

Public Document Pack



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

Town House,
ABERDEEN 19 March 2014

EDUCATION, CULTURE AND SPORT COMMITTEE

Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in Council Chamber - Town House on **THURSDAY, 27 MARCH 2014 at 2pm.**

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

B U S I N E S S

1 REQUESTS FOR DEPUTATION

None received to date.

2 MINUTES, COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST

2.1 Minute of Previous Meeting - for approval (Pages 1 - 12)

2.2 Minute of Meeting of the Culture and Sport Sub Committee of 1 July 2013 - for noting (Pages 13 - 16)

2.3 Committee Business Statement (Pages 17 - 20)

2.4 Motions List (Pages 21 - 22)

3 REFERRAL

- 3.1 Internal Audit Plan - referred from the Audit and Risk Committee of 27 February 2014 (Pages 23 - 54)

4 SERVICE WIDE REPORTS

- 4.1 Revenue Budget Monitoring (Pages 55 - 66)
- 4.2 Capital Monitoring (Pages 67 - 70)
- 4.3 Standards and Quality Improvement Plan (Pages 71 - 132)
- 4.4 Knowledge Transfer Partnership Agreement (Pages 133 - 138)

5 EDUCATION

- 5.1 Primary School - rezoning (Pages 139 - 168)
- 5.2 Aberdeen City School Roll Capping and Reserved Places (Pages 169 - 180)
- 5.3 Review of Denominational Education Provision in Aberdeen (Pages 181 - 192)

6 CULTURE

- 6.1 Funding Community Projects (Pages 193 - 206)
- 6.2 Art Gallery redevelopment programme - Procurement of the Museums Collections Centre - to follow

7 SPORT

- 7.1 Sports Grants (Pages 207 - 224)

Website Address: www.aberdeencity.gov.uk

To access the Information Bulletins for this Committee please use the following link:
<http://committees.aberdeencity.gov.uk/ecCatDisplay.aspx?sch=doc&cat=13009&path=13004>

If you require any further information about this agenda, please contact Rebecka Coull, tel. (52)2869 or e-mail rcoull@aberdeencity.gov.uk

EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 30 January 2014. Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor Laing, Convener; Councillor Thomson, Vice-Convener; and Councillors Boulton, Cameron, Carle, Cooney, Crockett (for articles 1-17), Lesley Dunbar, Kiddie, Malik, May, McCaig, Milne (as substitute for Councillor Crockett for articles 18 and 19), Noble, Jennifer Stewart, Stuart, Taylor, Townson, Young and Yuill (as substitute for Councillor Greig). External Members:- Mr Stewart Duncan (Teacher Representative (Primary Schools)), Edward McKenna (Church of Scotland Religious Representative), Mr Alex Nicoll (Parent Representative (Primary Schools and ASN)), Ms Shona Wildi (Parent Representative (Secondary Schools)) and Mrs Irene Wischik (Roman Catholic Religious Representative (from article 14)).

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

<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=143&MId=2891&Ver=4>

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

REQUESTS FOR DEPUTATION

1. The Committee had before it two requests for deputation.

The Committee resolved:-

- (i) to hear the deputation from Mr Alex Mess in relation to item 7.6 of the agenda (Community Centres) as the first item of business; and
- (ii) to hear the deputation from Victoria Moore, Caren Masson and John Thomson in relation to item 6.1 of the agenda (Statutory Consultation – Proposals to amalgamate Bramble Brae and Quarryhill school, to amalgamate Glashieburn and Middleton Park schools and to vary the catchment area of Middleton Park School) as the second item of business, and the corresponding report immediately thereafter.

GOOD NEWS

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

- Commonwealth Games Legacy – Four young people had been appointed as Youth Legacy Ambassadors for the city; they were trained with the Youthscot team at Rosemount Community Council and have now started collaborating with Active Schools, Sport Aberdeen, the ACC Sport and Physical Activity

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Development Officer and the Aberdeen City Youth Council to discuss partnerships and ideas.

- Aberdeen City Centre Through Time – a new book which told the story of Aberdeen city centre over the past 200 years went on sale in December. Aberdeen City Centre Through Time explained the history of the Granite City, from the Bridge of Dee, through the city centre to Old Aberdeen. The book was compiled and written by Chris Croly, a Historian at Aberdeen Art Gallery and Museums, Fiona Musk and Martin Hall, Archivists at Aberdeen City Archives, and Catherine Taylor, Team Librarian within the Council's Library Service.
- Aberdeen Pupil Voice Group – will be showcased their work during a visit to the Scottish Parliament on 30 January 2014. During their meeting with the Cabinet Secretary for Education and Lifelong Learning, Mike Russell they will chair discussions on involving young people and will be grilling the Cabinet Secretary on his plans for Curriculum for Excellence.
- Hazlehead Primary – Micro Tyco/ Wild Hearts and Anderson Anderson Brown – Primary 5, 5/6 and 6 participated in Micro Tyco throughout November 2013. The challenge was to turn the £1 capital, given by Wild Hearts, into as much money as possible during the month of November. The school has developed a partnership with chartered accountants Anderson Anderson Brown, who also participate in the business section of the competition. The pupils planned and organised a number of events including bag packing in Tesco, weekly car washing and a bring and buy sale. The month ended with a "Touch of Tartan" disco and auction. The pupils turned their £1 into £6000, and were placed first in the schools category. The school and its pupils are now looking to plan a joint assembly with Anderson Anderson Brown to receive their award from Colin Downie at Wild Hearts.
- Aberdeen Learning Festival – will take place at the AECC on Tuesday 18 February 2014. This major professional learning event will bring together staff from across the whole of the Education, Culture and Sport Service, providing opportunities for staff in a wide range of roles to share practice and explore their development priorities. It is anticipated that there being over 1000 members of staff in attendance on the day. The theme for this year's event is "Raising Attainment and Achievement: Improving Outcomes for all Learners".
- Zoey Clark – University of Aberdeen student Zoey Clark contributed to a fantastic performance by Scotland's 4x400m relay team at the Sainsbury's indoor international track and field meeting at Glasgow's Emirates Arena at the weekend. Zoey, who is coached by Reverend McKenna, finished second and set a Scottish National and Native record in the process. Fellow University of Aberdeen student Stephen Dunlop ran a season's best time on the 60m, in what was the fastest race in the world this year. Overall, Scotland finished fourth behind the Commonwealth Select, Great Britain and the USA.

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DETERMINATION OF EXEMPT ITEM OF BUSINESS

3. The Convener proposed that item 7.6 of today's agenda (Community Centres - article 19 of this minute refers) be considered with the press and public excluded.

The Committee resolved:

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting for item 7.6 of the agenda (article 19 of this minute) so as to avoid disclosure of information of the class described in paragraph 4 of Schedule 7(A) to the Act.

MR ALEX MESS - COMMUNITY CENTRES

4. With reference to article 1 of this minute, the Committee heard from Mr Mess who advised as to the current situation of Powis Gateway Community Centre as he understood it.

The Committee resolved:-

to thank Mr Mess for his contribution.

STATUTORY CONSULTATION REPORT - PROPOSALS TO AMALGAMATE BRAMBLE BRAE AND QUARRYHILL SCHOOLS, TO AMALGAMATE GLASHIEBURN AND MIDDLETON PARK SCHOOLS AND TO VARY THE CATCHMENT AREA OF MIDDLETON PARK SCHOOL (ECS/14/006)

5. With reference to article 3 of the minute of its meeting of 7 February 2013, the Committee had before it a report by the Director of Education, Culture and Sport advised members of the outcome of the statutory consultation which had been undertaken on the proposals to (1) close Bramble Brae and Quarryhill Schools and to establish a new amalgamated school within the existing Quarryhill building and campus; (2) close Glashieburn and Middleton Park Schools and establish an amalgamated school within the existing Glashieburn building and campus; and (3) vary the delineated (catchment) area of Middleton Park School and the adjacent Brimmond (formerly Bucksburn) School and Bucksburn Academy.

With reference to article 1 of this minute, the Committee heard Victoria Moore, Caren Masson and John Thomson who thanked officers for listening to the communities affected by the proposals, and welcomed the recommendations in the report. They stated that they would be keen to work collaboratively with members and officers going forward. The Convener thanked Ms Moore, Ms Masson and Mr Thomson for their contribution.

At this juncture, the Committee heard from Councillor Jaffrey as a local member, who welcomed the report before members.

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The report recommended –
that the Committee –

- (a) discontinue proceeding with the proposal to close Bramble Brae and Quarryhill Schools and to establish a new amalgamated school within the existing Quarryhill building and campus;
- (b) discontinue proceeding with the proposal to close Glashieburn and Middleton Park Schools and establish an amalgamated school within the existing Glashieburn building and campus; and
- (c) discontinue proceeding with the proposal to vary the delineated (catchment) area of Middleton Park School and the adjacent Brimmond (formerly Bucksburn) School and Bucksburn Academy.

The Committee resolved:
to approve the recommendations.

MINUTE OF PREVIOUS MEETING OF 21 NOVEMBER 2013

6. The Committee had before it the minute of its previous meeting of 21 November 2013.

The Committee resolved:

- (i) to note that page 4 should have read “Friends of Aberdeen International Youth Festival”; and
- (ii) to otherwise approve the minute as a correct record.

COMMITTEE BUSINESS STATEMENT

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

The Committee resolved:

- (i) to remove items 5 (Committee Structures, Standing Orders and Governance Arrangements), 6 (Policing Museum for North East Scotland) and 7 (Community Centres) from the business statement; and
- (ii) to otherwise note the updates provided.

MOTIONS LIST

8. The Committee had before it the outstanding motions statement which had been prepared by the Head of Legal and Democratic Services.

The Committee resolved:
to note the update provided.

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MOTION BY COUNCILLOR TOWNSON - SEXUAL EXPLOITATION OF WOMEN

9. With reference to article 24 of the minute of meeting of Council of 18 December, the Committee had before it a motion from Councillor Townson in the following terms:

“This Council commends Aberdeen Domestic Abuse Partnership in its work to eliminate violence/abuse towards women in relationships and further deplores the commercial sexual exploitation of women especially for the purpose of prostitution and Council recognises the abhorrence of human trafficking to meet the demand within the 'sex industry'. Council also recognises that both sexes can be victims of abuse and commercial sexual exploitation and whilst acknowledging that much good work is already being done instructs officers to research and establish an appropriate education programme to be delivered in academies within the city to increase awareness, change attitudes and guard against the dangers of ever increasing access to extreme pornographic material via the internet.”

Councillor Townson spoke to his motion and advised that positive discussions had taken place with officers, and that he was content that the terms of the motion were already being addressed.

The Committee resolved:

to note the work currently being undertaken and work planned in relation to the terms of the motion.

REVENUE BUDGET MONITORING (ECS/14/004)

10. With reference to article 8 of the minute of its previous meeting of 21 November 2013, the Committee had before it a report by the Director of Education, Culture and Sport which advised members of the current year revenue budget to date for the Service, and outlined any areas of risk and management action being taken in this regard.

The report recommended –
that the Committee –

- (a) note the report on the forecast outturn on the revenue budget and the information on areas of risk and management action that was contained within the report; and
- (b) instruct that officers continue to review budget performance and report on service strategies.

The Committee resolved:

to approve the recommendations.

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CAPITAL MONITORING (ECS/13/143)

11. With reference to article 7 of the minute of its previous meeting of 21 November 2013, the Committee had before it a report by the Director of Enterprise, Planning and Infrastructure which detailed the capital spend to date for Service projects included within the non housing capital plan.

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

The Committee resolved:
to approve the recommendation.

PERFORMANCE REPORT (ECS/14/001)

12. With reference to article 9 of the minute of its previous meeting of 21 November 2013, the Committee had before it a report by the Director of Education, Culture and Sport, which provided a summary of performance data up to and including 31 December 2013.

The report recommended –
that the Committee approve the Education, Culture and Sport performance report for the period October to December 2013.

The Committee resolved:

- (i) to note that comparative figures from other local authorities could be used to compare absence figures;
- (ii) to request that tables be produced in colour and larger font for future meetings; and
- (iii) to approve the recommendation.

DECLARATION OF INTEREST

Councillor Boulton declared an interest in the subject matter of the following article by virtue of her position as Council appointed Board member of Sport Aberdeen. Councillor Boulton chose to remain in the meeting as Sport Aberdeen had a specific exclusion in terms of the Councillors' Code of Conduct.

Councillor Townson declared an interest in the subject matter of the following article by virtue of his association with Garthdee Alpine Sports Board. Councillor Townson did not feel it was necessary to withdraw from the meeting.

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GOVERNANCE OF ARMS LENGTH EXTERNAL ORGANISATIONS (CG/14/009)

13. With reference to article 11 of the minute of meeting of Council of 21 August 2013, the Committee had before it a report by the Director of Corporate Governance which outlined proposals for a positive framework of governance with the Arms Length External Organisations (ALEOs) of the Council. The report had also been presented to the Enterprise, Strategic Planning and Infrastructure Committee and the Social Care and Wellbeing Committee, and would be presented to the Audit and Risk Committee at the end of the Committee cycle.

The report recommended that this Committee –

note the arrangements for scrutiny of the ALEOs as set out in the report, with specific reference to the creation of a Council Governance Hub for the Service and its relationship with the Committee and the Audit and Risk Committee.

The Committee resolved:

to approve the recommendation.

MATTER OF URGENCY

The Convener directed, in terms of Section 50(B)(4)(b) of the Local Government (Scotland) Act 1973, that the following item of business be considered as a matter of urgency, in order that a decision could be taken to implement from this cycle.

CULTURE AND SPORT SUB COMMITTEE

14. With reference to the previous article of this minute, the Committee had before it a report by the Director of Education, Culture and Sport which proposed a revised remit for the Culture and Sport Sub Committee, to take account of the changes in responsibility regarding Arms Length External Organisations which had been agreed in the aforementioned report.

The report recommended –

that the Committee –

- (a) approve the revised remit of the Culture and Sport Sub Committee; and
- (b) instruct officers to incorporate within the remit the relevant arrangements for the scrutiny of Arms Length Organisations (ALEOs) further to the meeting of full Council of 5 March 2014 on the proposals on the paper Governance of Arms Length Organisations.

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DECLARATION OF INTEREST

Councillor Boulton declared an interest in the subject matter of the following article by virtue of her position as Council appointed Board member of Sport Aberdeen. Councillor Boulton chose to remain in the meeting as Sport Aberdeen had a specific exclusion in terms of the Councillors' Code of Conduct.

SPORT ABERDEEN - REPORT BY INTERNAL AUDIT

15. With reference to article 12 of the minute of meeting of the Audit and Risk Committee of 4 June 2013 and article 6 of the minute of meeting of the Urgent Business Committee of 11 July 2013, the Committee had before it a report by internal audit, which was being presented to this Committee prior to being submitted to the Audit and Risk Committee of 27 February 2014, in terms of the decision taken at the aforementioned meeting of the Urgent Business Committee.

The Committee resolved:

to note the content of the internal audit report.

DECLARATION OF INTEREST

Councillor Boulton declared an interest in the subject matter of the following article by virtue of her position as Council appointed Board member of Sport Aberdeen. Councillor Boulton chose to remain in the meeting as Sport Aberdeen had a specific exclusion in terms of the Councillors' Code of Conduct.

SPORT ABERDEEN BOARD MEMBERS

16. The Committee had before it a report by the Director of Education, Culture and Sport which advised that the Sport Aberdeen Board currently had two vacancies, and Council approval was required to enable Sport Aberdeen to fill these vacancies.

The report recommended –

that the Committee –

- (a) note the process that has been followed by Sport Aberdeen to identify potential Directors of the company; and
- (b) agree to the appointment of Moyra Cowie and Stephen Wilson to the Board of Sport Aberdeen.

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DECLARATION OF INTEREST

Reverend McKenna declared an interest in the subject matter of the following article by virtue of his membership of Aberdeen Amateur Athletics Club and withdrew from the meeting prior to consideration of the report.

Councillors Cameron and Yuill declared interests by virtue of them being social members of Aberdeen Cricket Club. Both members withdrew from the meeting at the point this application was considered.

DATA PROTECTED INFORMATION

In accordance with the Data Protection Act 1988 (Principle 1), the press and public were excluded from the meeting at this point.

SPORTS GRANTS

17. With reference to article 17 of the minute of its previous meeting of 21 November 2013, the Committee had before it a report by the Director of Education, Culture and Sport which presented applications for financial assistance from a number of individuals and organisations.

The report recommended –
that the Committee:

- (a) consider the applications through the development grants and approve the following recommendations:

Applicant	Funding Recommended
Aberdeen Amateur Athletics Club	£4,000
Dyce Boys Football Club	£1,214
Granite City Wanderers Hockey Club	£1,131
Northfield Academy	£1,000
Scottish Gymnastics	£1,500
Total Award	£8,845

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- (b) considers the application through the significant sporting events grant programme and approve the following recommendation:

Applicant	Funding Recommended
Cricket Scotland – Scotland v England One Day International Cricket	£30,000

- (c) consider the application through the talented athlete grants programme and approves the following recommendations:

Applicant	Funding Recommended
Andrew McGovern	£850
Katie Knowles	£1,000
Emily Merry	£200
Christine Chau	£300
Sofia Gambro	£200
Millie Skidmore	£200
Siobhan Cowie	£875
Rebecca Kesley	£1,500
Suleman Butt	£2,000
Grant Donald	£2,000
Rebeka Tipping	£850
Julie Erskine	£200
Shaun Barnes	£70
Total Award	£16,056

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The Committee resolved:

to approve the recommendations.

