean either!"

- *Public Transport Costs*

Participants felt that the cost of bus travel was very high and given that public transport is, for most people on a low income, the only way of moving around the city, this significantly impacts on their ability to access essential services and recreational and leisure opportunities.

"There are a lot of buses that run, but the problem is that because First Bus run it all, a lot of places are restricted by access to the bus routes.... and the prices are expensive!"

- *Debt*

Many participants expressed concern that young people were more at risk of getting into debt as a consequence of a buy now - pay later culture. This could potentially mean spending the rest of their lives in financial difficulty. It was strongly felt that young people needed to be better educated in relation to life skills so that they could more effectively manage their finances.

"People who end up on benefits can end up on them suddenly. Many have debt already. When you only have £60 income support and £30 for one child, less for a second, per week to live on, if you have existing debt which the minimum payment should be paid monthly – and if you miss this are charged £15-£20 depending on the company – it can become impossible to get by and debt mounts."

- *Negative experiences engaging with statutory services*
Many of the participants reflected that their experiences with front line staff from statutory services had been negative, and had experienced poor standards of customer service. Equally it was reported that information they received had been piecemeal, inaccurate or contradictory. There was a feeling that the likelihood of receiving positive assistance and support was entirely dependent on the personality, attitudes and prejudices of individual staff members.

'They don't have any idea what they are doing. You go to one person then they tell you you've got to see so and so. So you go there and they tell you to go somewhere else, then you haven't got the right form, or you're not eligible, so they tell you to go back to the first person who tells you the person you're supposed to see isn't gonna be there til next week!'

- *The Benefit Trap – barriers to employment and incentives to work*
It was evident from the parents that participated that surviving on a low income or benefits was a trap for the majority of lone parents in particular childcare was a major barrier to improving their financial situation. Many had not or could not go to college or university to gain the necessary qualifications to enter well paid sustainable employment, therefore for these parents it was more practical to reluctantly remain on benefits.

"It's kind of like being in a trap, you know you just canna get out of it because if you manage to find a little bit of income they take it aff yea so you get less benefit. So you're actually no better aff, your worse aff and its soul destroying because it takes away your incentive."

- *Pensioner poverty*
A key concern evident from the research was the variation in experiences and attitudes towards poverty, and people in poverty, between the different generations. There were particular issues raised that were specific to certain ages groups. Most older people interviewed felt that the state pension was only just about enough to live on and no more. They also experienced difficulties in accessing information, and knowing what information to ask for.

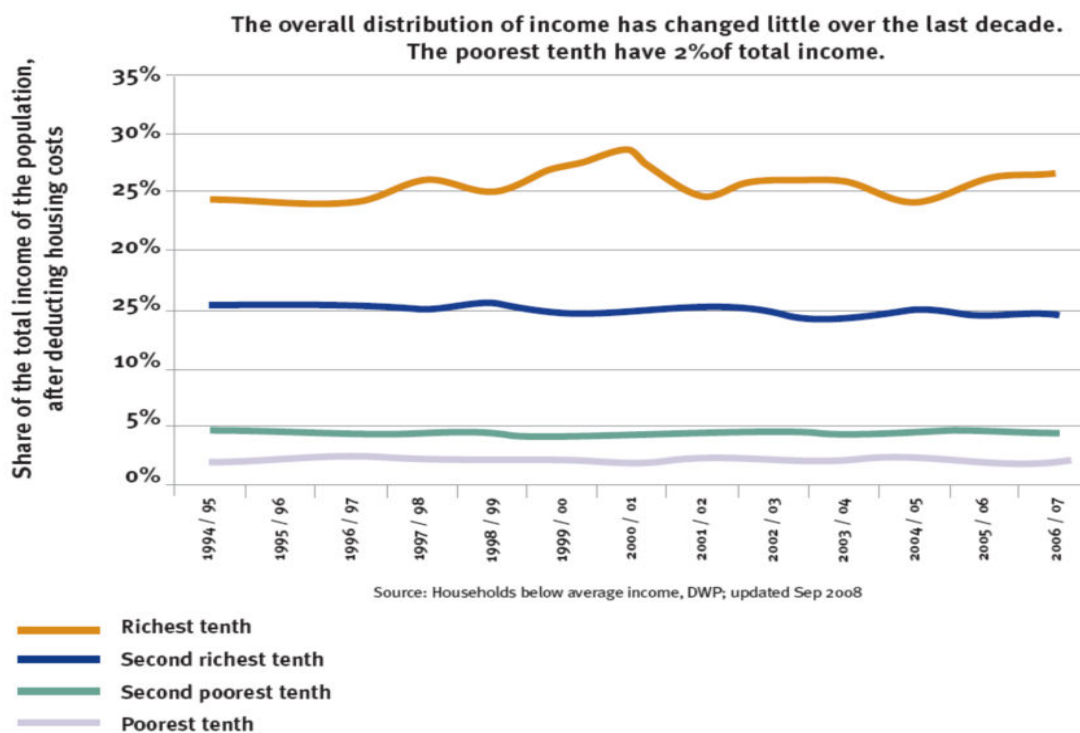
"It's equally hard being a pensioner. I've worked 40 years and I get £87, cos I'm 37 pence over I get nothing.... yeah even if you're a penny over you get nothing. [no pension credit]"

5. Strategic Objectives

5.1 Reducing Income Inequality

The income of the richest 10% of people in Scotland is approximately the same as the total income of the poorest 50%. The overall distribution of income has changed little over the last decade. The poorest tenth have 2% of total income.