EXEMPT BUSINESS

In accordance with the decision taken at article 3 of this minute, the Committee considered the following item of business with the press and public excluded.

COMMUNITY CENTRES

18. With reference to article 7 of the minute of its meeting of 12 September 2013 and article 4 of this minute, the Committee had before it a report by the Director of Education, Culture and Sport which provided further information on the occupation of a commercial childcare provider in part of Powis Gateway Community Centre.

The report recommended that:

the Committee –

- (a) note the current negotiations with Stompers regarding the move towards a commercial lease arrangement;
- (b) note the wishes of Powis Gateway Community Centre Management Committee that they would wish for all rental income (even if greater than the currently level of rental income) from Stompers to go to the Management Committee and this to be guaranteed for a period of 10 years;
- (c) instruct officers to conclude the current negotiations with Stompers with a view to entering into an acceptable commercial lease agreement for the entire first floor, one room on ground floor and specified storage areas in the attic floor of Powis Community Centre;
- (d) instruct officers to offer Powis Gateway Community Centre Management Committee the option to sign up to a month to month licence to occupy the building (except for the rooms occupied by Stompers), on the same basis as the Council's agreed Lease and Management Agreement, this offer to be open until 31 March 2014; subject to their constitution being approved;
- (e) instruct officers to increase the development grant provided to Powis Gateway Management Committee by £14,100 per annum to compensate for the loss of rental income currently received by Stompers, for the period while Stompers is in a commercial lease with the Council and paying at least this level of annual rent, for the duration of the license to occupy agreement;
- (f) in the event that the rental income received from Stompers is greater than £14,100 per annum, instruct officers to place remaining income into a grant pot for local organisations/ groups to bid into to fund the delivery of identified needs of the local community (St Machar ASG area; this recommendation to be dependent on resource being available after any associated costs incurred by the Council are covered; and

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- (g) in respect of those Leased Community Centres on long term old style leases, instruct officers to write formally to the affected Management Committees to ask them to reconsider signing up to the new style Lease and Management Agreement by 31 March 2014.

The Committee resolved:

- (i) to approve recommendations (a), (b), (d), (f) and (g);
- (ii) to instruct officers to conclude the current negotiations with Stompers with a view to entering into an acceptable commercial lease agreement for the entire first floor and specified storage areas in the attic floor of Powis Community Centre; and
- (iii) to instruct officers to increase the Development Grant provided to Powis Gateway Management Committee by £14,100 per annum to compensate for the loss of rental income currently received by Stompers, for the period while Stompers is in a commercial lease with the Council and paying at least this level of annual rent, for the duration of the license to occupy agreement; and that if a lease to Stompers cannot be concluded within six months, to recommend to the Finance, Policy and Resources Committee that funds be allocated to allow an additional development grant of £14,100 to be awarded to Powis Gateway Management Committee to compensate for this loss of income necessary to keep the centre viable.

VALEDICTORY - PATRICIA CASSIDY

19. The Convener reminded members that this would be Patricia Cassidy's last meeting before taking up her new post as Corporate Director for Education, Communities and Organisational Development at Inverclyde Council. She thanked Mrs Cassidy for her hard work, passion and commitment to improving communities, culture and sport within Aberdeen.

The Committee resolved:

to concur with the Convener's comments.

- JENNIFFER LAING; Convener

CULTURE AND SPORT SUB COMMITTEE

ABERDEEN, 1 July 2013 - minute of meeting of the CULTURE AND SPORT SUB COMMITTEE. Present: Councillor Laing (Convener); and Councillors Boulton, Cameron, Lesley Dunbar, Thomson and Townson.

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

<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=470&MId=3079&Ver=4>

ORDER OF AGENDA AND DETERMINATION OF EXEMPT ITEM OF BUSINESS

1. The Convener noted that items 5 (Energy Cities Cup) and 8 (Sport Aberdeen – Business Plan) had been withdrawn from today's agenda; and proposed that the Sub Committee consider the remaining report identified on the agenda as being for determination in private, with the press and public excluded.

The Sub Committee resolved:

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting for item 9 of the agenda (article 7 of this minute refers) so as to avoid disclosure of information of the class described in paragraph 6 of Schedule 7(A) to the Act.

MINUTE OF PREVIOUS MEETING

2. The Sub Committee had before it the minute of its previous meeting of 8 March 2013.

The Sub Committee resolved:

to approve the minute as a correct record.

DATES AND TIMES OF FUTURE MEETINGS

3. The Sub Committee had before it a proposed schedule for future meetings of the Sub Committee, which had been prepared by the clerk.

The Sub Committee resolved:

to agree that the Sub Committee meet in the Town House at 10am on the following dates:

- 2 October 2013
- 4 December 2013
- 19 February 2014
- 7 May 2014
- 18 June 2014
- 1 October 201
- 10 December 2014.

SPORTS GRANTS

4. With reference to article 5 of the minute of its previous meeting of 8 March 2013, the Sub Committee had before it a report by the Head of Communities, Culture and Sport which presented applications for financial assistance from two sports organisations, and presented criteria for new sports grant funding streams as follows:

- **Coach and Volunteer Workforce Development** - A fund aimed at supporting coaches and volunteers to obtain a higher level of coaching award in their chosen sport.
- **Club Development** – The aim of this grant being to increase the availability of sporting opportunities in the city by assisting existing sports clubs to develop their sports programmes and by encouraging the establishment of new sports groups/clubs/sections.
- **Talented Athletes Development** - The aim of this scheme being to recognise individual talented sports performers in Aberdeen and encourage them to develop their full potential by providing funding to assist with the costs associated with competing at a high level.
- **Significant Sporting Events** - The aim of this grant being to help sporting, community and event organisations deliver significant sporting events within the Aberdeen City Council boundary. The programme, through the *Event Assistance Grants* and *Event Development Grants* categories would provide funding support for events that were national or international in focus, or that were regionally significant, and were recognised by the relevant governing body of sport.
- **Commonwealth 2014 Community Games fund** – The aim of this fund being to help local communities in Aberdeen to celebrate Glasgow 2014 at a grassroots level by hosting events with a physical activity and sport aspect within Aberdeen between 23 July and 3 August 2014.

It was noted by members that further information and criteria requirements had been included in the additional circulation of agenda papers.

The report recommended:

That the Committee –

- (a) consider the applications contained within the report and approves the following:

Organisation	Funding recommended
Aberdeen Synchronised Ice Skating Club	£5,000
Auchmill Golf Club	£5,000

- (b) agree the criteria relating to the new sports grant funding streams which would enable the local authority to target investment in line with the city's sport and physical activity strategy.

The Sub Committee resolved:
to approve the recommendations.

CREATIVE SCOTLAND PLACE MAKING PARTNERSHIP – INFORMATION BULLETIN

5. The Sub Committee had before it an information bulletin by the Culture Policy and Partnership Officer which brought to the attention of members the proposed programme of cultural initiatives, as set out in Creative Scotland's Place Partnership investment agreement with Aberdeen.

The Sub Committee resolved:
to note the content of the information bulletin.

UK CITY OF CULTURE

6. With reference to article 7 of the minute of its previous meeting of 8 March 2013, the Sub Committee heard the Head of Communities, Culture and Sport, who provided a verbal update further to the announcement that Aberdeen did not make the shortlist for UK City of Culture 2017. Ms Cassidy advised that her team had received significant positive feedback further to the announcement, and that they were now looking to move forward by galvanising the momentum created during the process, building capacity in the community, and looking at different funding options.

The Sub Committee was advised that the bid documentation and comments would be shared with members when the team had analysed this, and that a report would be prepared in this regard in the near future. A discussion took place in relation to the opportunities now available to the city to expand the remit of the proposed year of culture, and it was noted that the Council was no longer constrained by the bidding process, and so could involve the technology and sports sectors in a fuller way.

The Sub Committee resolved:
to thank officers for the huge amount of work undertaken in relation to the bid, and to note the update.

In accordance with the decision taken at item 1 of this minute, the following item of business was considered with the press and public excluded.

DECLARATIONS OF INTEREST

Councillors Boulton, Townson and Thomson declared interests as Trustees of Aberdeen International Youth Festival, and withdrew from the meeting prior to consideration of the report.

ABERDEEN INTERNATIONAL YOUTH FESTIVAL – ORGANISATIONAL REVIEW

7. The Sub Committee had before it a report by the Director of Education, Culture and Sport which provided members with an update on the organisational review of Aberdeen International Youth Festival, and highlighted financial risks, progress on ongoing development work, and a time line for the conclusion of this.

A discussion took place in relation to the personal liabilities of Trustees, and officers indicated that they were in discussions with colleagues in Legal Services in this regard.

The report recommended –

that the Sub Committee:

- (a) note the identified financial risks associated with Aberdeen International Youth Festival;
- (b) instruct officers to prepare a report for the meeting of the Audit and Risk Committee on 24 September 2013;
- (c) note the progress made on reviewing the organisation and its future direction;
- (d) note the potential outcomes of this work and the intention to present these to the board of Aberdeen International Youth Festival on 18 November 2013; and
- (e) instruct officers to report back on progress

The Sub Committee resolved:

to approve the recommendations.

- COUNCILLOR JENNIFER LAING, Convener

EDUCATION, CULTURE AND SPORT

COMMITTEE BUSINESS

MARCH 2014

Please note that this statement contains a note of every report which has been instructed for submission to this Committee. All other actions which have been instructed by the Committee are not included, as they are deemed to be operational matters after the point of committee decision.

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
1.	Education, Culture and Sport 24/03/11 article 19 & 15/09/11 article 13 30/05/13 article 11	<u>Reduced Communities Team / Leased Community Centres – Libraries and Information Services and Community Learning and Development Audit</u> to instruct the Director of Education, Culture and Sport to review the number of community facilities within Aberdeen City, as part of the wider service asset management plan for Education, Culture and Sport. following on from the initial modelling based on the current level of provision, instruct officers to run the model based on variations of current provision according to benchmarking, and report back to Committee on the outcomes of this modelling.	An update was provided in the information bulletin in November.	Head of Communities, Culture and Sport	12/11/13	12/06/14
2.	Education, Culture and Sport 28/03/13 article 17 Council	<u>Sistema Scotland</u> to instruct officers to report back to committee in due course that a subsequent report be brought to	Report going to Council on 14 May. Thereafter, may be update to ECS in June.	Head of Communities, Culture and Sport	27/03/13	12/06/14

Agenda Item 2.3

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
18/12/13 article tbc	Council, which would include the business plan, financial costings, asset and other implications; and thereafter reports be submitted to the Education, Culture and Sport, Enterprise, Strategic Planning and Infrastructure, Housing and Environment and Social Care, Wellbeing and Safety Committees, to ensure that the introduction of a "Big Noise" Centre in the city, its principles and experience could be integrated in other aspects of the Council's work.				
3. Education, Culture and Sport 28/03/13 article 20	<u>Adventure Aberdeen – Fairley Road Field</u> to instruct officers to develop a detailed costed proposal, and report back to a future meeting.		Head of Communities, Culture and Sport	21/11/13	12/06/14
4. Education, Culture and Sport 30/05/13 article 12	<u>Scottish Statutory Instrument – Community Learning and Development</u> to request a further report on the implications of the legislation once it is enacted.	An update was provided in the information bulletin last cycle. It is intended that following the conclusion of the Community Learning and Development and Libraries Analysis project, the findings from this project will directly contribute to Aberdeen City Council's 3 year CLD Strategy. A report will be submitted in due course.	Head of Communities, Culture and Sport		12/06/14
5. Council 6 March 2013 Social Care,	<u>Respite Facilities for Children with Complex Needs - Charlie House</u> Council resolved to recognise that respite	A summit held at Aberdeen Curl was arranged by Charlie House to outline its vision, and plans to progress. A number of elected members and	Director of ECS	16/05/13	

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
Wellbeing and Safety Committee 7/11/13	facilities for children with complex needs in the city are inadequate and the work undertaken by charities and officers of the Council under this and previous administrations to address this matter, to welcome the efforts of Charlie House and others to address the problem and in particular the Charlie House Appeal, and instruct officers to liaise with NHS Grampian and bring forward a report to the appropriate committee(s) setting out how the Council and partners could support this development. Should it be in the interest of the Council for facilities serving the North East children and families within the city then this should be achieved through appropriate partnership working with Aberdeenshire/Moray/Highland and other relevant partners.	senior council officers were in attendance. It was agreed that the liaison officer for Aberdeen City Council is the director of ECS. Officers from ECS are taking forward this priority. At the meeting of the Social Care, Wellbeing and Safety Committee of 7 November 2013 it was agreed to transfer this item to the ECS outstanding business statement. Further to the update provided by the Director at the last meeting, this item is recommended for removal.			
6. Corporate and Performance Committee 27/09/12 Article 13	<u>Parenting Strategy</u> At its meeting of 27 September 2012, the Committee approved the Parenting Strategy and asked that a review of the policy be brought back to Corporate Policy and Performance Committee in six months' time.	In line with the SOA this work will be reported as part of the supporting families' priority. A revised strategy will be reported to the Committee in May 2014. The ECS service is currently working with parents on the detail of the Parent Involvement Strategy. The focus of the strategy is involving parents in their children's learning in the nursery and school context. And would be more appropriate for this to be reported to ECS Committee.	Director of ECS	06/06/13	12/06/14

<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>The timetable to report the supporting vulnerable families that will incorporate parenting to the CPP families has been scheduled for June 2014.</p> <p>This item was transferred from the Finance and Resources business statement.</p>			

EDUCATION, CULTURE AND SPORT COMMITTEE

MOTIONS LIST

MARCH 2014

Please note that this statement tracks all Notices of Motion submitted by members, until the point of disposal. The motion will remain on the statement until the Committee has agreed to remove it.

<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 Greig - Policing Museum</u></p> <p>"That this Council works with Grampian Police, its two successor divisions, Aberdeenshire Council and the Moray Council to set up a policing museum for the North East and that all possible funding sources and sponsorship opportunities are sought.</p>	06/03/13	The Finance and Resources Committee of 13/6/13 resolved to request officers to hold discussions with the organisations named in the motion, as well as the Scottish Fire and Rescue Service and any other relevant organisations, regarding the terms of the motion, and the possibility of the creation of a regional museum which would include a public protection section.	<p>At its meeting on 26 September, the Committee resolved to instruct officers to report in more detail to a future meeting of the Education, Culture and Sport committee, and if agreed to pursue this project, to refer it to the budget process.</p> <p>It is recommended that the Committee refer the motion to the Education, Culture and Sport Committee Motions List in light of the previous decision of the Committee.</p> <p>An update was provided in the information bulletin last cycle.</p> <p>Councillor Greig is content that this item be removed.</p>	Communities, Culture and Sport	30/01/14 Education, Culture and Sport Committee	Yes

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ABERDEEN CITY COUNCIL

COMMITTEE	Audit and Risk
DATE	27 February 2014
DIRECTOR	Angela Scott
TITLE OF REPORT	Internal Audit Plan 2014/15
REPORT NUMBER:	CG/14/32

1. PURPOSE OF REPORT

The purpose of this report is to set out the proposed Internal Audit Plan for 2014/15.

2. RECOMMENDATION(S)

that the Committee:–

- (a) agree the Internal Audit Plan 2014/15 as set out in the attached paper;
- (b) note that proposed dates for commencement and reporting for each review have been included in the Plan and instruct the Council's internal audit supplier, PriceWaterhouse Coopers, to confirm dates with auditees and confirm a detailed schedule to the next meeting of the Committee;
- (c) agree that, once agreed, the Internal Audit Plan be referred to each Service Committee for their information;
- (d) note that the Council's external auditors, Audit Scotland, have been consulted on the Internal Audit Plan and confirmed they will place reliance on internal audit's continuous controls testing of financial governance for the 2014/15 accounts;
- (e) agree to refer the Internal Audit Plan to the Council's Local Area Network for their information; and
- (b) agree that, once the Council's Shared Risk Assessment has been prepared and made available by the Local Area Network, that officers and Internal Audit review the Annual Internal Audit Plan to determine whether further review work is required.

3. FINANCIAL IMPLICATIONS

The Council has agreed a budget of £400,000 for Internal Audit in 2014/15. The attached Plan can be delivered from within this budgeted figure.

4. OTHER IMPLICATIONS

Officers in all Services are required to assist Internal Audit in the conduct of the agreed reviews and recommendations from reviews will often require staff and other resources to implement.

5. BACKGROUND/MAIN ISSUES

The proposed Internal Audit Annual Plan is presented for the consideration of the Audit and Risk Committee. Full details of the approach and specific context for the Plan are included within the attached report.

6. IMPACT

The overall impact of an effective Internal Audit function is to add value to and improve the Council's operations and to protect its assets, reputation and sustainability.

7. MANAGEMENT OF RISK

There are no identified material risks which would result from the approval of the recommendations in this report. The Plan has been prepared on a risk based approach and detailed reviews are included as mitigation of identified risks.

8. BACKGROUND PAPERS

5 Year Corporate Service Business Plan	-	ACC
Corporate Risk Register	-	ACC
Service Risk Registers	-	ACC
Internal Audit Charter	-	ACC
Internal Audit Methodology	-	PWC
Internal Audit Contract	-	ACC / PWC

9. REPORT AUTHOR DETAILS

Martin Murchie, Community Planning & Corporate Performance Manager
mmurchie@aberdeencity.gov.uk
(01224) 522008

Internal Audit Annual Risk Assessment and Plan For the financial year ended 31 March 2015

Aberdeen City Council

17 February 2014

**DRAFT FOR AUDIT AND RISK
COMMITTEE DISCUSSION**

27 FEBRUARY 2014

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Distribution List

For action – Corporate Management Team

For Approval – Audit and Risk Committee

This document has been prepared only for Aberdeen City Council and solely for the purpose and on the terms agreed with Aberdeen City Council.

1. Introduction and approach

Introduction

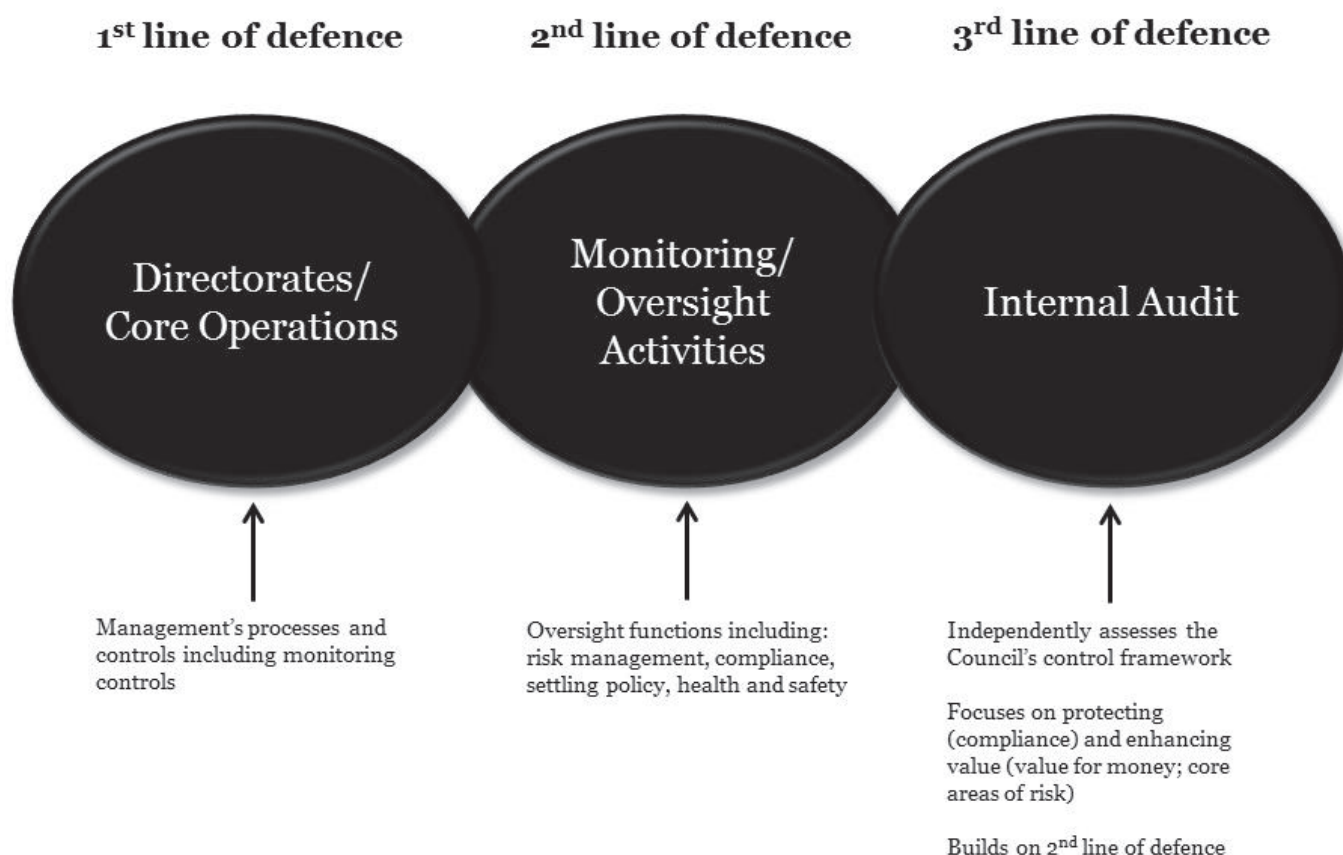
This document sets out the risk assessment and our internal audit plan for Aberdeen City Council.

Approach

The internal audit service will be delivered in accordance with the Internal Audit Charter. A summary of our approach to undertaking the risk assessment and preparing the internal audit plan is set out below. The internal audit plan is driven by Aberdeen City Council's organisational objectives and priorities, and the risks that may prevent Aberdeen City Council from meeting those objectives. A more detailed description of our approach can be found in Appendix 1 and 2.

Step 1 <i>Understand corporate objectives and risks</i>	<ul style="list-style-type: none"> Obtain information and utilise sector knowledge to identify corporate level objectives and risks.
Step 2 <i>Define the audit universe</i>	<ul style="list-style-type: none"> Identify all of the auditable units within the Council.
Step 3 <i>Assess the inherent risk</i>	<ul style="list-style-type: none"> Assess the inherent risk of each auditable unit based on impact and likelihood criteria.
Step 4 <i>Assess the strength of the control environment</i>	<ul style="list-style-type: none"> Assess the strength of the control environment within each auditable unit to identify auditable units with a high reliance on controls.
Step 5 <i>Calculate the audit requirement rating</i>	<ul style="list-style-type: none"> Calculate the audit requirement rating taking into account the inherent risk assessment and the strength of the control environment for each auditable unit.
Step 6 <i>Determine the audit plan</i>	<ul style="list-style-type: none"> Determine the timing and scope of audit work based on the organisation's risk appetite.
Step 7 <i>Other considerations</i>	<ul style="list-style-type: none"> Consider additional audit requirements to those identified from the risk assessment process.

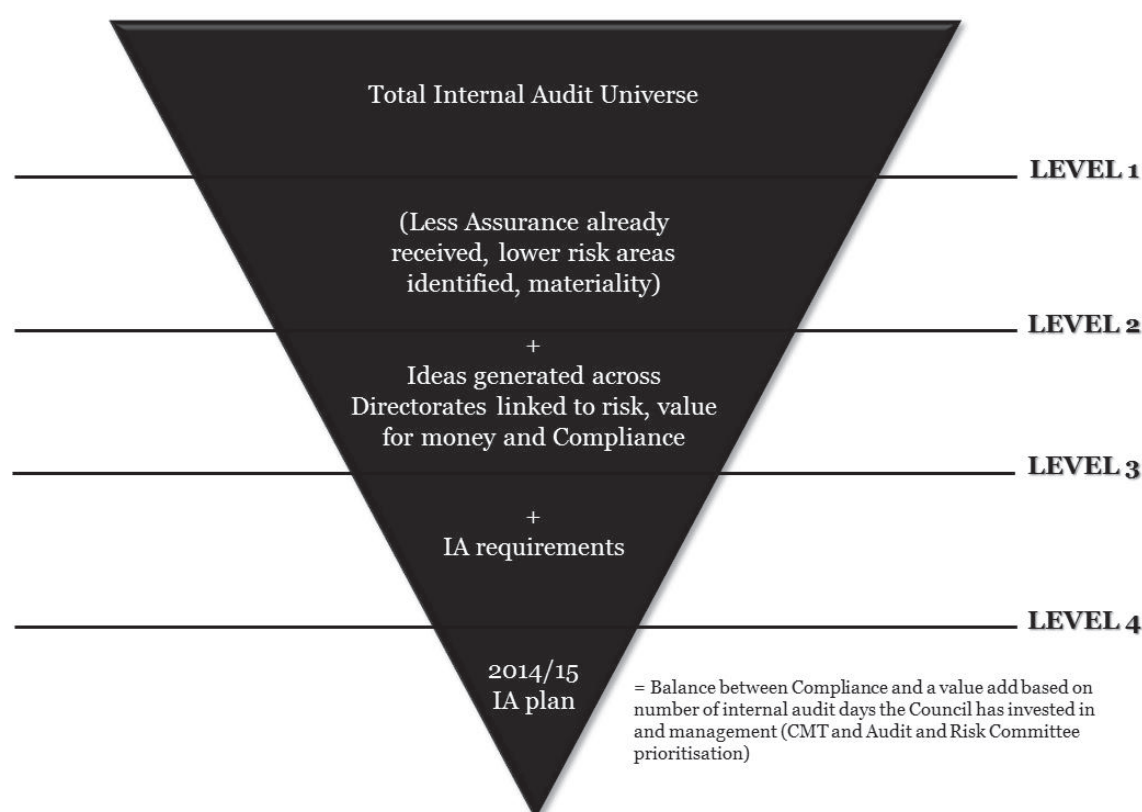
This approach takes into account the role of Internal Audit, as one of the Council's assurance providers from the 3rd line of defence:



Basis of our plan

In order to carry out the level of work that our risk assessment indicates is appropriate, we estimate that the resource requirement for Aberdeen City Council's internal audit service is 957 days. Based on our risk assessment, this is the level of resource that we believe would be necessary to evaluate the effectiveness of risk management, control and governance processes. The level of agreed resources for the internal audit service for 1 April 2014 to 31 March 2015 is limited to £400,000, and therefore the plan does not purport to address all key risks identified across the audit universe as part of the risk assessment process. Accordingly, the level of internal audit activity represents a deployment of limited internal audit resources and in approving the risk assessment and internal audit plan, the Audit and Risk Committee recognises this limitation.

Taking into account the above, the plan is drafted as follows:



Basis of our annual internal audit conclusion

Internal audit work will be performed in accordance with PwC's Internal Audit methodology which is aligned to the Public Sector Internal Audit Standards. As a result, our work and deliverables are not designed or intended to comply with the International Auditing and Assurance Standards Board (IAASB), International Framework for Assurance Engagements (IFAE) and International Standard on Assurance Engagements (ISAE) 3000.

Our annual internal audit opinion will be based on and limited to the internal audits we have completed over the year and the control objectives agreed for each individual internal audit. The agreed control objectives will be reported within our final individual internal audit reports.

In developing our internal audit risk assessment and plan we have taken into account the requirement to produce an annual internal audit opinion by determining the level of internal audit coverage over the audit universe and key risks. We do not believe that the level of agreed resources will impact adversely on the provision of the annual internal audit opinion.

Other sources of assurance

In developing our internal audit risk assessment and plan we have taken into account other sources of assurance and have considered the extent to which reliance can be placed upon these other sources.

The other sources of assurance for Aberdeen City Council include:

- External inspections such as those undertaken by the Care Inspectorate, Child Protection Inspection Unit, Education Scotland and Audit Scotland.
- External audit
- Information Commissioner reviews and inspections

In order to assess whether we can place reliance on these other sources of assurance we will undertake a controls assurance mapping exercise as part of the 2014/15 internal audit plan. This will involve mapping the sources of assurance against key activities of the Council and assessing the strength of this assurance through reviewing their methodology, staff skills, work plan, terms of reference and reporting.

Key contacts

Meetings have been held with the following key personnel during the planning process:

Valerie Watts

Chief Executive

Angela Scott

Director Corporate Governance

Pete Leonard

Director of Housing and Environment

Liz Taylor

Director Social Care and Wellbeing

Gordon McIntosh

Director of Enterprise, Infrastructure and Planning

Gayle Gorman

Director of Education, Culture and Sport

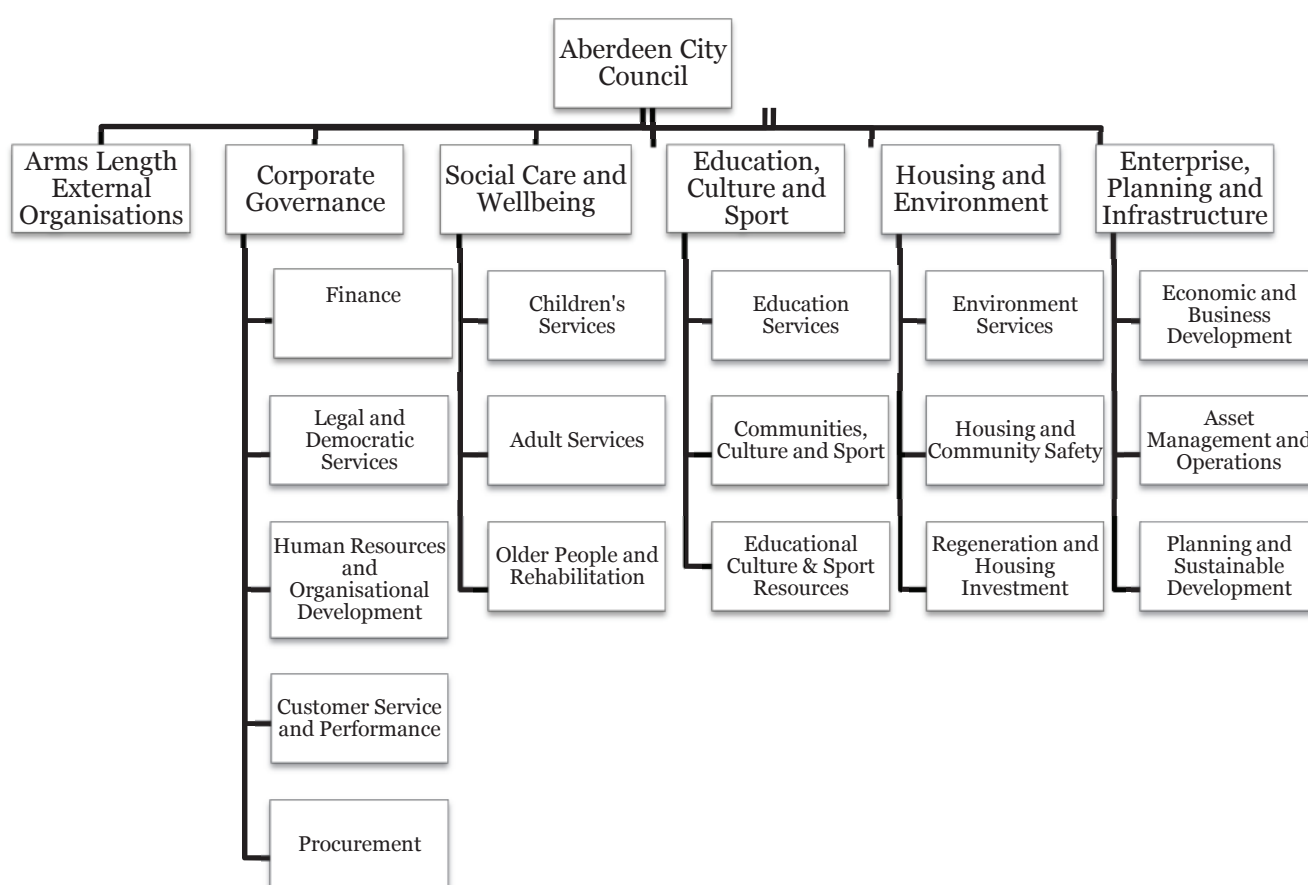
Martin Murchie

Community Planning and Corporate Performance
Manager

2. Audit universe, corporate objectives and risks

Audit universe

The diagram below represents the high level auditable units within the audit universe of Aberdeen City Council. These units form the basis of the internal audit plan.



Corporate objectives and risks

Included at Appendix 4 are the corporate risks as identified by Aberdeen City Council. The service level risks are shown within Appendix 5. The planned internal audit reviews for 2014/15 have been cross referenced to these risks within Section 4.

3. Risk assessment

Risk assessment results

Each auditable unit has been assessed for inherent risk and the strength of the control environment, in accordance with the methodology set out in Appendix 1 and 2. The results are summarised in the table below.