Figure 2: Income distribution profile in Scotland 1994 - 2007⁵



5.1.1 Employment

Issue

Getting people into work is a major focus of the Government's national poverty reduction policy. In October 2008, there were 1,732 unemployed claimants in Aberdeen City, equivalent to around 1.3% of the working age population (i.e. 16-64 years of age). That rate was not evenly spread across the city. The Tillydrone and Middlefield neighbourhoods had unemployment rates that were four times higher than the Aberdeen average.

The City Regeneration Strategy, in relation to the jobs and prosperity theme, recognised the existence of 'considerable and persistent areas of disadvantage and poor economic performance'. However, although the actual numbers and rates of unemployment in the City have fallen over the last two years since the strategy was updated, the relative position of the priority neighbourhoods remains unchanged i.e. the gap between these areas and the rest of the City has not only remained static but has in some instances increased.

⁵ Households below Average Income, DWP, update September 2008

Current Activity

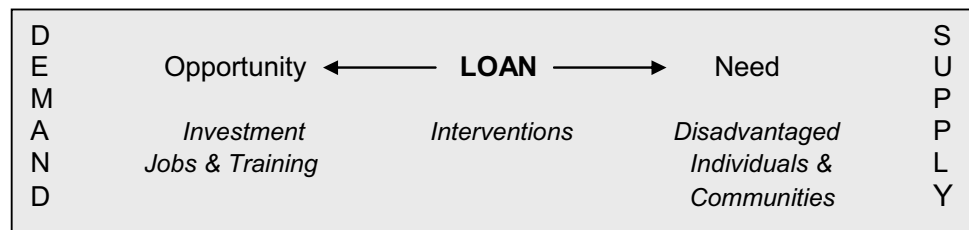
- *Aberdeen Works*

In August 2008, The Aberdeen City Alliance established Aberdeen Works – an employability forum focusing on the employability issues, skills gaps and development opportunities within Aberdeen. Partners include Aberdeen City Council, Job Centre Plus, Skills Development Scotland, NHS Grampian, voluntary sector and Higher/Further Education providers. The impetus to pull partners together formally to address the employability issue stems from a report commissioned by Communities Scotland to examine the economic impact of the City's economic success on the poorest areas. The report, titled Connecting Communities, detailed the need to 'Link Opportunity And Need (LOAN)' in the City by establishing a framework for co-ordinated service development and delivery, to make best use of the resources available. Aberdeen Works is responsible for monitoring the employability elements in the Single Outcome Agreement – specifically Outcome 2 and 7 which includes the national target 'To reduce the number of those on unemployment related benefit' (a reduction of one third over 5 years).

- *Linking Opportunity and Need (LOAN) Team:*

The establishment of the LOAN Team, funded by the Fairer Scotland Fund, is a major step forward to focusing on the areas with the highest levels of unemployment and those furthest from the labour market. The main task of the LOAN Team is to ensure that the right services are in place to get people back to work. Working with employers and new businesses coming to the City, the Team will address the needs of employers now and in the future in terms of their workforce planning and development so that the right training/skills development opportunities are available to potential employees. It is also the Team's intention to support those on low pay to improve their employment opportunities.

Figure 2: Linking Opportunity and Need Concept⁶



The LOAN Team will initially focus on the following sectors:

- Retail
- Hospitality
- Care
- Public sector hard to fill vacancies

- *The Employability Pipeline:*

The purpose of the pipeline is to support individuals from their current situation into sustainable employment.

A four stage pipeline has been developed:

- Stage 1 - Initial engagement, assessment and personal development planning
- Stage 2 - Pre-vocational personal development activity
- Stage 3 - Vocational skills training and entering employment
- Stage 4 - Employment aftercare

⁶ Linking Opportunity and Need: Maximising the Regeneration Benefits from Physical Investment, Scottish Government 2008

Employability access centres have been established in each of the regeneration areas, and act as a recognisable point of engagement for people. A range of service providers have been identified to support individual need within the pipeline stages, and promote progress to work.

Action Required

- Improve co-ordination of Aberdeen City Council employability services by establishing a cross service monitoring group
- Negotiation of employability clauses with Aberdeen City Council procurement contracts
- Support the early involvement of the LOAN Team within planning process for major developments to provide effective workforce planning

5.1.2 Maximising Income

Issue

Income maximisation is about ensuring that an individual's money coming in is maximised, and money going out is controlled, via avenues such as welfare benefits and tax credit claims and budgetary and debt advice. People with inadequate income are likely to experience poorer quality of life. Despite this we know that every year, large numbers of Aberdeen citizens are missing out on their entitlement to means tested and non means tested benefits, or are experiencing problem debt. Without comprehensive advice services and specific activities to encourage people to claim welfare benefits or Tax Credits many people will miss out on their entitlement and a way out of poverty. A number of identified barriers exist which prevent people from accessing benefits including:

- Lack of knowledge and misconception
- Fear of stigma and loss of independence
- Mistrust of government and statutory authorities
- Length and complexity of the application process

Current Activity

- *Housing Benefit and Council Tax Benefit Uptake Campaigns*
The Revenues and Benefits Service are promoting benefit uptake and maximisation of household income, with a view to reducing the level of rent and council tax arrears in the City. It is delivered through existing good practice models, as and includes a poster campaign across key venues, promotional materials which accompany rent cards and face to face contact and support for claimants.
- *Cash In Your Pocket Partnership – Community Benefit Uptake Events*
Over the last two years the Cash In Your Pocket Partnership has run a number of benefit uptake events in neighbourhood areas. These include Torry, Woodside, Tillydrone, Mastrick and Kincorth. The events draw together a range of key statutory and voluntary sector agencies that can provide direct support to individuals, and have demonstrated that they are effective in reaching a number of individuals who were previously unaware of an underlying entitlement to benefit. In some instances this has significantly enhanced their household income.
- *Furnished Tenancy Grant Scheme*
This scheme was established in 2006 and provides previously homeless households with basic essential household items to assist them in settling in to their new tenancy. The scheme prevents people from taking on additional debt at a time when they can least afford it. The white goods that are offered are all 'A' rated which contributes to a reduction in fuel costs.

Action Required

- Continue to support and promote further Cash In Your Pocket as the mechanism for co-ordinated delivery of income maximisation activities and benefit entitlement uptake campaigns.
- A programme of Poverty Awareness training sessions delivered to front line City Council employees particularly focussing on the needs of the customer.

5.1.3 Making Work Pay - A Living Wage for Aberdeen

Issue

A minimum standard of living in Aberdeen is about having what you need in order to have the opportunities and choices necessary to participate in society. The significant polarisation of household incomes and high cost of living in Aberdeen, relative to other areas, demonstrates the social and economic need to identify a living wage appropriate to cost of living factors.

The City Council is leading on tackling the levels of worklessness in the City through Aberdeen Works. However, gaining employment is often not sufficient to lift individuals and families out of poverty. Improving the rates of pay for low paid workers can have a significant impact in tackling poverty, and the City Council can take a lead role.

- > Lowest pay grade info
- > Cost implications

Research by the Joseph Rowntree Foundation has calculated the living wage for a single working age adult in Britain to be £6.88 per hour. This is higher than the current minimum wage which is currently £5.73 per hour. The experience of cities who have implemented a living wage for their employees has been as following:

- easier recruitment and retention
- reduction in recruitment costs
- improved attendance, productivity, motivation and morale
- improved quality of service

Action Required

- Provide a further report to council giving consideration to a minimum living wage appropriate to cost of living factors, for Aberdeen City Council employees

5.2 Supporting Those Experiencing or at Risk of Poverty

5.2.1 Fuel Poverty

Issue

The Scottish Fuel Poverty Statement defines a household as being in fuel poverty if, in order to maintain a satisfactory heating level, it would be required to spend more than 10% of income (including Housing Benefit and Income Support for Mortgage Interest on household fuel use.

Levels of fuel poverty are determined by a combination of factors. The most significant of these are low household income and the high cost of fuel. Poor energy efficiency in the home also contributes significantly.

Based on combined data from the 2004/05, 2005/06 and 2007 Scottish Homes Condition Survey, giving a mid-point of June 2006, 18,000 households in Aberdeen were in fuel poverty, i.e. 18% of all occupied households in the city. This compares with 22% of households across Scotland that are in fuel poverty.

Current Activity

- *Combined Heat and Power Scheme*

Since 2003, fourteen local authority multi storey blocks have been linked in to Combined Heat and Power (CHP) district heating networks. Previously all of these blocks had electric storage or warm air heating systems which were expensive to run. As a consequence 70% of the occupants were identified as being in fuel poverty in 2002.

CHP is a very efficient method of producing heat and power simultaneously and so keeping the cost to the end user at a low and affordable level. All the multi storey blocks linked in so far to the CHP district heating networks have been 'fuel poverty proofed' meaning even someone on the lowest level of income is able to comfortably heat their home without being in fuel poverty. Through monitoring the first 4 multi storey blocks linked into a CHP district heating network in 2003/04, additional benefits were identified, including a reduction in outstanding debt on the rent account for these flats, lower turnover and an increased demand for these flats.

- *Warm Zones*

This initiative targets households in specific geographical areas of the City, taking an income maximisation led approach to tackling fuel poverty. Energy saving measures are also made available to reduce energy costs. This combined approach of increasing household income and reducing fuel costs was successfully piloted in the George Street area in 2008/09, and is due to be rolled out to cover the George Street/Harbour Ward in 2009/10 and 2010/11. The Warm Zone staff are employed by host organisation Grampian Housing Association, as part of the Cash In Your Pocket Partnership's Financial Inclusion Team.