Ref	Auditable Unit	Inherent Risk Rating	Control Environment Indicator	Audit Requirement Rating	Rating*	Frequency
A	Corporate Governance					
A.1	Finance	5	3	4	C	Annual
A.2	Legal and Democratic Services	4	4	2	M	Every 3 years
A.3	Human Resources and Organisational Development	5	2	4	C	Annual
A4	Customer Services and Performance	6	3	5	C	Annual
A5	Procurement	5	3	4	C	Annual
B	Enterprise Planning and Infrastructure					
B.1.	Asset Management and Operations	4	4	2	M	Every 3 years
B.2	Planning and Sustainable Development	4	2	3	H	Every 2 years
B.3	Economic and Business Development	5	3	4	C	Annual
C	Education, Culture and Sport					
C.1	Communities, Culture and Sport	4	4	2	M	Every 3 years
C.2	Schools and Education Establishments	5	2	4	C	Annual
C.3	Educational Development, Policy and Performance	4	4	2	M	Every 3 years
D	Housing and Environment					
D.1	Regeneration and Housing Investment	5	5	3	H	Every 2 years
D.2	Housing and community safety	3	3	2	M	Every 3 years
D.3	Environmental Services	3	2	2	M	Every 3 years
E	Social Care and Wellbeing					
E.1.	Adult Services	6	4	4	C	Annual
E.2	Children Services	6	4	4	C	Annual
E.3	Older people and rehabilitation	5	5	3	H	Every 2 years

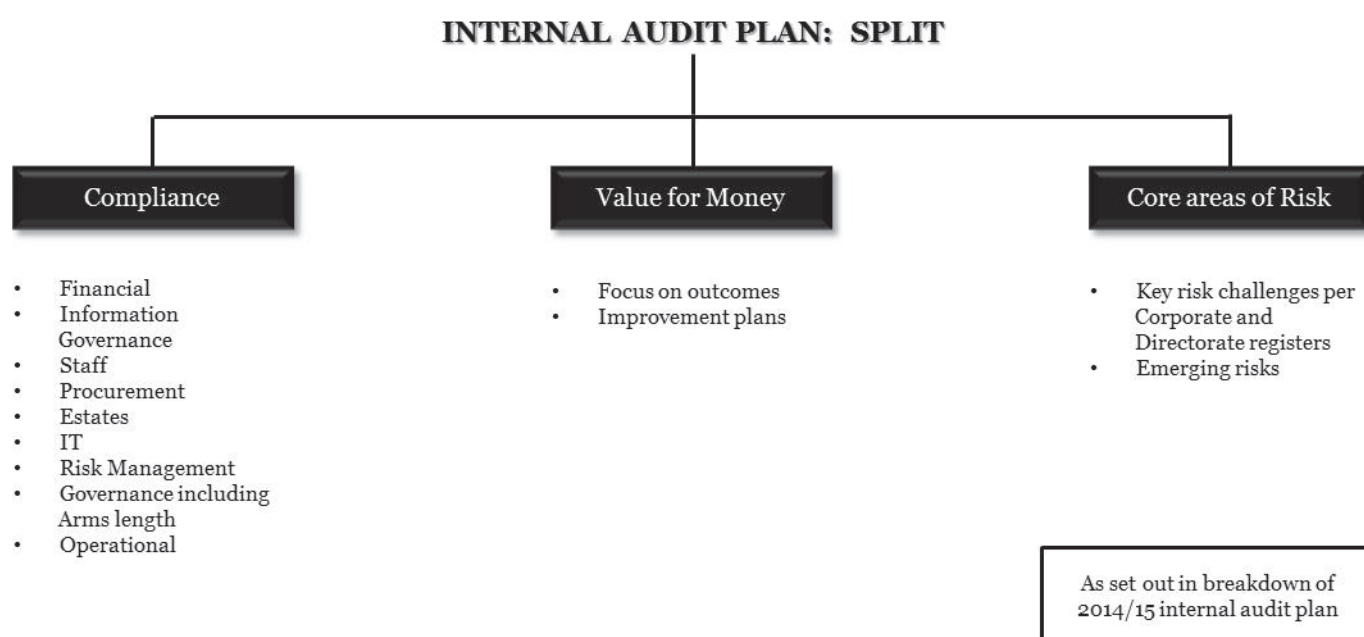
Key to frequency of audit work

Audit Requirement Rating	Frequency – PwC standard approach	Rating
6	Annual	Critical (C)
5	Annual	Critical (C)
4	Annual	Critical (C)
3	Every two years	High (H)
2	Every three years	Medium (M)
1	No further work	Low (L)

4. Annual plan and internal audit performance

Annual plan and indicative timeline

The internal audit plan has been split out as shown below to reflect the core areas of our Internal Audit programme and the balance between compliance, value for money and risk based internal audits, determined either by Council Management; risk registers; corporate priorities and Internal Audit standards.



Through discussions with Heads of Service and Directors, we developed a full suite of potential internal audit reviews based on our risk assessment and suggestions provided by each service.

This was then presented to the CMT to determine the reviews of highest priority and to help finalise the planned reviews, which are presented to the Audit and Risk Committee on the following pages.

Each proposed review has been cross referenced to corporate and service level risks, which are included within Appendix 4 and 5.

Review	Description	Area	Contact	Days	Link to Risks
Compliance					
Financial Governance					
Continuous Controls Start date: 6 October 2014 Reporting to ARC: February 2015 Start date: 6 April 2015 Reporting to ARC: June 2015	Six monthly Financial Controls Assessment - Testing of key controls within the Council's key financial systems using continuous auditing techniques and data techniques to interrogate complete populations of data where controls are automated. Testing will cover compliance with processes and production of an internal audit report on a six monthly cycle, allowing for the identification of trends. Systems / processes to review include: - Housing Benefits; - Fixed Assets; - Council Tax; - NNDR; - Main Accounting System (Accounts Payable, Accounts Receivable, Cash & Bank, Treasury Management); and Payroll.	Corporate Governance	Steve Whyte	75	CG9
Car Parking Start date: 28 April 2014 Reporting to ARC: September 2014	Review into compliance of financial controls in relation to car parking - including cash collection, parking fines and bad debt management. Also to ensure that clear criteria are in place for the issue of Penalty Change Notices and to ensure that non-standard signage is appropriately approved.	Corporate Governance	Steve Whyte	12	CG3, CG9
School Amenity Funds Start date: 4 August 2014 Reporting to ARC: November 2014	Review of financial controls in place for school and amenity funds, including compliance with these controls and fair use of funds.	Education Culture and Sport	Gayle Gorman	12	ECS3, ECS11
Total internal audit days - financial controls:				99	

Review	Description	Area	Contact	Days	Link to Risks
Compliance					
Information Governance					
Early years provision Start date: 6 October 2014 Reporting to ARC: February 2015	Review to assess the controls and procedures in place surrounding the management information that is used to assist in planning for early years provision, including forecasting staff and nursery facility capacity.	Education Culture and Sport	Gayle Gorman	15	CR6, ECS13 ECS18
Disaster recovery Start date: 10 November 2014 Reporting to ARC: February 2015	Review of disaster recovery strategies and plans to ensure they are aligned with business continuity requirements, are fit for purpose (i.e. no critical single points of failure) and tested appropriately.	Corporate Governance	Paul Fleming	15	CR12, CR19, CR21, CG2 SC18 SC19
Security Review Start date: 12 January 2015 Reporting to ARC: April 2015	Review of threat and vulnerability management processes and security / identity management controls (will include specialist involvement, which is reflected in higher number of days).	Corporate Governance	Paul Fleming	20	CG15 ECS12
Asset management Start date: 3 November 2014 Reporting to ARC: February 2015	Review of processes and controls management have implemented to ensure they have complete and accurate records of all IT assets.	Corporate Governance	Paul Fleming	15	CG15
Compliance with the Public Records (Scotland) Act Start date: 15 September 2014 Reporting to ARC: February 2015	Review to assess controls and procedures, focussing on staff engagement, in place to ensure the Council is compliant with the Public Records (Scotland) Act 2011.	Cross-Cutting	Paul Fleming	20	CR6, CG5 SC12
Management Information Start date: 20 October 2014 Reporting to ARC: February 2015	This review will examine the adequacy of management information (including data quality) for decision making purposes within defined committees/areas. The key linkages with other relevant work streams will be considered as part of this review.	Cross-Cutting	Paul Fleming	20	CR1, CR6, CG5 EPI2 SC15
Total internal audit days – information governance:				105	

Review	Description	Area	Contact	Days	Link to Risks
Staff Governance					
Sourcing and Management of Agency Staff Start date: 19 May 2014 Reporting to ARC: September 2014	The review is to assess the Council’s compliance with statutory requirements and guidance; due diligence on use of agencies and agency workers; and recording and analysis of data on agency workers.	Corporate Governance	Ewan Sutherland	15	CR7 CR11 CR15
	Total internal audit days - staff:			15	
Procurement Governance					
Procurement in Construction Start date: 23 June 2014 Reporting to ARC: 20 November 2014	The Scottish Public Sector Procurement in Construction review was released by the Scottish Government in October 2013. This IA review will assess the Council's appliance of the recommendations and actions coming out of the SG review.	Enterprise, Planning and Infrastructure /Corporate Governance	Maggie Bochel and Craig Innes	15	CG12 EPI8
Use of PECOS Start date: 18 August 2014 Reporting to ARC: 20 November 2014	Review into the use of PECOS and a value for money assessment into areas where PECOS has not been used.	CG	Craig Innes	25	ECS3
	Total internal audit days - procurement:			40	
Governance of Assets					
New Schools Programme Start date: 15 September 2014 Reporting to ARC: February 2015	The Council has an asset management plan to build new schools to meet increasing demand. This review will assess the controls and processes surrounding the approval process for new schools, including the controls surrounding data integrity of management information such as demographics. This will involve a post implementation review of previously submitted plans for school builds.	Enterprise, Planning and Infrastructure and Education, Culture and Sport	Maggie Bochel and Charlie Penman	20	ECS6, ECS9 EPI7

Review	Description	Area	Contact	Days	Link to Risks
Governance of Assets					
Corporate Landlord responsibilities (Asset Management) Start date: 5 January 2015 Reporting to ARC: April 2015	This review will look at whether the Council is meeting its legislative requirements around landlord responsibilities, for example, whether gas certificates and appropriate health and safety checks are in place.	Enterprise Planning & Infrastructure	Hugh Murdoch	15	HE3
Structures, Flooding and Coastal Risk Management Start date: 2 February 2015 Reporting to ARC: May 2015	This review will look at the Council’s arrangements to meet its responsibilities in respect of flooding and coastal risks.	Enterprise Planning & Infrastructure	Hugh Murdoch	10	EPI11
	Total internal audit days - estates:			45	
Corporate Governance					
Policy and Procedure Development Start date: 24 November 2014 Reporting to ARC: February 2015	Review to assess key controls used to devise and approve policies and procedures, including how compliance is demonstrated, process for development, implementation and review of policies including the reporting to committees and effectiveness of communications to staff about policies.	Cross-Cutting	Tbc	12	CR6 CR18 SC17
ALEO review Start date: 13 October 2014 Reporting to ARC: February 2015	Rolling programme of reviews of whole control environment of ALEO “family” within each Service.	Corporate Governance	Angela Scott	25	CR10, CR11, CG3
Controls Assurance Mapping Start date: 11 August 2014 Reporting to ARC: November 2014	Controls assurance mapping exercise to assess the level of assurance each service receives. This will include gaining a better understanding of activities within the second line of defence and where ACC get assurance on the organisational culture from external (third party) assurance providers.	Cross-Cutting	Angela Scott	20	CR17

Review	Description	Area	Contact	Days	Link to Risks
Complaints Handling Process Start date: 12 May 2014 Reporting to ARC: 23 September 2014	Review to assess compliance with the Council's complaints handling procedure and whether this follows best practice guidance issued by the Scottish Public Services Ombudsman in 2011.	Corporate Governance	Neil Buck	12	CR4, CG7 SC11
Total internal audit days –governance:				69	
Operational					
Legal Services Start date: 2 June 2014 Reporting to ARC: September 2014	Review of controls and processes which give assurance of legal compliance.	Corporate Governance	Jane MacEachran	15	CG12
Library Services Start date: 2 March 2015 Reporting to ARC: June 2015	Review into the decision making process surrounding library services and the use of community centres to manage this service provision and associated opening hours.	Education Culture and Sport	Gayle Gorman	15	CR4, CR15, ECS15 ECS19
Fraud governance within housing and environment Start date: 4 August 2014 Reporting to ARC: November 2014	Review into the integrity of processes and systems, including those under development, to ensure that controls offer adequate protection against fraud and loss of all kinds within housing and community safety; and process aligns with Council's strategic goals: Relating to welfare reform, e.g. benefits, discretionary payments, referrals to food banks etc.	Housing and Environment	Pete Leonard	15	CR2 HE1
Service reviews Start date: 14 July 2014 Reporting to ARC: November 2014	Compliance with service reviews for care users.	Social Care and Wellbeing	Liz Taylor	15	CR9, CR15 SC09
Roads Start date: 7 April 2014 Reporting to ARC: September 2014	Review into the Roads Construction Consent Process	Enterprise, Planning and Infrastructure	Gordon McIntosh	15	CR15 EPI10

Review	Description	Area	Contact	Days	Link to Risks
Care First budgetary control and forecasting Start date: 27 October 2014 Reporting to ARC: February 2015	Review of the arrangements to record care packages on care 1 st and the budgetary control and forecasting arrangements to ensure controls in place to give complete and accurate data.	Social Care and Wellbeing	Liz Taylor	20	CR6
	Total internal audit days –operational:			95	
Value for Money					
Music Services Start date: 20 October 2014 Reporting to ARC: February 2015	A value for money review into the music service and the music school.	Education Culture and Sport	Gayle Gorman	15	ECS3
Taxi Contracts Start date: 18 August 2014 Reporting to ARC: November 2014	Review into the value for money aspect of taxi contracts.	Corporate Governance	Craig Innes	20	ECS3
	Total internal audit days –value for money:			35	
Follow Up Throughout: To go to ARC each meeting	Follow up of agreed action points from previous reports that have fallen due in the quarter. This will be reported at each Audit Committee. This will also include a review of the system of follow up applied by Services and Committees in relation to improvement recommendations and actions agreed with external inspection and regulation bodies.		Martin Murchie	25	
Contingency Days				50	
Total internal audit days				578	

In addition, we will also perform a review in relation to the North East of Scotland Pension Fund (NESPF) to satisfy a request from external audit:

Review	Description	Area	Contact	Days	Link to Risks
Pension Fund	Review of the key financial controls in operation within the pension fund.	Corporate Governance	Steve Whyte	30	CG9
Total internal audit days including NESPF				608	

The following potential reviews have been identified. They are not included in the Annual Plan, but can be brought forward for the Committee's consideration and use of contingency days, or in the event of the other agreed areas not proceeding due to changed circumstances and reduction in risk.

Review	Description	Area	Contact	Days	Link to Risks
Fraud Prevention and Detection	Potential use of tools for examination of the system of fraud prevention and detection as well as the analysis of transactions.	Corporate Governance	Steve Whyte	20	CR17
Reliability of benchmarked data	Potential review to examine the reliability and comparability of data used for benchmarking through the Local Government Benchmarking Project. This will require discussion and agreement with benchmark comparators.	Corporate Governance	Paul Fleming	15	CR6
Customer Service	Potential review of processes and controls to support "whole customer journeys".	Corporate Governance	Paul Fleming	15	CR4 CR15
Governance arrangements from joint venture structures	Review of governance arrangements within Housing Investment and Regeneration into construction/maintenance joint ventures and 1000 houses development Joint Venture.	Housing and Environment	Pete Leonard	20	HE1
Total potential reviews				70	

Appendix 1: Detailed methodology

Step 1 -Understand corporate objectives and risks

In developing our understanding of your corporate objectives and risks, we have:

- Reviewed your strategy, organisational structure and corporate risk register;
- Drawn on our knowledge of the local government; and
- Met with a number senior management and non-executive members.

Step 2 -Define the Audit Universe

In order that the internal audit plan reflects your management and operating structure we have identified the audit universe for Aberdeen City Council made up of a number of auditable units. Auditable units include functions, processes, systems, products or locations. Any processes or systems which cover multiple locations are separated into their own distinct cross cutting auditable unit.

Step 3 -Assess the inherent risk

The internal audit plan should focus on the most risky areas of the business. As a result each auditable unit is allocated an inherent risk rating i.e. how risky the auditable unit is to the overall organisation and how likely the risks are to arise. The criteria used to rate impact and likelihood are recorded in Appendix 2.

The inherent risk assessment is determined by:

- Mapping the corporate risks to the auditable units;
- Our knowledge of your business and its sector; and
- Discussions with management.

Impact Rating	Likelihood Rating					
	6	5	4	3	2	1
6	6	6	5	5	4	4
5	6	5	5	4	4	3
4	5	5	4	4	3	3
3	5	4	4	3	3	2
2	4	4	3	3	2	2
1	4	3	3	2	2	1

Step 4 -Assess the strength of the control environment

In order to effectively allocate internal audit resources we also need to understand the strength of the control environment within each auditable unit. This is assessed based on:

- Our knowledge of your internal control environment;
- Information obtained from other assurance providers; and
- The outcomes of previous internal audits.

Step 5 -Calculate the audit requirement rating

The inherent risk and the control environment indicator are used to calculate the audit requirement rating. The formula ensures that our audit work is focused on areas with high reliance on controls or a high residual risk.