- *Affordable Warmth Scheme*

This scheme has been delivered via a Service Level Agreement with Castlehill Housing Association as the managing agent for Aberdeen Care and Repair since 1999. It aims to ensure that home owners who are in fuel poverty are assisted to have improved, efficient heating systems and insulation measures installed, as appropriate to their home, in order to reduce their fuel bills. The provider assesses what measures are required to achieve affordable warmth, accesses all available grants for the home owner and provides low-interest loan to cover the balance of the costs. Each loan is repaid out of savings made on the home owner's fuel bills and set at a level that does not put the person back into fuel poverty when account is taken of their reduced fuel

costs, plus their loan repayment. Approximately 200 home owners are assisted through this scheme each year.

- *Save Cash and Reduce Fuel (SCARF)*
SCARF was established in 1985 as an Urban Aid funded project in Aberdeen. The service is delivered through a Service Level Agreement. The Energy Advisers funded by the Council provide a free, confidential and impartial energy advice and information service aimed at reducing energy costs, increasing income, and making homes warmer and more comfortable, while protecting the environment by reducing carbon emissions.
The increase in fuel poverty in Aberdeen has been reflected in the significant increase in the number of complex fuel poverty related cases SCARF has been involved in providing face to face advice, information, advocacy and support to households in Aberdeen
 - From 1st November 2006 to 31st October 2007 SCARF dealt with 9,057 cases
 - From 1st November 2007 to 31st October 2008 SCARF dealt with 14,958 cases

Action Required

- Increase the number of multi storey blocks converted to a Combined Heat and Power Scheme
- Implement phase 2 of Warm Zone over 2009/10 & 2010/11
- Ensure continuation of the Service Level Agreements for Aberdeen Affordable Warmth Scheme and Save Cash And Reduce Fuel (SCARF)

5.2.2 Financial Inclusion

Issue

Financial inclusion means access for individuals to appropriate financial products and services. This includes people having the skills, knowledge and understanding to make informed choices. The necessity for prioritising this area of work is increasingly evident as the economic downturn takes effect. The number of people experiencing financial hardship is estimated to increase rapidly, and therefore measures need to be put in place to mitigate the impact on those already experiencing economic disadvantage in our communities. A significant minority cannot access even the most basic financial services, meaning that they pay more to manage their money, find it harder to cope with financial pressures and are more vulnerable to financial stress and over indebtedness. Within this context there are two interlinking strands of activity:

- Improved access to affordable financial services and products
- Improved financial awareness and capability

Improved access to affordable financial products and services

This involves increasing the coverage and capacity of third sector lenders, so that people across the City have access to affordable credit, particularly individuals and families living in the priority areas. There are three Credit Unions in Aberdeen City, providing a range of savings options and methods. St Machar Credit Union and North East Scotland Credit Union are community focused organisations with strong local support. These two organisations work effectively in partnership and have established clear operational boundaries within the City with volunteers operating collection points for savers. Grampian Credit Union is the largest Credit Union, and is mostly public sector employee focused, with the majority of their savers opting for payroll deduction.

Improved financial awareness and capability

Financial learning is about supporting people to develop the skills, knowledge and understanding they need to be able to manage their money more effectively and make

informed financial choices. This underpins the work undertaken to increase people's access to appropriate financial products and services, and to effective advice and guidance. Improving financial capability should be based on an explicit understanding of how financial needs and circumstances change at different life stages.

Current Activity

- *Cash In Your Pocket Partnership (CIYPP)*
The Cash In Your Pocket Partnership is the lead forum for tackling financial exclusion in the City and is comprised of key statutory and voluntary sector agencies. The CIYPP Financial Inclusion team funded by the Fairer Scotland Fund are employed by Grampian Housing Association with a remit to establish an effective network of resources, and build the capacity of frontline services. CIYPP have extensive experience of engaging with communities and promoting the uptake of benefit entitlement. CIYPP has also developed a web based single referral system which is used by a number of key organisations who identify individuals who require advice and support. The expertise and experience of the Cash In Your Pocket Partnership is extensive and should be maximised fully.
- *Investment in Credit Union Development*
Additional investment from the Fairer Scotland Fund aims to increase the coverage and capacity of three third sector lenders so that individuals and families across the city have access to affordable credit and savings options, as an alternative to mainstream banking services. Key areas for development are increasing the number and location of volunteer led collection points, developing stronger links with advice services, extending the range of financial services available and encouraging low paid workers to save and borrow with a Credit Union through payroll deduction.
- *Grand Central Savings*
Grand Central Savings was established in Glasgow in 2001, as part of the Big Issue Foundation and provides a basic transactional banking service to financially excluded and vulnerable individuals, particularly the homeless. A feasibility study has recently been undertaken to identify the need for a branch to be established in Aberdeen City. The study has highlighted significant gaps in financial services provision for those most marginalised in the City and recommends establishing a branch in the City.

Action Required

- Support Credit Unions to extend the range of affordable financial products and services provided
- Work with Credit Unions to raise the profile of their services
- Support the development of a Grand Central Savings branch in Aberdeen to provide access to basic banking services to marginalised individuals
- Integrate financial education into Curriculum for Excellence
- Deliver financial education through goal orientation programmes at key transition points

5.2.3 Advice and Information Services

Issue

Citizens of all ages and backgrounds need to be able to access quality advice and information to help them address the often complex issues they may face. To date provision has been inadequate to meet the significant demands that exist, particularly in relation to money advice and welfare rights advice. Additionally evidence from the 'Talking About Poverty'⁷ research study indicates that a large number of people remain unaware of the support services that exist in the City.

The need to improve the accessibility and capacity of the Aberdeen City Council advice and information services has been identified as a high priority in ensuring that individuals and families are supported to maximise their income and deal effectively with financial and other difficulties.

The planned amalgamation of the Aberdeen City Council's money advice and welfare rights services will improve efficiency and the capacity to respond to client demand.

Information and Advice Standards Framework

XXX

Current Activity

- *Aberdeen City Council Money Advice Service*
This service is currently based within Trading Standards and provides advice to individuals experiencing financial difficulties. The range of service extends for basic information and signposting to advocacy and court representation. The service is free, confidential and impartial. Demand for the service is high with XXX clients being assisted in 2008/09. The total debt handled by the service in 2008/09 was XXX.
- *Aberdeen City Council Welfare Rights Service*
This service is currently based within Social Care and Wellbeing and operates independently of the ACC Money Advice Service. The service provides information, advice and representation in relation to welfare benefit entitlement. This includes completing application forms, benefit calculations, reconsiderations and appeals and appeals to Social Security Commissioners. As with money advice the demand for welfare rights assistance is high. The service assisted XXX clients in 2008/09 and achieved Client Financial Gains of XXX.
- *Community Money Advice and Income Maximisation advice*
This initiative is funded by the Fairer Scotland Fund, and is co-ordinated by the Cash In Your Pocket Partnership. The aim is to improve access and enhance the capacity of advice services, to ensure that individuals and families are supported to maximise their income and deal effectively with financial difficulties. Two Money Advice Officers and two Income Maximisation Officers employed by Citizens Advice Bureau are delivering advice and support, primarily in the regeneration neighbourhoods through a combination of home visit, community appointment and surgery sessions.
- *Housing Information and Advice*
This project delivered by Citizens Advice Bureau provides high level information, advice and advocacy on wide range of housing issues including rent arrears, benefit entitlement, mortgage problems and private sector issues. The work undertaken is linked to the City Council prevention of homelessness agenda. The Project is funded through the Homelessness Strategy budget.

⁷ Talking About Poverty: Discussing Poverty and Social Exclusion With Aberdeen Residents, James Simpson, 2009

Action Required

- Implement the planned amalgamation of Aberdeen City Council's Money Advice and Welfare Rights Services to improve service efficiency and capacity
- Establish internal protocols between key services to deliver earlier intervention for clients, and improve financial efficiency of the Council.
- Provision of outcome focused Service Level Agreements with voluntary sector advice and information delivery partners, e.g. Citizens Advice Bureau linked to the Single Outcome Agreement
- Establish the Cash In Your Pocket referral and tracking database as the primary tool for monitoring performance of external advice and information providers.

5.3 Tackling the Drivers of Poverty and Low Income

5.3.1 Inequality and Discrimination

Issue

Poverty is not just about money. It is also about not having access to the resources necessary to participate fully in society. Many people in our communities still experience disadvantage and limited opportunities because of their gender, race, disability, sexual orientation, faith, age or social background. These equality target groups are disproportionately represented within low income households. This is social exclusion.

Whilst progress has been made in making society fairer, discrimination still exists and institutions, public bodies, private enterprises and voluntary organisations can sometimes conduct their business in a way that may unwittingly disadvantage particular groups of people. The barriers and limited opportunities that arise as a result can lead to poverty and disadvantage.

A significant barrier to progress in tackling poverty is the lack of understanding and awareness of the issue and the needs of the council's customers who are affected by poverty. This frequently leads to stigmatisation of, and negative stereotyping of individuals and families who live on or below the poverty line. Aberdeen City Council has a key role to play in building support and action locally to challenge the misconceptions and cultural biases that exist in our communities.

Poverty Impact Assessment

From a local authority perspective, social exclusion can result as much from decisions taken in regard to roads and transportation policy as from those in regard to housing and social care. In some cases, such policies will have little or no effect on people living in poverty, but in other cases the effect will be significant.

Poverty proofing is a mechanism for assessing policies and programmes for their impact on poverty. The primary aim of the process is to identify the effect of policy proposals on the poor so that this can be given proper consideration in designing and implementing the policy.

Action Required

- Incorporate poverty proofing into Aberdeen City Council planning and performance management, as part of the Equality and Human Rights Impact Assessment
- A public statement from the City Council outlining our commitment to the eradication of poverty in Aberdeen should be produced and incorporated into the foreword of the strategy.
- Service standards should be set across key services to monitor and evaluate the customers service experience

5.3.2 Regenerating Disadvantaged Communities

Issue

The primary purpose is to tackle the social, economic, physical and environmental issues that effect priority regeneration and at risk areas in line with the City Regeneration Strategy.

Neighbourhood Networks have been established in each of the 37 neighbourhoods to plan and deliver interventions which improve the quality of life for residents. Within this context the community working together with statutory services and operational staff have developed Neighbourhood Community Action Plans (NCAP). The NCAP establishes the agreed priorities that will drive service delivery and development for each area. These are regularly monitored and are revised each year. Identified priorities, particularly in the Regeneration areas include, increased employment opportunities and tackling financial exclusion. These community engagement arrangements are currently under review with the resource requirements for provision across all 37 neighbourhoods currently being assessed. However, the importance of maintaining this level of community engagement within priority and at risk areas will be essential.