Inherent Risk Rating	Control design indicator					
	1	2	3	4	5	6
6	6	5	5	4	4	3
5	5	4	4	3	3	n/a
4	4	3	3	2	n/a	n/a
3	3	2	2	n/a	n/a	n/a
2	2	1	n/a	n/a	n/a	n/a
1	1	n/a	n/a	n/a	n/a	n/a

Step 6 -Determine the audit plan

Your risk appetite determines the frequency of internal audit work at each level of audit requirement. Auditable units may be reviewed annually, every two years or every three years.

In some cases it may be possible to isolate the sub-process (es) within an auditable unit which are driving the audit requirement. For example, an auditable unit has been given an audit requirement rating of 5 because of inherent risks with one particular sub-process, but the rest of the sub-processes are lower risk. In these cases it may be appropriate for the less risky sub-processes to have a lower audit requirement rating be subject to reduced frequency of audit work. These sub-processes driving the audit requirement areas are highlighted in the plan as key sub-process audits.

Step 7 -Other considerations

In addition to the audit work defined through the risk assessment process described above, we may be requested to undertake a number of other internal audit reviews such as regulatory driven audits, value enhancement or consulting reviews. These have been identified separately in the annual plan.

Appendix 2: Risk assessment criteria

Determination of Inherent Risk

We determine inherent risk as a function of the estimated **impact** and **likelihood** for each auditable unit within the audit universe as set out in the tables below.

<i>Impact rating</i>	<i>Assessment rationale</i>
6	Critical impact on operational performance; or Critical monetary or financial statement impact; or Critical breach in laws and regulations that could result in material fines or consequences; or Critical impact on the reputation or brand of the organisation which could threaten its future viability.
5	Significant impact on operational performance; or Significant monetary or financial statement impact; or Significant breach in laws and regulations resulting in large fines and consequences; or Significant impact on the reputation or brand of the organisation.
4	Major impact on operational performance; or Major monetary or financial statement impact; or Major breach in laws and regulations resulting in significant fines and consequences; or Major impact on the reputation or brand of the organisation.
3	Moderate impact on the organisation's operational performance; or Moderate monetary or financial statement impact; or Moderate breach in laws and regulations with moderate consequences; or Moderate impact on the reputation of the organisation.
2	Minor impact on the organisation's operational performance; or Minor monetary or financial statement impact; or Minor breach in laws and regulations with limited consequences; or Minor impact on the reputation of the organisation.
1	Insignificant impact on the organisation's operational performance; or Insignificant monetary or financial statement impact; or Insignificant breach in laws and regulations with little consequence; or Insignificant impact on the reputation of the organisation.

<i>Likelihood rating</i>	<i>Assessment rationale</i>
6	Has occurred or probable in the near future
5	Possible in the next 12 months
4	Possible in the next 1-2 years
3	Possible in the medium term (2-5 years)
2	Possible in the long term (5-10 years)
1	Unlikely in the foreseeable future

Appendix 3: Key performance indicators

Key performance indicators

To ensure your internal audit service is accountable to the Audit and Risk Committee and management, we have proposed the following key performance indicators.

Key Performance Indicator	Target
Internal Audit Plan presented to Audit and Risk Committee in advance of the financial year commencing	100%
Actual reviews completed compared with planned number of reviews (per approved plan)	100%
Planned indicative days compared to actual number of days taken per internal audit review	100%
For each audit, planned deadline compared to actual date achieved for:- <ul style="list-style-type: none"> • Agreeing terms of reference (4 weeks prior to fieldwork); • Issuing draft reports for management comments (2 weeks after fieldwork complete and a close out meeting held at end of fieldwork); • Receiving management comments (2 weeks after issuing draft report); • Issuing finalised reports to Director, Head of Service, Director of Corporate Governance and Community Planning and Corporate Performance Manager (within 1 week of receiving final management response) 	95%
Proportion of recommendations agreed with management	100%
Final reports presented to the Audit and Risk Committee in accordance with pre-agreed timetable (as set out in approved Internal Audit Plan)	95%
Follow up review will take place within 4 months of the audit recommendations being due	100%
Annual Internal Audit Report presented to Committee on completion of work, no later than the June Committee on an annual basis	100%
Use of the calibre of audit staff and specialists agreed as appropriate both within the contract and identified for each audit within the Annual Audit plan	95%
Internal Audit feedback results collated from each review – Target score of 4 or more for each review	95%
Client Satisfaction survey issued annually to the Director of Corporate Governance and Community Planning and Corporate Performance Manager	100%
Responses to review points raised by the Contract Manager, or identified subordinate, made within 3 working days.	100%
Provision of performance against agreed key performance indicators reported to each Audit and Risk Committee	100%
Agreed reliance on internal audit by external audit	Yes

Appendix 4: Corporate risks

Corporate level objectives and risks have been determined by Aberdeen City Council. These are recorded in the table below and have been considered when preparing the internal audit plan. The internal audit plan within Section 4 details how each of the planned reviews can be cross referenced to a related risk for the Council.

<i>Ref</i>	<i>Corporate Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
CR1	Risk that services do not deliver the 5 year business plan priorities.	✓	✓
CR2	Risk that planned welfare reform will negatively impact on the council and its communities.	✓	✓
CR3	Risk of Community Planning failing to deliver city wide projects/opportunities and associated funding.	×	✓
CR4	Risk that an adequate and consistent quality of service is not defined and delivered and keeps pace with changing internal and external customer expectations and technological change.	✓	✓
CR5	Risk that culture of council does not support an entrepreneurial operational approach to opportunities.	×	×
CR6	Risk that information is not managed effectively to support policy and decision making and statutory requirements.	✓	×
CR7	Risk of inadequate resourcing, including skills shortages and recruiting people with the wrong cultural / behavioural fit.	✓	✓
CR8	Risk that the aspirations of the city are not met in the delivery of the Strategic Development Plan.	✓	×
CR9	Risk that those in need are not protected.	✓	✓
CR10	Risk of market failure in commissioned services.	✓	✓
CR11	Risk of underperformance by suppliers of commissioned services.	✓	✓
CR12	Risk of not planning for (or having the trained staff to deal with) emergencies (as defined by the Civil Contingencies Act 2004) which may affect Aberdeen City and/or an incident having a significant adverse effect on the operations of ACC.	✓	✓
CR13	Risk of lower than anticipated income (national and local).	✓	✓
CR14	Risk that business rates collection in future years fall below anticipated levels impacting on funding from Scottish Government encompassing combined impact of TIF and BRIS.	✓	×
CR15	Risk that statutory obligations are not met.	✓	✓
CR16	Risk that the council does not fully comply with Health & Safety obligations.	×	✓
CR17	Risk that we do not demonstrate that the expectations of regulatory bodies are being met.	✓	✓

<i>Ref</i>	<i>Corporate Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
CR18	Risk that the ability of the Council's workforce to deliver improved business performance is compromised due to a disengaged workforce with people who are not committed to the organisation's goals and values.	✓	×
CR19	Risk that the Council suffers loss of building facilities.	✓	✓
CR20	Risk of changes to national or local policies which impact on the Council's objectives and Corporate Business Plan.	×	×
CR21	Risk of major business systems failure.	✓	✓

Appendix 5: Service level risks

Service level objectives and risks have been determined by Aberdeen City Council. These are recorded in the tables below and have been considered when preparing the internal audit plan. The internal audit plan within Section 4 details how each of the planned reviews can be cross referenced to a related risk for the Council.

Corporate Governance

<i>Ref</i>	<i>Corporate Governance Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
CG1	Risk that major projects are not effectively delivered.	✓	✓
CG2	Risk that effective business continuity and disaster recovery arrangements are not in place.	✓	✓
CG3	Risk of poor or inadequate management of contracts and contractors.	✓	✓
CG4	Risk that the needs of scrutiny and regulatory bodies are not met.	✓	✓
CG5	Risk that inadequate information management processes create inaccuracies and uncertainty over compliance with statutory obligations and lead to under-informed decision making	✓	×
CG6	Risk of not meeting Service Option/Targets	✓	×
CG7	Risk that the needs of our customers are not understood and met.	✓	✓
CG8	Risk of failing to fully engage with citizens during transformation process	✓	×
CG9	Risk of poor financial management and decision making.	✓	✓
CG10	Risk of collection levels deteriorating	✓	✓
CG11	Risk of poor or inadequate Health and Safety arrangements.	×	✓
CG12	Risk that legislative changes are not effectively planned for.	✓	✓
CG13	Risk of low levels of employee engagement	×	✓
CG14	Risk that workforce planning, recruitment, retention, training and development are not aligned to business and financial planning and the requirements of new technology	✓	✓
CG15	Risk of poor ICT security and operational arrangements	✓	✓

Education, Culture and Sport

<i>Ref</i>	<i>Education, Culture and Sport Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
ECS1	Failure to deliver Directorate commitments in the 5 year Business Plan	✓	✓
ECS2	Failure to deliver commitments in the Directorate Service Plan	✓	✓
ECS3	Failure to deliver services within agreed budget	✓	✓
ECS4	Failure to take account of national, regional and local policies which impact upon Directorate services	✓	✓
ECS5	Failure to meet our statutory and regulatory obligations	✓	✓
ECS6	Failure to plan service delivery in the light of demographic demands	✓	✓
ECS7	Failure to ensure that effective business continuity and disaster recovery arrangements are in place	✓	✓
ECS8	Failure to deliver the Directorate Quality Improvement Framework	×	×
ECS9	Failure to deliver the Directorate Asset Management Plan	✓	×
ECS10	Failure to implement recommendations from inspecting/regulatory bodies	✓	×
ECS11	Failure to exercise effective management of grants and commissioned services	✓	✓
ECS12	Failure of ICT infrastructure across the Education, Culture and Sport network	✓	✓
ECS13	Failure to develop and retain our workforce	✓	✓
ECS14	Failure to exercise effective change management	✓	×
ECS15	Failure to work in partnership with key stakeholders	✓	✓
ECS16	Failure to maintain effective working relationships with elected members	×	✓
ECS17	Failure to maintain effective two-way communication with our stakeholders	×	✓
ECS18	Schools and Educational Establishments Risks	✓	✓
ECS19	Communities, Culture and Sport Risks	✓	✓
ECS20	Educational Development, Policy and Performance Risks	✓	✓

Enterprise, Planning and Infrastructure

<i>Ref</i>	<i>Enterprise, Planning and Infrastructure Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
EPI1	Asset Management and Operations Risk Register	✓	✓
EPI2	Failure to provide the E,P& I Service with a robust system of Performance Management	✓	×
EPI3	Failure to comply with requirement to ensure quality assured systems are in place, incorporating new technologies and new ways of working	✓	×
EPI4	Failure to fulfil obligation to provide and deliver support across the Service	×	✓
EPI5	Failure to implement Council policies, procedures and strategy across the Service	✓	✓
EPI6	Failure to oversee Health & Safety related matters on behalf of the Service	×	✓
EPI7	Enterprise Planning and Infrastructure Risk Register	✓	✓
EPI8	Property Estates Risk Register	✓	✓
EPI9	Property Investment Risk Register	✓	×
EPI10	Roads Operations Risk Register	✓	×
EPI11	Structures, Flooding and Coastal Risk Register	✓	×
EPI12	Traffic Management Risk Register	✓	×

Housing and Environment

<i>Ref</i>	<i>Housing and Environment Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
HE1	Risk of not delivering our Directorate priorities and meeting the needs of our tenants and customers	✓	✓
HE2	Risk of poor budget monitoring and decision making	✓	✓
HE3	Risk poor health and safety management	✓	✓
HE4	Risk of poor asset management	✓	×
HE5	Risk of welfare reform impact on our services	✓	✓
HE6	Risk of not delivering the waste strategy	×	×
HE7	Risk that we do not effectively communicate and engage with our staff and external stakeholders/customers	×	×
HE8	Risk of poor workforce planning and morale	×	✓
HE9	Risk of that effective business continuity and disaster recovery arrangements are not in place	✓	✓

Social Care and Wellbeing

<i>Ref</i>	<i>Social Care and Wellbeing Risk</i>	<i>Included in current year internal audit plan</i>	<i>Included in internal audit plan of prior 2 years</i>
SC1	Maintain adequate staffing resource	×	×
SC2	Consult with internal/external partners and stakeholders	✓	✓
SC3&4	Dealing with unexpected increase in demand for social care and wellbeing services	✓	×
SC5	Managing FOI requests ⁱ	×	×
SC6&7	Carrying out appropriate background checks on relevant staff	×	×
SC8	Protection of staff	×	✓
SC9	Protecting those in need	✓	✓
SC10	Managing the implementation of recommendations / findings of SWIA, HMIE, Scottish Commission of the Regulation of Care following inspections	✓	×
SC11	Responding to complaints	✓	×
SC12	Keep / maintain / store accurate client records / information (Legislative)	✓	×
SC13	Identify potential clients (referral processes ease of access to services)	×	×
SC14	Report on Statutory Performance Indicators and meet Performance Management targets	✓	×
SC15	Report and record unmet need	✓	×
SC16	Implement national strategies, policies including new legislation on both a local and national level	✓	✓
SC17	Policies and procedures in place to govern service delivery	✓	✓
SC18	IT System failure due to disaster external or internal incapacitated by fire, flood etc.	✓	✓
SC19	Ineffective business continuity planning	✓	✓
SC20	Management of Offenders Act (Scotland) 2005 and associated MAPPA Guidance	×	×

ⁱ External assurance has been provided through review by the Office of the Scottish Information Commissioner



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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27 March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Budget Monitoring 2013/14
REPORT NUMBER:	ECS/14/022

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) Agree to £94,153 being transferred from Sport Aberdeen to Aberdeen Sports Village to reflect the change in operational arrangements for COAST, and that this takes effect at date to be agreed with both organisations.
 - ii) Note this report on the forecast out-turn on the revenue budget and the information on areas of risk and management action that is contained herein;
 - iii) Instruct that officers continue to review budget performance and report on service strategies.

3. FINANCIAL IMPLICATIONS

- 3.1. The total Education, Culture & Sport revenue budget, amounts to £161m net expenditure. This is made up of £173m of gross expenditure, offset by £12m of income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service for 2013/14 will result in a net underspend of £720K. 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. The impact of transferring funding of £94,153 to Aberdeen Sports Village is neutral to the Council as the funding is already paid to Sport

Aberdeen. The value will be transferred and the absolute value will be determined based on the actual start date and this will be agreed with both organisations.

- 3.4. Further details of the financial implications are set out in section 4 and the appendix attached to this report.

4. BACKGROUND / MAIN ISSUES

- 4.1 This report informs members of the current year revenue budget performance to date, for the service budget and provides high level summary for the consideration of Members, to period 10 (end to January 2014).

4.2 Financial Position and Risks Assessment

The current forecast revenue out-turn is an underspend of £720K. The following areas of operation are highlighted together with any management action being taken where appropriate.

a) Energy Budgets

Estimated expenditure is expected to be £1.05M greater than budget with a forecast of £5M.

The 2013-14 budget was based mainly upon 2011-12 expenditure levels. These were then adjusted for expected contractual increases where applicable. This was the most up to date information available at the time of budget approval.

The 2012/13 actual costs were significantly higher. This reflected the volatile nature of energy prices, and changing weather patterns with extended cold spells. The most recent information therefore indicates it is prudent to allow for the same level of expenditure.

A table showing the last 2 years energy costs and budgets is shown below.

	2011-12 £'000	2012-13 £'000	2013-14 £'000
Budget	3,689	3,512	3,991
Actual Cost	3,791	4,730	
Estimate			5,040

The energy budgets have been adjusted in the budget process for 2014-15.

b) Long Term Absence Budgets

The highest demand period for the Teachers Long Term Absence budget is in the latter part of the year, and whilst expenditure is currently in line with budget there is the possibility that this budget could face significant demands. An analysis of prior and current year expenditure patterns

would indicate a £90K overspend is likely. This budget will continue to be scrutinised on an on-going basis. As these charges are one month in arrears, there are still 3 months charges outstanding.

c) Unitary Charge Payments

The Unitary Charge Budget is estimated to be £90K under budget as a result of contract compliance reductions. It is proposed to transfer this underspend to the School Security budget to support essential school security works to be carried out.

(d) Property Works

Property works at Rosemount CLD are now underway following delays caused in obtaining asbestos surveys. ECS had previously agreed to fund a proportion of these works but the intended budget had to be used to fund other high priority property works around schools in preparation for the August 2013 school intake. In order for the works to start, ECS will require to fund £100K of these works from the current year budget.

(e) Metered Water Charges

There were a number of outstanding metered water charges across the service at the end of financial year 2013-14. Some of these related to relatively new school buildings where there were very little historical costs to assist in estimating the value of the outstanding bills to make provision in line with the year end process. The forecast overspend is £50K.

(f) CLD Management Committee Funds

At the time of writing this report, a total of £590K has been transferred to the nine independent community associations. These are, Bridge Of Don, Cults (Lower Deeside), Hazlehead, Hanover /City Centre, Kincorth, Mastrick, Midstocket, Sunnybank and Tilly Flat Project.

(g) Sport Aberdeen / Aberdeen Sports Village Funding transfer

Following on from the Committee decision to transfer funding from Sport Aberdeen to Aberdeen Sports Village to support the continuation of City of Aberdeen Swim Team (COAST) there have continued to be further discussions on the costs that required to be transferred, this has been fully integrated into the business planning and budget setting process with Sport Aberdeen. It has been determined an amount of £94,153 in relation to the City of Aberdeen Swim Team. This amount will transfer from Sport Aberdeen to Aberdeen Sports Village in line with the operation of the programme transferring.

5. IMPACT

Corporate – as a recognised top priority, the Council must take the necessary measures to balance its budget. Therefore committees and Services are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

This articulates with the initiative, Aberdeen the smarter City, whereby maximising the use of resources will support a high quality education service within our schools and communities which will improve attainment and life chances of our children and young, people to achieve their full potential in education, employment or training, and, supports the aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

Public – this report is likely to be of public interest due to the size of the budgets involved and the nature of the services provided by Education, Culture & Sport, a number of which are front line services delivered directly to citizens within the city.

Equality and Human Rights implications- This is not applicable for this report.

6. MANAGEMENT OF RISK

- 6.1 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 with management actions identified to address budget variances in a timely manner. This report is part of that framework and has been produced to provide an overview of the current operating position.

7. REPORT AUTHOR DETAILS

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

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2013/2014

DIRECTORATE : Education, Culture & Sport

As At 31 January 2014	Year to Date			Forecast to Year End			
	Full Year Revised Budget £'000	Revised Budget £'000	Actual Expenditure £'000	Variance Amount £'000	Forecast Actual £'000	Variance Amount £'000	Variance Percent %
ACCOUNTING PERIOD 10							
Head of Service - Communities, Culture & Sport	27,353	22,821	19,943	(2,878)	26,155	(1,198)	(4.4)
Head of Service - Education Services	130,340	109,633	105,593	(4,040)	130,786	446	0.3
Head of Service - Resources	3,929	3,243	3,101	(142)	3,958	29	0.7
TOTAL	161,622	135,697	128,637	(7,060)	160,899	(723)	(0.4)

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : S Sansbury (Acting)

		BUDGET TO DATE			PROJECTION TO YEAR END		
As At 31 January 2014	FULL YEAR REVISED BUDGET	REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
ACCOUNTING PERIOD 10	£'000	£'000	£'000	£'000	£'000	£'000	%
STAFF COSTS	13,085	10,904	10,057	(847)	12,173	(912)	-7.0%
PROPERTY COSTS	1,864	1,588	1,550	(38)	2,130	266	14.3%
ADMINISTRATION COSTS	479	399	392	(7)	545	66	13.8%
TRANSPORT COSTS	177	147	101	(46)	147	(30)	-16.9%
SUPPLIES & SERVICES	5,996	4,874	4,190	(684)	6,423	427	7.1%
COMMISSIONING SERVICES	3,886	3,238	2,636	(602)	3,484	(402)	-10.3%
TRANSFER PAYMENTS TOTAL	9,121	7,562	7,245	(317)	8,666	(455)	-5.0%
GROSS EXPENDITURE	34,607	28,712	26,171	(2,541)	33,568	(1,040)	-3.0%
LESS: INCOME							
GOVERNMENT GRANTS	(693)	(578)	(850)	(272)	(1,033)	(340)	49.1%
OTHER GRANTS	(573)	(479)	(606)	(127)	(670)	(97)	16.9%
FEES & CHARGES	(2,848)	(2,373)	(2,034)	339	(2,369)	479	-16.8%
INTEREST	0	(2)	0	2	0	0	0.0%
RECHARGES	(378)	(278)	(250)	28	(378)	0	0.0%
OTHER INCOME	(2,762)	(2,181)	(2,488)	(307)	(2,963)	(201)	7.3%
TOTAL INCOME	(7,254)	(5,891)	(6,228)	(337)	(7,413)	(159)	2.2%
NET EXPENDITURE	27,353	22,821	19,943	(2,878)	26,155	(1,199)	-4.4%

BUDGET TO DATE MONITORING VARIANCE NOTES	YEAR TO DATE PROJECTED	
	VARIANCE	VARIANCE
	£'000	£'000
<u>Staff Costs</u>		
The year to date underspend lies within a number of areas -Principally within Communities (£230K) and Libraries (£400K). Museums & Galleries (£180K) The City of Culture Team have not been at full capacity (£200K). It should be noted that there is a full year staff vacancy target of £550K which has also been achieved.	(847)	(912)
<u>Property Costs</u>		
The year to date overspend is mainly due to gas & electricity charges. A year end overspend of £150K for energy is expected within this category. In addition, the service has committed £100K towards building works at Rosemount CLD, which is currently undergoing extensive refurbishments.	(38)	266
<u>Administration costs</u>		
Provision of £100K has been made to cover potential additional costs arising from ongoing legal cases. This has been offset by savings from other budgets within this grouping.	(7)	66
<u>Transport costs</u>		
The year to date underspend is mostly within Communities. A small underspend is expected on this budget at year end.	(46)	(30)
<u>Supplies & Services</u>		
The year to date underspend mainly represents Community Centre Funds. At the time of writing this report, a total of £590K has been transferred to the nine Management Associations who are undergoing transition. These are Bridge Of Don, Cults, Hazlehead, Kincorth, Mastrick, Midsocket, Mile End, Sunnybank and Tilly Flat Project. Additional expenditure of £250K is supported by additional grant income.	(684)	427
<u>Commissioning Services</u>		
Swimming Pool management fees of £460K covering both last year and the current year are not now payable following a review of this area of operation. Provision had previously been made within the Services year end accounts for the 2012-13 fees and as this is no longer required it has been released back into the funds available to ECS.	(602)	(402)
<u>Transfer payments</u>		
A review of budget provision and current commitments has identified that there is an in year saving available to the service. The bulk of this saving is in respect of payments to Aberdeen Sports Village where the budget was set at a higher rate than current agreements along with some savings arising from the delayed opening of the 50M pool.	(317)	(455)
<u>Income - Government Grants</u>		
The bulk of the additional income is also reflected in greater than budgeted Supplies & Services Expenditure.	(272)	(340)
<u>Income - Other Grants</u>		
The additional income reflects a number of small grants which will be utilised within the current financial	(127)	(97)
<u>Income - Fees & Charges</u>		
The year to date income levels reflect lower than budgeted Creche income (£200K), plus lower than budgeted Library Audio subscription income (£50K) income in respect of the Art Gallery shop (£25K) and Maritime Museum Shop, (£30K) plus swimming instruction fees of £30K which are no longer applicable. The closure of Provost Skene House also means the income budget of £80K is also unachievable, although this has in the main been offset by reduced costs elsewhere within the Provost Skene House budgets.	339	479
<u>Income - Recharges</u>		
No significant variances from budget are forecast for this item.	28	0
<u>Income - Other Income</u>		
The additional forecast income represents a number of small income streams which were not originally envisaged. There are additional expenditures linked with these incomes and these are reflected within the body of expenditure categories.	(307)	(201)
	(2,881)	(1,199)

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2013/2014

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

As At 31 January 2014	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END		
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
	£'000	£'000	£'000	£'000	£'000	£'000	%
ACCOUNTING PERIOD 10							
STAFF COSTS	101,757	84,797	81,386	(3,411)	101,778	21	0.0%
PROPERTY COSTS	23,086	20,042	20,585	543	24,179	1,093	4.7%
ADMINISTRATION COSTS	289	241	165	(76)	294	5	1.7%
TRANSPORT COSTS	208	174	245	71	323	115	55.3%
SUPPLIES & SERVICES	5,903	4,920	4,326	(594)	5,503	(400)	-6.8%
COMMISSIONING SERVICES	2,366	1,971	2,013	42	2,479	113	4.8%
TRANSFER PAYMENTS TOTAL	1,211	1,010	704	(306)	1,127	(84)	-6.9%
GROSS EXPENDITURE	134,820	113,155	109,424	(3,731)	135,683	863	0.6%
LESS: INCOME							
GOVERNMENT GRANTS	(365)	(304)	(305)	(1)	(362)	3	-0.8%
OTHER GRANTS	(306)	(255)	(417)	(162)	(697)	(391)	127.8%
FEES & CHARGES	(1,119)	(932)	(837)	95	(1,093)	26	-2.3%
OTHER INCOME	(2,690)	(2,031)	(2,272)	(241)	(2,745)	(55)	2.0%
TOTAL INCOME	(4,480)	(3,522)	(3,831)	(309)	(4,897)	(417)	9.3%
NET EXPENDITURE	130,340	109,633	105,593	(4,040)	130,786	446	0.3%

BUDGET TO DATE MONITORING VARIANCE NOTES

YEAR TO DATE PROJECTED	
VARIANCE	VARIANCE
£'000	£'000

Staff Costs

The year to date position reflects a cumulative staffing underspend in respect of the schools DEM budgets and is expected to have underspends up to £300K at financial year end, over and above the 2.5% carry forward limit and these funds will therefore accrue come to the service and not the school. It is predicted that probationers budget will be £180K underspent at academic year end. The School Escorts budget is estimated to be £80K overspent. This is mainly due to additional pension costs associated with auto-enrolment of pensions. The Teachers Long term absence budget is forecast to be £90K overspent.

The forecast position assumes that schools within the DEM scheme will carry forward any staffing underspend and that the above costs and savings will remain constant.

(3,411)	21
---------	----

Property Costs

Energy costs are forecast to be £950K greater than budget., with expenditure levels in line with 2012-13 costs. Metered water charges seem likely to be overspend by £50K following a detailed review of historic and current year to date charges.

543	1,093
-----	-------

Administration costs

No significant variances from budget are forecast for this item.

(76)	5
------	---

Transport costs

No significant variances from budget are forecast for this item.

71	115
----	-----

Supplies & Services

The year to date underspend is in relation to Schools devolved teaching materials budgets, this is expected to be fully utilised by year end based upon the value of outstanding orders. Exam Fees are expected to be £350K less than budget. This has been offset by expected school milk charges being £30K higher than budget.

(594)	(400)
-------	-------

Commissioning Services

Payments to NHS Grampian for Speech and Language Therapy are estimated to be £40K greater than budget. This may change if NHS staffing levels for this group of staff fall. Payments to private providers of Pre School nurseries are estimated to be £80K greater than budget. This is linked to a small increase in pre-school children at private nurseries.

42	113
----	-----

Transfer payments

An underspend of £80K is projected in Pupil Clothing budgets. Whilst historically the budget has been underspent by £40K, the movement of the entitlement in line with government recommendations and other authorities has also reduced annual expenditure.

(306)	(84)
-------	------

Income - Government Grants

The Scottish Executive Gaelic Education Grant is £5K less than previously expected.

(1)	3
-----	---

Other Grants

Recharges to Aberdeenshire for Aberdeenshire children with ASN needs at City schools are estimated to be £250K higher than budget.

(162)	(391)
-------	-------

Income - Fees & Charges

Letting Income is forecast to be £50K higher than budget. This has been offset by Music Fee income which is estimated to be £70K under forecast following a review of charges in relation to SQA courses.

95	26
----	----

Income - Other Income

Shared Premises Cost Recoveries are expected to be £40K higher than budget. This is partially a result of increased annual energy and other variable property costs.

(241)	(55)
-------	------

(4,040)	446
---------	-----

REVENUE MONITORING 2013/ 2014

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : D Anderson (Acting)

As At 31 January 2014	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END		
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
ACCOUNTING PERIOD 10	£'000	£'000	£'000	£'000	£'000	£'000	%
STAFF COSTS	2,570	2,154	1,909	(245)	2,306	(264)	-10.3%
PROPERTY COSTS	271	226	198	(28)	271	0	0.0%
ADMINISTRATION COSTS	467	350	367	17	498	31	6.6%
TRANSPORT COSTS	57	49	45	(4)	48	(9)	-15.8%
SUPPLIES & SERVICES	659	544	691	147	940	281	42.6%
TRANSFER PAYMENTS	325	271	251	(20)	325	0	0.0%
GROSS EXPENDITURE	4,349	3,594	3,461	(133)	4,388	39	0.9%
LESS: INCOME							
GOVERNMENT GRANTS	(366)	(305)	(301)	4	(359)	7	-1.9%
OTHER GRANTS	(19)	(16)	(32)	(16)	(41)	(22)	115.8%
FEES & CHARGES	(10)	(9)	(10)	(1)	(10)	0	0.0%
OTHER INCOME	(25)	(21)	(17)	4	(20)	5	-20.0%
TOTAL INCOME	(420)	(351)	(360)	(9)	(430)	(10)	2.4%
NET EXPENDITURE	3,929	3,243	3,101	(142)	3,958	29	0.7%

BUDGET TO DATE MONITORING VARIANCE NOTES

YEAR TO DATE PROJECTED	
VARIANCE	VARIANCE
£'000	£'000

Staff Costs

The year to date underspend reflects the management of vacancies to contribute towards service wide annual vacancy factor savings of £740K, plus delays in filling posts pending the finalisation of proposed admin. staffing restructures.

(245) (264)

An overall underspend of £260K is estimated in relation to staffing costs at year end.

Property Costs

No significant variances from budget are forecast for this item.

(28) 0

Administration costs

Additional PVG check costs of £60K are now expected as part of the councils 2 year programme which is intended to ensure all PVG checks are updated. This has been partially offset by underspends in other administration costs.

17 31

Transport costs

No significant variances from budget are forecast for this item.

(4) (9)

Supplies & Services

The main variances relate to additional Software Licence fees of £70K associated with the MIS project, additional costs of £130K for school linked property repairs and maintenance costs and £50K in respect of external support for the school estate works and cover for the vacant Head Of Service post.

147 281

Transfer Payments

No significant variances from budget are forecast for this item.

(20) 0

Government Grants

No significant variances from budget are forecast for this item.

4 7

Other Grants

This represents a small Staff Development Grant received from NHS Grampian for Substance Misuse Training. This grant was carried forward from 2012/13 and has been utilised within the current financial year.

(16) (22)

Income - Fees & Charges

No significant variances from budget are forecast for this item.

(1) 0

Other Income

No significant variances from budget are forecast for this item.

4	5
(142)	29

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture & Sport
DATE	27 March 2014
DIRECTOR	Gordon McIntosh
TITLE OF REPORT	Capital Monitoring – Education, Culture & Sport Projects
REPORT NUMBER:	EPI/13/145

1. PURPOSE OF REPORT

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

2. RECOMMENDATION(S)

The Committee note the current position.

3. FINANCIAL IMPLICATIONS

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

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

4. OTHER IMPLICATIONS

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

5. BACKGROUND / MAIN ISSUES

As reported at the Finance & Resources Committee in June 2012, the overall responsibility for the monitoring / management of the Capital Programme lies with the Head of Asset Management & Operations. The Planning & Monitoring Officer within Asset Management & Operations is in regular contact with the Service Representative and the Capital Accountant, reporting in the first instance to the Corporate Asset Group. This ensures that the spend figures are always up to date and accurate.

Education, Culture & Sport has a total of 8 projects, totaling £12.512 million allocated to it from the 2013/14 Non-Housing Capital Programme. The projects and total budget committed to each project included in the programme are:-

- 1) School Estate Strategy - Bucksburn / Newhills
£1.737 million
- 2) School Estate Strategy – Riverbank
£1.654 million
- 3) Provision for Children with Complex Needs
£6.422 million
- 4) Tullos Pool Refurbishment
£771,000
- 5) Museums Collections Centre
£246,000
- 6) Art Gallery HLF Redevelopment
£1.1 million
- 7) Woodside Replacement Pitch
£82,000 (project completed)
- 8) Replacement School for Kincorth and Torry Academies
£500,000

The new Milltimber Primary School project has no budget for 2013/14, however it is in the five year programme of works with expenditure expected to begin in 2015/16.

Spend to end of February for all capital projects totals £5.064 million. Appendix A provides a breakdown of this spend and supporting information as necessary.

An update on the capital position will be reported to this Committee on 12 June 2014.

6. IMPACT

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

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

7. BACKGROUND PAPERS

Non-Housing Capital Programme 2012/13 – Capital Monitoring Report. Approved at Finance & Resources Committee on 12 September 2013.

8. REPORT AUTHOR DETAILS

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

Project Description	Revised Budget 2013/14 £'000	Spend to February 2014 £'000	Profiled out- turn 2013/14 £'000	Five year budget 2013-18 £'000	Legal Commit- ments £'000	Profiled out- turn 2013-18 £'000
School Estate Strategy - Bucksburn / Newhills	1,737	1,400	2,126	12,079	726	12,165
School Estate Strategy - Riverbank	1,654	2,029	1,917	1,742	0	1,917
Provision for Children with Complex Needs	6,422	6	6	14,707	50	14,357
Tullos Pool Refurbishment	771	934	934	771	0	934
Museums Collections Centre	246	0	0	3,000	300	3,000
Art Gallery HLF Redevelopment	1,100	610	757	29,000	0	29,782
Woodside Replacement Pitch	82	69	69	82	0	69
New Academy to the South	500	16	16	32,000	0	32,000
New Milltimber Primary	0	0	0	11,750	0	11,750
Totals	12,512	5,064	5,825	105,131	1,076	105,974

*Revised budget includes carry forward and adjustments approved by Finance & Resources Committee.