Current Activity

- *Fairer Scotland Fund Programme*

The Fairer Scotland Fund came into effect on the 1st April 2008. It is currently a ring-fenced fund from the Scottish Government, distributed through Community Planning Partnerships. Its purpose is to tackle poverty and deprivation. The Fund enables Community Planning Partnerships to 'tackle area based and individual poverty and to help more people access and sustain employment opportunities'.

The fund replaced seven previous funding streams (Community Regeneration Fund; Community Voices Fund; Working for Families Fund; Changing Children's Services Fund (Social Inclusion element); Financial Inclusion Fund; Workforce Plus; More Choices, More Chances), thereby reducing bureaucracy and administration and allowing Community Planning Partnerships to focus on tackling poverty and deprivation.

In 2010/11 the Fairer Scotland Fund becomes un-ringfenced and will be allocated to the local authority through Grant Aided Expenditure.

The Fairer Scotland Fund Management Board have agreed to allocate funding in 2009/10 to the following themes in line with identified National and local priorities.

- *Employment and Training*

30% of the fund (£790,000) is allocated to this theme, in line with Scottish Government priorities. The programme has been developed by Aberdeen Works, the Aberdeen City Alliance Employability Forum which focuses on the employability issues, skills gaps and development opportunities within Aberdeen.

Funding supports the LOAN (Linking Opportunity and Need) Team to coordinate activities and services supporting those furthest from the job market to take up employment opportunities. A range of organisations are funded to ensure people have access to the support and skills they need to return to work. (see above) This

involves initial engagement, personal development activity, vocational training, and post employment after care.

- *Income and Financial Inclusion*

13% of the fund (£350,000) is allocated to this theme, and the programme has been developed by the Cash in Your Pocket Partnership, supported by the FSF Support Team.

There are three main strands of activity:

- Improving access to affordable financial services and products
- Delivery of financial education initiatives
- Provision of quality advice and information services

- *Health*

13% of the fund (£333,000) is allocated to this theme, and the programme has been developed by the Community Health Partnership.

The Health theme focuses on three key areas:

- Reducing health inequalities
- Mental health and wellbeing
- Substance misuse

- *Literacy*

4% of the fund (£100,000) supports a programme of literacy work. This includes developing a Literacy Learners' Forum for Aberdeen City, supporting joint working between the Healthwise project and NHS Grampian, providing literacies and ICT work in the Blair Unit, Royal Cornhill Hospital, supporting a Family Learning PEER Group Project, and adding value to current literacies provision to support FSF initiatives.

- *Neighbourhood programme*

27% of the fund (£696,379) is allocated to neighbourhoods, according to the population living within the 0-15% most deprived data zones. This funding supports local projects and initiatives to address the priority areas of Community Learning, Community Safety, and Strengthening Communities.

Community Flats/Projects are supported in Cummings Park, Printfield, Seaton and Tillydrone, as well as the Youth Flat in Middlefield. These provide accessible venues for activities, advice and information, and allow a range of agencies to deliver services within the local area. They are also instrumental in delivering the thematic aspects of the programme.

Many of these initiatives provide volunteering opportunities and provide accessible services and support to the most vulnerable people in Regeneration areas.

- *Community Support Fund*

This funding (£70,000) is managed by Regeneration Matters on behalf of the Fairer Scotland Fund Board, and supports community involvement in regeneration issues, training, support to attend meetings, events and conferences, communications and capacity building.

Action Required

- Consider how the Fairer Scotland fund can be aligned to support our commitments within the Single Outcome Agreement in relation to tackling poverty
- Deliver and invest in the City Regeneration Strategy and associated programmes
- Undertake an audit of mainstream council funding which is invested currently in addressing poverty and commission further research into the reinvested value of low income households back into the council through rents as a total proportion of income.

5.3.2 Early Years and Early Intervention

Issue

Poverty begins to have an effect on a child's future very early on in their lives. Good early years intervention can help to combat some of these disadvantages. Early years provision has been shown in particular to give children from disadvantaged backgrounds a better start in school, including enhancing the child's social and emotional development.

Current Activity

- *Aberdeen Early Years and Childcare Partnership*
An Early Years and Early Intervention framework is currently being developed by Aberdeen City Council, in close consultation with partner organisation. The framework which defines early years as pre-birth to 8 years old recognises the right of all young children to high quality relationships, environments and services. These needs have been interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing.
- *Free School Meals*
The purpose of free school entitlement is to improve children's health, their readiness to learn and to contribute to eradicating child poverty. Increasing the number of children receiving a free school meal will have a positive impact on all children and families but particularly on those who are economically disadvantaged. Currently parents or carers are eligible to claim for free school meals if they are in receipt of a range of benefits including Income Support Benefit, Income Based Job Seekers Allowance, Child Tax Credit and have an income below £16,040 (09). From August 2009 families in receipt of the maximum Working Tax Credit will also become eligible for free school meals
- *Out of School Care*
Aberdeen supports the provision of out of school care for working parents including those living in living in disadvantaged circumstances and regeneration areas, and for children with additional support needs. All provision is supported to become sustainable but subsidies are available to all out of school care services that support families on low incomes or for families actively seeking work.
- *Family Centres*
Family centres support and empower the most vulnerable and disadvantaged children and families to improve their circumstances and move towards sustainable engagement with their communities. A range of statutory and voluntary support services working in partnership, contribute to improve family cohesion through the promotion of confidence building and emotional independence.

- *Family Information Service*
The Family Information Service (FIS) provides comprehensive up-to date information and guidance on services for children and families in Aberdeen, including childcare, education and family support. The holistic support provided by FIS enables parents, carers and families to provide children with a positive start in life.

Action Required

To be agreed with Sheila Sansbury, Strategist (Early Years, Family Support and Childcare)

5.3.3 Education and Life-long Learning

Issue

Children and Young People

A family's lack of income has a significant impact on the education of their children. Even a good school and committed teachers can't fully compensate for the stress that living in poverty places on a family or for the social exclusion, poor housing, or a lack of books or a computer at home. This lack of resources means poor children face an uphill struggle just to have the same type of learning environment as their peers. Furthermore, a great deal of informal education takes place outside the school – at home and in the wider community, something disadvantaged children often miss out on. A fundamental element of this approach is to develop a culture of aspiration and positive expectation in our citizens through high quality education and learning experiences, investment in skills development, expansion of modern apprenticeships and a continued commitment to the More Choices, More Chances agenda, making sure that our young people leave school with positive destinations.

Adults

In Aberdeen City there are approximately 42,000 adults⁸ who are disadvantaged in their everyday life by limited levels of literacy and numeracy skills. Many people with literacies learning needs face complex difficulties where poverty is compounded by unemployment, lack of qualifications, health issues, housing difficulties and lack of self confidence. Many individuals may never have been employed or have not been in employment for a considerable period. Breaking down the structural barriers that prevent individuals from maximising their potential is at the core Aberdeen City Council's drive to eradicate poverty.

Current Activity

- *Curriculum for Excellence*
Curriculum for Excellence is the new national framework for our schools to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens. Wide-ranging action is needed across the education and wider children's services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement and of leaving school with few or no qualifications. Learning experiences have to be transformed to ensure they are tailored to individual needs and are designed to enable every child to develop their potential regardless of their personal circumstances.
- *16+ Learning Choices*
To ensure we support all young people to have more choices and more chances in life it is essential that we encourage all young people approaching statutory school leaving age to stay in learning choices post 16 to support them to achieve long term and

⁸ Aberdeen City Adult Literacy and Numeracy Strategic Plan 2006-08

sustainable employability where they can reach their full potential and contribute positively to their communities. The Partnership is working with Secondary and Special Schools to ensure that every young person has an appropriate, relevant and attractive offer of learning made to them, well in advance of their school leaving date.

- *3R's Project*

The 3Rs Project is a key step in the regeneration of Aberdeen City Council's schools estate. The initial phase will see 2 secondary schools replaced, 7 new primary schools built and one refurbished, and the incorporation of two special schools within the new developments. The 3Rs Project is being implemented through a Public Private Partnership (PPP) using a Non-Profit Distributing Organisation, with support from the Scottish Government.

All schools will be seen as community schools, and community facilities and other Council and public services will be delivered from the buildings.

Action Required

To be agreed

5.3.4 Health Inequalities

Issue

Health inequalities are measurable differences in standards of health (e.g. mortality rates) associated with low income and deprivation with the extent of health inequalities across Scotland being well evidenced in the Scottish Index of Multiple Deprivation and community profiles produced by the Scottish Public Health Observatory.

The SIMD 2006 indicated that there are 43 data zones in Aberdeen in the 0-15% most health deprived in Scotland. This is further evidenced by the NHS Grampian Traffic Lights Profile 2009⁹. The rates of illness in the most disadvantaged communities in many instances are two to three times greater than the City average. These inequalities are not just due to biological or genetic factors. They are the combined effect of people's lifestyle and life circumstance, such as housing, education, work, income and local environment, all of which can impact on the mental health and wellbeing of individuals, families and communities.

In June 2008 the Scottish Government published Equally Well, the report of the Joint Ministerial Taskforce on Health Inequalities. Equally well sets an ambitious framework for change across the key priority areas of children's very early years, the big killers of cardiovascular disease and cancer; drug and alcohol problems; and mental health and wellbeing. Several key principles underpin the drive for progress in reducing health inequalities:

- Reduce peoples exposure to factors in the physical and social environment that cause stress, are damaging to health and wellbeing
- Address the intergenerational factors that perpetuate health inequalities, particularly focusing on supporting the best possible start in life for all children
- Engaging individuals, families and communities most at risk of poor health in services and decisions relevant to their health.

⁹ Traffic Lights Aberdeen City CHP Intermediate Zones, NHS Grampian (2009)

Current Activity

- *Community Health Partnership (CHP)*
The Community Health Partnership plays a key strategic role in addressing both the causes and consequences of health inequalities. As an integral part of the community planning structure the CHP is well-placed to engage directly with the local community on the design and delivery of health and other services to meet local needs.