- This financial year, projects have been completed at Riverbank, Tullos Pool and Woodside Pitch.
- Provision for Children with Complex Needs has been delayed as a result of the negotiations to acquire the preferred site and in the decision on the method of procurement. The Design Team is now in place and the budget holder is working to submit a new project request to the main contractor, Hubco, by the end of March. The design phase will take approximately twelve months and will be on site in April 2015.

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27 th March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Education, Culture and Sport Standards and Quality Improvement Plan
REPORT NUMBER:	ECS/14/021
CHECKLIST RECEIVED	Yes

1 PURPOSE OF REPORT

To advise Elected Members of the Education, Culture and Sport Standards and Quality Improvement Plan 2012/13 & 2013/14-15/16

2 RECOMMENDATION(S)

It is recommended the Committee:

- Note the impact of the work of the Education, Culture and Sport Service in 2012/13
- Approve the Education, Culture and Sport Standards and Quality Improvement Plan 2013/14-15/16

3 FINANCIAL IMPLICATIONS

There are no direct revenue or capital implications arising specifically from the report. Financial risk is assessed and mitigated as part of our service and budget planning risk assessment processes.

4 OTHER IMPLICATIONS

4.1 Legal

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments. Whilst there are no direct implications arising from this report, the purpose of reporting on standards and quality reporting is to maintain compliance with legislative frameworks such as the Standards in Scotland's Schools etc. Act 2000 and to show how improvements to the quality of education, culture and sports services are secured.

4.2 Resources

No additional resources are required as a direct result of this report.

4.3 Other

There are no property, equipment or Health and Safety implications arising directly from this report. The development, review and implementation of policies is a core responsibility of managers.

5 BACKGROUND/MAIN ISSUES

- 5.1 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools etc Act 2000.
- 5.2 In addition to meeting this requirement, the production of this report is an established part of the Service's performance reporting framework and provides Elected Members with an annual report of the impact of the work of the Education, Culture and Sport Service.
- 5.3 The Standards and Quality Improvement Plan is based on the performance indicators and reports which are regularly reviewed by the Education, Culture and Sport Service as well as Education Scotland inspection reports, attainment in national assessments and examples of good practice identified through robust approaches to self evaluation.
- 5.4 The Standards and Quality Improvement Plan shows good progress and improvement across Education, Culture and Sport Services over the period August 2012 to July 2013. Key outcomes have included:
- Career academies, science and engineering champions and a sustained focus on health and wellbeing are all contributing to significant success in schools including a high success rate in inspections for schools, increased performance in national examinations, low levels of absence and a reduction in exclusions
 - Increased cultural awareness as shown by significant increases to virtual admissions to Museums and Galleries and a hugely successful exhibitions programme, combined with the Heritage Lottery Fund support of £10m which will see Aberdeen Art Gallery and Cowdray Hall transformed into a world class cultural centre
 - Increased levels of participation in sports and physical activity with over 120,000 participants in Active Schools programmes and over 2 million attendances at sports facilities and pools
 - The launch of our Play Policy to ensure that children get the best possible start in life and that we get it right for every child
 - Partnerships such as World Book Day, Google Nexus and World Maths Day helping to improve our outcomes in literacy and numeracy
 - The Roots of Empathy programme is continuing in partnership with Action for Children. The programme underlines our commitment to early intervention and the importance of positive relationships. By encouraging empathy and respect in children we are giving them the foundations to be positive, successful adults who will pass those skills onto their own children

5.5 It also highlights what we will do next to address priority areas for future development for 2013/14 – 2015/16. The key priority areas of the Service which will improve outcomes for all our learners are:

1. Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults
2. Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience
3. Improve and increase positive and sustained destinations for 14-25 year olds
4. Extend quality cultural opportunities

5.6 Our priorities reflect the national priorities set by the Scottish Government and are helping us to focus on achieving meaningful improvements for our children and young people, learners, service participants and users and communities. As part of our performance reporting framework moving forward, Elected Members can expect to receive regular reports of progress against the high level actions which the Service will undertake in order to ensure that it delivers against the four key priority areas, regular and measurable reports on our impact against outcomes, how we are responding to the needs of our service users, how we are mitigating risks and how we are delivering on our required savings.

6. IMPACT

6.1 Corporate

The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement – Smarter Aberdeen and the Council's Business Plan.

6.2 Public

The purpose of our Standards and Quality reporting is ultimately to secure improvements to services. Improvements in the services provided by Education, Culture and Sport impact positively on all communities across the whole of the City.

7. MANAGEMENT OF RISK

Risk assessment and project management are key components of performance reporting throughout the Education, Culture and Sport Service. The identification, management and mitigation of risks is developed as part of our service planning and performance reporting and Elected Members can expect to receive regular reports against the Education, Culture and Sport Service's Risk Matrix.

8. BACKGROUND PAPERS

- Appendix 1: Education, Culture and Sport Standards and Quality Improvement Plan 2012/13 & 2013/14-15/16

9. REPORT AUTHOR DETAILS

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Education, Culture and Sport

*Standards and Quality Report for 2012/13 &
Service Improvement Plan for 2013/14 – 2015/16*

*Improving learning opportunities
to deliver better outcomes*

Contents

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1. Introduction

Standards and Quality Report for 2012/13 & Service Improvement Plan for 2013/14 – 2015/16

Our Standards and Quality Report/Service Improvement Plan is an opportunity to reflect on how we are continuing to deliver national and local outcomes, making a difference to our children and young people, learners, service participants and users and communities. It also provides an evaluation of the Service's capacity to improve and is an opportunity to look forward by identifying key actions to achieve ongoing improvement.

The report sets out a review of the key performance outcomes we have achieved across Education, Culture and Sport in 2012/13 and highlights the positive impact our services have had on our stakeholders.

In summary, our key outcomes have included:

- Career academies, science and engineering champions and a sustained focus on health and wellbeing are all contributing to significant success in schools including a high success rate in inspections for schools, increased performance in national examinations, low levels of absence and a reduction in exclusions
- Increased cultural awareness as shown by significant increases to virtual admissions to Museums and Galleries and a hugely successful exhibitions programme, combined with the Heritage Lottery Fund support of £10m which will see Aberdeen Art Gallery and Cowdray Hall transformed into a world class cultural centre
- Increased levels of participation in sports and physical activity with over 120,000 participants in Active Schools programmes and over 2 million attendances at sports facilities and pools
- The launch of our Play Policy to ensure that children get the best possible start in life and that we get it right for every child
- Partnerships such as World Book Day, Google Nexus and World Maths Day helping to improve our outcomes in literacy and numeracy
- The Roots of Empathy programme is continuing in partnership with Action for Children. The programme underlines our commitment to early intervention and the importance of positive relationships. By encouraging empathy and respect in children we are giving them the foundations to be positive, successful adults who will pass those skills onto their own children

What will we do next?

The key priority areas of the Service which will improve outcomes for all our learners are:

- 1.** Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults
- 2.** Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience
- 3.** Improve and increase positive and sustained destinations for 14-25 year olds
- 4.** Extend quality cultural opportunities

Our priorities reflect the national priorities set by the Scottish Government, our commitments in the Single Outcome Agreement and the Corporate Business Plan helping us to focus on achieving meaningful improvements for our children and young people, learners, service participants and users and communities.

Section 9 lists high level actions which the Service will undertake in order to ensure that it delivers against the four key priority areas, has a measurable impact on outcomes, responds to the needs of our service users and delivers upon required savings.



Gayle Gorman
Director of Education, Culture and Sport

2. Our Service

*Vision: Improving learning opportunities
to deliver better outcomes*

Education, Culture and Sport is one of the largest services within the Council delivering a range of services which are integral to family, community and social life in the City.

Our services contribute to knowledge and learning, physical and mental health and wellbeing, leisure and sports, culture and heritage, and life in the community. Many of the services we deliver, partner or support are statutory obligations of the Council. These specifically include:

- Community wellbeing
- Corporate parenting
- Leisure and sports services
- Museums and galleries, creative learning and dance
- Public and school library and information services
- School education from nursery through primary and secondary

Our ongoing challenge is to ensure that all the services we provide best meet the needs of all those who have or choose to access them. Delivery of high quality services enables individuals, groups and communities to obtain the education and skills they need to fulfil their potential and to contribute to the prosperity of the City.

Management of the Service is organised into three service delivery areas each led by a Head of Service. Together with the Director they form the Directorate Leadership Team.



Figure 1: *Education, Culture and Sport Directorate Leadership Team*

3. Context

Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country. The estimated population of Aberdeen on 30 June 2012¹ was 224,970, 2,510 higher than the previous year and 13,060 higher than the mid-2001 figure². 1,910 of the population gain is attributed to net migration.

Aberdeen has a relatively small under 16 population accounting for 14.6% of the population, compared with the Scottish average of 17.2%. The number of young adults in Aberdeen grows considerably between the ages of 16–24 accounting for 15.5% of the population, compared to the Scottish average of 11.8% as students and other young people move to the City.

Aberdeen has traditionally attracted 'new citizens' with overseas migrants especially from Eastern Europe in search of employment opportunities. Between June 2011 and June 2012, it is estimated that 6,730 migrants moved to Aberdeen from other areas of Scotland, whilst 7,039 moved in the opposite direction; 2,531 migrants moved to Aberdeen from the rest of the UK exceeding out-migrants by 118; and 4,414 migrants moved to Aberdeen from overseas exceeding out-migrants by 2,101³.

In addition to the population estimates, National Records of Scotland also produces a set of Council area population projections every two years. The most recent set was the 2010-based projections, which covers the period to 2035. These figures were issued in February 2012. The projections⁴ show that the population of Aberdeen will continue to grow, reaching 271,705 in 2035.

The age structure of the City is expected to change significantly between now and 2035. It is forecast that the 65+ age group will increase by 61% and the number of people aged 0-15 will increase by 24%.



¹ 2012 Mid-year population estimate, National Records of Scotland, August 2013

² Population Report, Aberdeen City and Shire, Aberdeen City Council, September 2013

³ Population Report, Aberdeen City and Shire, Aberdeen City Council, September 2013

⁴ 2010 based population projects, National Records of Scotland, February 2012

4. Key Performance Outcomes

How are we doing?

Children and Young People

Inspections

Care Inspectorate


The Care Inspectorate inspects and reports upon elements of care within pre-school centres (including partner providers). Evaluation is assessed against four quality themes. The number of quality themes inspected is based upon each centre's self assessment evaluation.

Quality themes

- Quality of care and support
- Quality of environment
- Quality of staffing
- Quality of management and leadership

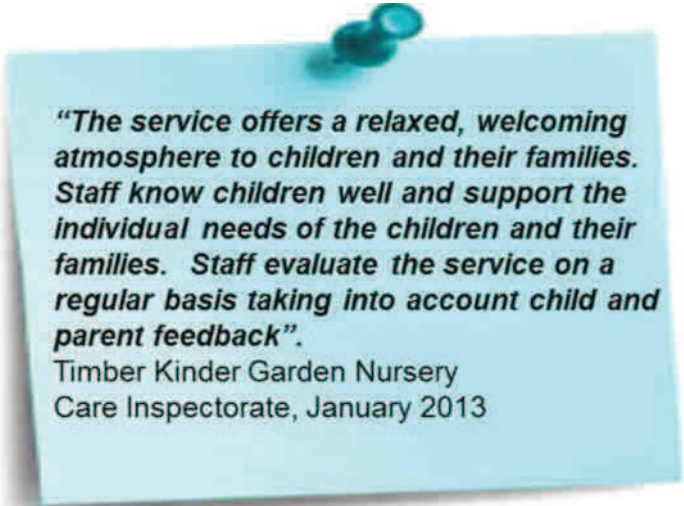
17 local authority pre-school centres were inspected and evaluated as Grade 3 - satisfactory or above maintaining a 5 year trend of 100% positive inspection reports. This demonstrates that quality of provision is being delivered year on year through these centres and the outcomes for children attending are consistently improving.

29 partner provider pre-school centres were inspected, 27 of which were evaluated as Grade 3 - satisfactory or above. The Early Years Team is working closely with the two partner provider organisations who failed to attain positive inspection outcomes to support improvement against identified areas to ensure raising of standards of provision for children both now and in the future.



"The service has a warm and welcoming environment for the children and their families. Staff know the individual children well and are supportive of their individual needs".

Kingswells Primary Pre-school
Care Inspectorate, December 2012



"The service offers a relaxed, welcoming atmosphere to children and their families. Staff know children well and support the individual needs of the children and their families. Staff evaluate the service on a regular basis taking into account child and parent feedback".

Timber Kinder Garden Nursery
Care Inspectorate, January 2013

"Children in the nursery are happy in the playroom and outdoors. They are confident when talking about what they are doing and when counting. They listen well for long periods of time. They enjoy making visits to P1 which helps with their move to primary school".

Charleston Primary Pre-school
Education Scotland, May 2013

"Children's learning needs are met very effectively. Coursework is very well matched to children's individual needs. Learning activities and tasks are motivating, stimulating and challenging. All children feel included. Staff are very alert to children's personal, social, emotional and health needs".

Greenbrae Primary School
Education Scotland, June 2013

"The school meets the needs of its young people well. Arrangements for meeting the needs of young people who require additional support are very strong. The curriculum provides young people with a very broad range of well-planned learning opportunities".

Bucksburn Academy
Education Scotland, March 2013

Education Scotland

Education Scotland inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation is assessed across five quality indicators, including three core quality indicators. Nationally, a school is evaluated positively if it receives an evaluation of satisfactory in all three core quality indicators.

Core quality indicators

- Improvements in performance
- Children's/Learners' experiences
- Meeting learning needs

Quality indicators

- The curriculum
- Improvement through self evaluation

Three local authority pre-school centres and primary schools were inspected and were evaluated as good or better in relation to the core indicators. All were evaluated as good in relation to the curriculum and two out of three were evaluated as very good in relation to improvement through self evaluation.

One secondary school was inspected which was evaluated as good against the core indicators and very good in relation to the curriculum and improvement through self evaluation.

[See Appendix 1 for supplementary information.](#)

Pupil Attainment

Scottish Qualification Authority Awards

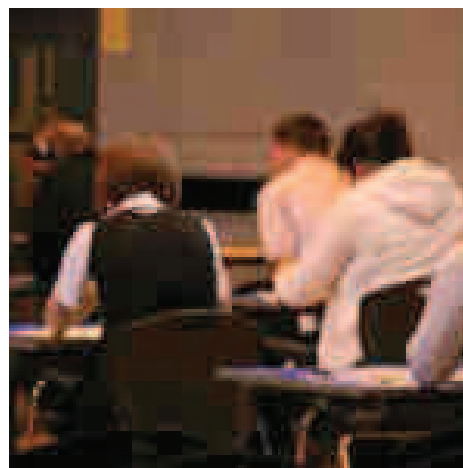
This year's SQA results demonstrate that our young people in schools across Aberdeen have continued to perform well and that we are continuing to make good progress in raising pupil attainment. Our evidence shows that our schools are adding considerable value to positive outcomes for their children and young people.

Attainment in S4, S5 and S6 is measured against key national indicators and compared to both the national average and our comparator average⁵.

Performance has improved against the key national indicators set out in [Appendix 2](#). The results of 7 out of 11 indicators have increased with the results of 4 achieving the best in 12 years.

- Key subject areas of English and Mathematics continue to be a strength with 99.2% of S4 pupils achieving a Standard Grade in English and 98.5% a Standard Grade in Mathematics
- Intermediate 1 pass rates have increased significantly from 72.1% in 2012 to 77.3%
- Intermediate 2 pass rates have increased from 74.5% in 2012 to 75.8%
- Higher Grade pass rates have risen substantially from 75.5% in 2012 to 77.1% continuing an upward trend and is the highest pass rate in 10 years

- Advanced Higher Grade pass rates rose from 77.7% in 2012 to 82.8%. This represents a very significant achievement by our pupils
- Skills for Work courses continue to be a real success with pupils benefiting from skills for life, learning and work across a range of courses at levels from Access 3 to Higher. Pass rates in Skills for Work courses and wider achievements increased from 90.5% in 2012 to 92%



SQA qualifications for future years:

With the implementation of Curriculum for Excellence, reporting of achievement and attainment at the senior phase (S4-S6) is changing. 2013 is the final year of certification of Standard Grade. In 2013/2014 and 2014/2015, the new qualifications system will run alongside elements of the current system.

⁵ Our comparator authorities are Argyll and Bute, Dundee, Edinburgh, Renfrewshire and South Ayrshire.

Attendance, Absence and Exclusions

We have a combined school roll in the region of 21,500. At the time of the school census in September 2012, there were:

- 12,252 pupils attending 48 primary schools
- 9,036 pupils attending 12 secondary schools
- 164 pupils attending 4 special schools

Attendance, absence and exclusions data is collated by the Scottish Government on a biennial basis and used to monitor and inform policy making. Our evidence shows that our children and young people are well supported to attend school regularly.