- *Fairer Scotland Fund Health Thematic*

The Health theme focuses on 3 key areas:

Closing the Gap

The objective is to not only improve the health of those in the most deprived communities but also to focus on vulnerable groups of individuals. The Fund supports and adds value to activities which tackle the root causes of inequalities, by emphasising the need to support interventions at an early stage. Key areas:

- Child health
- Reducing food poverty
- Supporting the further development of food skills, healthy eating and physical activity.

Mental Health and Wellbeing

Although identified as an issue for all communities, particular groups have been identified as requiring specific interventions. They include children, people in poverty and low income families, homeless people these suffering domestic abuse and people with addictions. Key areas:

- Delivery of effective early years support for children and young people, taking a preventative approach and allowing problems to be identified earlier and more effectively
- Support the development of skills that increase resilience and promote self esteem so that people are enabled to avoid risk and maintain positive mental health
- Support access to appropriate treatment and rehabilitation

Substance Misuse

Action Required

- **TBC**

6. Infrastructure and Resources

The eradication of poverty in the City will require significant co-ordination therefore an appropriate support infrastructure should be developed that is fit for purpose. It is proposed that Aberdeen City Council explore where the opportunities for joint working exist within the restructure of services to more closely align related activities and achieve efficiencies.

Action Required

- Establish an Anti-poverty Officer Member group tasked initially with co-ordinating and monitoring anti-poverty activity across council services and to act as a monitoring and overview group on the delivery of this strategy.
- Consideration is given through the restructuring proposals as to opportunities to joint service development and the staffing and other requirements to deliver cross service council and partner action to address poverty in the city

**7. Achieving Our Potential: Tackling Poverty and Disadvantage in Aberdeen City
Actions and Recommendations**

Objective	Action	Recommendation	Lead Service	Target
Reduce income inequality	Employment	<ol style="list-style-type: none"> 1. Improve internal co-ordination of ACC employability services by establishing a cross service monitoring group 2. Support the negotiation of employability benefit clauses within ACC procurement contracts 		
	Maximising Income	<ol style="list-style-type: none"> 3. Continue to support and promote further Cash In Your Pocket as the mechanism for co-ordinated delivery of income maximisation activities and benefit entitlement uptake campaigns. 		
	Making Work Pay – A living wage for Aberdeen	<ol style="list-style-type: none"> 4. Programme of Poverty Awareness training sessions delivered to front-line City Council employees. 		
	Fuel Poverty	<ol style="list-style-type: none"> 5. Provide a further report to council giving consideration to a minimum living wage appropriate to cost of living factors, for Aberdeen City Council employees 6. Increase the number of multi-storey blocks converted to a Combined Heat and Power scheme 		
	Financial Inclusion		<ol style="list-style-type: none"> 7. Implement Phase 2 of Warm Zone over 2009/10 & 2010/11 8. Support Credit Unions to extend the range of affordable financial products and services provided 9. Work with Credit Unions to raise the profile of their services 	
Support those experiencing or at risk of poverty	Advice and Information Provision	<ol style="list-style-type: none"> 10. Support the development of a Grand Central Savings branch in Aberdeen to provide basic banking services to marginalised individuals 11. Integrate financial education into Curriculum for excellence 12. Deliver financial education through goal orientation programmes e.g. at key life transition points 13. Implement the planned amalgamation of Aberdeen City Council Welfare Rights and money Advice provision, to improve service efficiency and capacity. 14. Establish internal protocols between key services to deliver early intervention for individuals, and efficiencies for the local authority 15. Provision of outcome focused Service Level Agreement's with voluntary sector advice and information delivery partners e.g. Citizens Advice Bureau, linked to the Single Outcome Agreement 		

		<p>16. Allocation of resources dependent on compliance with National Information and Advice Standards Framework</p> <p>17. Establish the Cash In Your Pocket referral and tracking database as the primary tool for monitoring performance of external advice and information providers.</p> <p>18. Incorporate poverty proofing into Aberdeen City Council planning and performance management, as part of the Equality and Human Rights Impact Assessment</p> <p>19. A public statement from the City Council outlining commitment to eradicating poverty in the City</p> <p>20. Consider how the Fairer Scotland fund can be aligned to support our commitments within the Single Outcome Agreement in relation to tackling poverty</p> <p>21. Deliver City Regeneration Strategy and associated programmes</p> <p>22. TBC</p> <p>23. TBC</p> <p>24. TBC</p> <p>25. Establish an Anti-poverty unit located within Housing and Environment tasked with co-ordinating and monitoring anti-poverty activity across council services.</p> <p>26. A report is prepared for Resources Management Committee outlining the resource implications for establishing an Anti Poverty Unit within Aberdeen City Council.</p>		
<p>Tackling the drivers of poverty and low income</p>	<p>Inequality and Discrimination</p>			
	<p>Regenerating Disadvantaged Communities</p>			
	<p>Early Years & Early Intervention</p>			
	<p>Education and Learning</p>			
	<p>Health Inequalities</p>			
<p>Infrastructure</p>				

Exempt information as described in paragraph(s) 2, 6 of Schedule 7A of the Local Government (Scotland) Act 1973.

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