- Overall attendance in local authority schools across the City was 93%, the same level as for 2010/11
- Total absence (authorised and unauthorised) was 7% and absence due to temporary exclusions was 0.1% of half days. Both values remain constant with those reported in 2010/11
- Total exclusions were 1,154 which equates to an exclusion rate per 1,000 pupils of 54. These values are an improvement on those reported in 2010/11

[See Appendix 3 for supplementary information.](#)

Violent Incidents

Our zero tolerance approach reflects our commitment to reducing violent incidents, particularly multiple incidents, against school staff and our evidence shows that our schools are supporting their pupils to achieve better behaviour very well.

- Total number of reported incidents of violence against school staff (both teaching and non-teaching) was 553, an increase of 32 on the previous year
- 266 reported incidents of violence were against teaching staff and 307 reported incidents of violence were against non-teaching staff⁶
- In over 96% of all reported incidents, the alleged perpetrator was a current pupil at the school involved. Of these reported incidents, nearly 80% involved pupils with additional support needs

- In primary schools, the number of incidents of violence reported by staff increased by 21% from 228 in 2011/12 to 289. 85% of reported incidents involved physical violence and 57% of reported incidents involved non-teaching staff
- In secondary schools, the number of incidents of violence reported by staff decreased by 43% from 161 in 2011/12 to 92. 51% of reported incidents were for verbal abuse⁷ and 88% of reported incidents involved teaching staff
- In special schools, the number of incidents of violence reported by staff increased by 23% from 132 in 2011/12 to 172. 74% of reported incidents involved physical violence and 76% of reported incidents involved non-teaching staff

[See Appendix 3 for supplementary information.](#)

⁶ These figures include violent incidents where teaching and non-teaching staff were involved in the same incident

⁷ These figures do not include violent incidents which reported more than one type of assault

School Leaver Destinations

Assisting young people into positive and sustained destinations is the responsibility of all and is a key measure used by the Scottish Government when assessing the success of the education system in Scotland.

All young people are entitled to a senior phase of Curriculum for Excellence and are entitled to receive a guaranteed offer of a place in post-16 learning. Schools and partners are committed to providing young people with tailored learning packages best suited to their interests and ambitions. They continue to focus on young people who are most at risk of moving into a negative destination.

Our partnership approach is effective at working with vulnerable learners and is having a positive impact on positive destinations. We ensure that all young people are very well supported in making the most appropriate post-16 learning choices according to their personal needs and requirements.

- 91% of young people who left formal education during 2012/13 were in a positive destination (education, employment or training) in September 2013
- This represents a significant increase of 2.6% from 88.4% in September 2011/12
- Over the past three academic years there has been a total increase of 5.4% in initial positive destinations. This demonstrates the positive impact of our partnership working in this area

Partners in the City have recently collaborated to produce a new [Youth Employment Activity Plan](#) which profiles the range of opportunities which exist in Aberdeen to support young people into further learning, training or employment.

Young people will also be supported into positive destinations by Skills Development Scotland, lead agency for providing young people aged 16-17 years with information and advice, and Job Centre Plus who lead in the delivery of the UK Government's 'Youth Contract' within the City.

[See Appendix 4 for supplementary information.](#)



Educational Outcomes for Looked after Children

We continue to support the achievement and attainment of our looked after children. Looked after children tend to have lower levels of educational attainment than non looked after children. These differences are, in part, linked to the fact that looked after children tend to leave school at younger ages than non looked after children. Supporting our Looked After Children and accelerating progress to achieving better educational outcomes is a priority for our Integrated Children's Services Partnership moving forward.

Tariff Scores

The tariff score of a pupil is calculated by adding together all the tariff points accumulated from course levels and awards attained.

- The average tariff score for the 17 young people looked after by Aberdeen City Council and who left school during 2011/12 was 86, compared to the national average of 106
- The City was ranked fourth out of our comparator authorities
- The average tariff score for all City school leavers was 334, almost four times greater than for the City's looked after children. This is attributed to the fact that looked after children tend to leave school at younger ages than non looked after children
- The cumulative average tariff score of the City's looked after children over the past three years (2009/10 - 2011/12) was 88 and is joint first amongst our comparator authorities alongside South Ayrshire and equal to the national average

School Leaver Destinations

A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July. A positive destination includes higher education, further education, training, voluntary work and employment.

- 67% of the 18 looked after children, who left school during 2011/12 were in a positive destination at the time of the follow up destination survey in March 2013. This was equal to the national average
- 87.5% of all 1,802 City school leavers were in a positive destination at the time of the follow up destination survey in March 2013. This was greater than the national average

[See Appendix 5 for supplementary information.](#)



Learning in the Wider Community

Learning Communities

Community learning centres across the City provide a range of learning opportunities for people of all ages. We assist adults improve their core skills and provide opportunities to gain qualifications in partnership with Aberdeen College and the Workers Educational Association.

- 744 adults received support with integrated core skills
- 301 speakers of other languages learnt English up to intermediate level

Education Scotland Inspections

Education Scotland evaluates five quality indicators to help monitor the quality of learning communities across Scotland.

Quality indicators

- Improvements in performance
- Impact on young people
- Impact on adults
- Impact of capacity building on communities
- Improving services

One learning community was inspected during 2012/13. The learning community surrounding St Machar Academy was evaluated as satisfactory in relation to improvements in performance and improving services and very good in relation to impact on young people, impact on adults and impact of capacity building on communities.

Particular strengths of the learning community:

- Highly motivated partners and active volunteers committed to making a difference to young people, families and communities
- Range of high quality programmes that are having a positive impact on improving life chances
- High level of volunteering opportunities promoting leadership and employability skills
- Early intervention through family learning opportunities and support for parents having a positive impact and raising aspirations

[Appendix 1 details Education Scotland Inspections by quality indicator.](#)

"During the inspection, we identified an aspect of innovative practice which we would like to explore further. As a result we will work with the learning community and education authority in order to record and share more widely the innovative practice".

Learning Community surrounding
St Machar Academy
Education Scotland, May 2012

The Learning Partnership provides a clear structure for learning providers who are beginning to develop a shared vision and outcomes for the learning community. They are taking forward plans to improve joint planning and shared self-evaluation across providers.

Learning Community surrounding
St Machar Academy
Education Scotland, May 2012

Engagement in Arts, Culture and Sport

Museums and Galleries

As anticipated, visitor numbers for 2012/13 are lower than the previous year attributed to partial year closures of both Skene House and the Maritime Museum due to internal and external redevelopment works.

- 801,684 visitors to museums and galleries across the City compared to 893,430 in 2011/12
- Number of visits per 1,000 of population decreased from 4,115 to 3,637

Visitors are increasingly using Facebook and Twitter to access our services which has impacted upon the visitor numbers to the Aberdeen Art Gallery and Museums website which has seen a decline in hits by 20% on the previous year. We have however, seen a significant increase of 25.8% in the number of enquiries received by the service.

Despite the reduction in visitor numbers, this has been a particularly successful year in terms of the delivery of a hugely successful exhibitions programme across our five facilities which included the popular 'House of Annie Lennox' exhibition, The Lure of the Orient exhibition, Selling Dreams, a touring exhibition from the V&A's Collection exploring the work of international fashion photographers, and the work of one of Scotland's best loved artists, SJ Peplow.



Libraries

Visitor numbers for 2012/13 were lower than the previous year attributed to a reduced number of opening hours - 262 hours fewer in 2012/13 than the previous year and exacerbated by prolonged spells of bad weather through the late winter.

- 1,458,738 visitors to libraries across the City compared to 1,570,220 in 2011/12
- Number of visits per 1,000 of population decreased from 7,232 to 6,709
- 10,854 children visited through organised school visits across the range of individual library premises
- Library staff increased the number of outreach events from 14 in 2011/12 to 45 in 2012/13 bringing library services, road shows and authors into the community

Community libraries continue to retain proportionately higher levels of use than that of the Central Library. A drop in the number of virtual visitors is attributed to changes in legislation relating to the application of website cookie permissions affecting the ability to record and calculate the numbers of web based visits.

Nationally, library membership is in decline however, compared to other benchmarking authorities Aberdeen is performing well.

- 51,195 active borrowers compared to 52,632 in 2011/12, this equates to 23.23% of the resident population of the City

A number of initiatives to promote library membership and accessibility include streamlining the membership process and a new digital user category for customers who want to access online resources, such as e-books and online databases but don't require lending rights to physical items.

Computer use within library learning centres decreased however, this has been significantly offset by the uptake of WiFi connectivity which has increased by 40.5% on last year. This is predicted to increase further as portable devices continue to grow in popularity.

- 191,946 hours of computer use compared to 213,004 hours in 2011/12

Although the full impact of the Welfare Reform Act is yet to be seen, it is predicted this will have a positive effect on computer usage as people seek support in gaining ICT skills, applying for jobs online and accessing benefit applications.

We are actively working with Job Centre Plus to provide PC facilities for such support and anticipate that, in concert with the movement to remote access through mobile devices, demand for these services will continue to develop.



Sport

Overall attendances at Council dry and pool sports facilities rose by 118,705 admissions during 2012/13 providing for a total of 2,163,756 attendances, an increase of 5.8% on the previous year.

This is the second consecutive year that combined attendances have exceeded the two million mark which represents the highest level of participation recorded against City facilities contributing to the Statutory Performance Reporting framework.

This rising trend has enabled the City to retain its relative year on year position in comparison with other Scottish local authorities in 2012/13, and improve its national positioning considerably over the past three years.

- Citywide attendances at indoor sports and leisure facilities excluding pools in a combined complex increased by 7.49% on the previous year to 1,610,804 equating to 7,308 attendances per 1,000 of population, an increase of 5.88%

A number of factors drove a real level of growth with a range of standalone sports facilities, including Aberdeen Sports Village, the Beacon Centre, Kincorth, Sheddocksley and Torry Youth and Leisure Centre all contributing to the increase in use by some 85,001 attendances.



Within this grouping and, most notably, Aberdeen Sports Village attendances were recorded at 701,874, the highest level of admissions since opening of the facility in 2009, which is an 11% improvement on the 2011/12 position, (compared to the City's strategic annual participation growth target of 1.66%).

Attendance levels across the range of physical activity programmes delivered within Education establishments have risen by some 63,600 (24.1%) to 327,118 attendances, with significant positive movement in figures at both of the Cults facilities and Dyce Primary along with Harlaw, Kincorth, Torry and St. Machar Academies.

- Citywide pool attendances increased by 1.2% on the previous year to 552,952 equating to 2,509 attendances per 1,000 of population

Whilst the overall level of attendances in 2012/13 rose only marginally against the previous year, there were a number of highlighted areas of positive relative performance with attendances at Kincorth, Dyce, Bridge of Don and Cults Academies, along with Aberdeen Grammar School, all showing growth in public attendances with a combined additional 22,619 admissions in 2012/13.

Of these five sites, the pool at Cults Academy in particular, demonstrated significant year on year development with the establishment of a full public programme in the new facility and an increase of over 20% in visits.

5. Stakeholder Impact

What have we done?

Children and Young People

Curriculum for Excellence is the name given to the education system in Scotland. It encompasses the whole 'learning journey' from 3 to 18. Children will receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before they specialise and take qualifications from S4 - the Senior Phase.

Early Years

The Aberdeen Early Years and Childcare Partnership includes organisations involved in providing services for early years, childcare, family support and play for children to 18 years. The Partnership aims to ensure a range of high quality, accessible, early years, family support, pre-school and out of school care is supported, developed and expanded to meet changing family needs.

Pre-school education: Local authorities have a duty to secure pre-school education for all children in the school term following their third birthday. We provide pre-school education places in our primary schools and also commission pre-school education from the independent, private and third sectors.

- 91% of all eligible children in their pre-school year and 79% in their ante pre-school year had a place in a pre-school education centre

There are 46 pre-school nurseries based in local authority primary schools in Aberdeen. In addition there is pre-school provision at Aberdeen School for the Deaf and in three linked developmental nurseries at Seaton, Kaimhill and Ashgrove for children with additional support needs.

- 2,958 places were available in local authority nurseries of which 2,890 were allocated:
 - 1,607 pre-school children
 - 1,137 ante pre-school children
 - 146 children who were of school age but had deferred entry to primary school

We are in partnership with 52 registered pre-school education centres in the independent, private and third sectors. Maisie's Children's Centre offers pre-school education providing a holistic approach to children with additional support needs.

- 1,423 children had places with partner providers:
 - 569 preschool children
 - 817 ante pre-school children
 - 37 children in their deferred year

Childcare: The Family Information Service provides free, comprehensive and up-to-date information and advice about all services for children, young people and their families in Aberdeen. Their directory of services is for parents, carers, young people and professionals. In 2012/13, childcare provision across the City included:

- Creches: 15 registered providers with 184 places; 6 unregistered providers with 81 places
- Out of School Care: 36 registered providers with 1376 places
- Pre-school Playgroups: 15 registered providers with 311 places; 4 unregistered providers with 100 places
- Childminders: 136 registered providers with 808 places
- Holiday Playschemes: 23 registered providers with 873 places; 12 unregistered providers with 608 places



Bookbug: Libraries work together with health and early years partners to deliver Bookbug which gifts free books to children at 6 weeks, 18 months, 3 years and in primary one along with guidance materials for parents and carers.

- 11,100 Bookbug packs were issued:
 - 3,050 baby packs
 - 2,290 toddler packs
 - 3,310 pirate packs
 - 2,450 primary one packs



The Interaction Learning Diary (ILD) has been piloted in four local authority nurseries across Aberdeen. The ILD is a web based tool to record observations, assessments and learning journeys within a child's diary while capturing evidence and assessing progress within the Curriculum for Excellence and Pre-Birth to Three in Scotland.

Children are placed right at the heart of their own learning with the tool. They can view their own photographs, reflect on what they were doing at the time, add to their own learning journeys and even comment what they want to learn next or what they are interested in learning more about. It also introduces children at a young age to ICT skills.

The ILD also encourages parental participation and the opportunity to be more actively involved in their child's learning journey through secure online access to the 'Pupil's Diary'.

The Parent Portal is an invaluable part of the ILD which enables parents who work away from home to monitor their child's educational development. Research has shown the importance of a parent's participation in their child's education and how this has a direct impact on their child's learning and development.



Early Years Change Fund Launch:

Around 250 professionals working in the early years sector were addressed by keynote speakers Sir Harry Burns and Dr Suzanne Zeedyk at the launch of the Early Years Change Fund in Aberdeen on 17 January 2013. The agreed priorities of the Early Years Change Fund in Aberdeen are to:

- Understand why and how positive and secure attachment forms a prerequisite of any intervention with children and families
- Provide Continuing Professional Development (CPD) to support the roll out of this strategy. The CPD should include high quality input on an increased understanding of attachment theory and practice, child development, pre-birth to three, empathy, resilience and nurture theory and practice
- Deliver on prevention through universal services and targeted interventions
- Involve all partners in a shared vision and co-ordinated support approach to working with and delivering services to parents and families
- Provide improved services to parents and children and to target specific, more vulnerable groups as appropriate
- Deliver a comprehensive parenting strategy

The funding will be rolled out over three years. The launch of the Early Years Change Fund in Aberdeen took place in advance of the new Early Years Collaborative, a programme launched by the Scottish Government to drive forward early years in Scotland.

Early Years Change Fund Attachment Training:

Dr Suzanne Zeedyk, an Honorary Fellow at the University of Dundee's School of Psychology delivered innovative attachment training during April and May to nearly 4,000 participants from the voluntary and private sectors, education, health and social work services as well as those who work with children from pre-birth and their parents/carers.

Feedback from the training:

'Brilliant investment for all workers, professionals, foster carers, etc!'
(Family Support Officer,
Aberdeen City Council)

'Great, thought provoking session.
Very Inspiring'
(NHS Community Nurse)

'The message is excellent –
this needs to be shared'
(Speech & Language Therapist,
NHS)

'Very, very interesting –
I want to hear more!'
(Family Resource Worker,
Aberdeen City Council)

'This Multi-Agency training is
vital if attachment is
to be properly addressed'
(Health Visitor, NHS)

'It was brilliant to hear from
other professionals'
(Nursery Manager,
Voluntary Sector)

'Just Excellent,
everyone should hear this'
(Social Worker,
Aberdeen City Council)

Nurture Groups: There are seven nurture groups based in Sunnybank, Muirfield, Quarryhill, Walker Road, Kittybrewster, Heathryburn and Tullos primary schools which support children in the transition from nursery to primary one.

The rationale of the nurture groups is based on Attachment Theory, which suggests that the ability of a child to adapt to school is determined by the quality of interaction between the caregiver and child in the early years.

The groups have been recognised as effective in supporting children and their families to develop positive relationships so that children are 'ready to learn' and are confident in a school environment. It is recognised that nurture groups are most effective when based within nurturing schools.

A tool used by the Early Years Collaborative, a Driver Diagram for Nurture, has been written to support schools to develop a more nurturing approach. Nurture groups are managed and quality assured by the Family and Vulnerable Learners Team.



The Outdoor Nurture Project, run in conjunction with the Families and Vulnerable Learners Team and Adventure Aberdeen, is intended as an early intervention initiative to improve outcomes for children and their families through building relationships using the context of the outdoors. It is linked to the aims of the Early Years Collaborative – Scotland the best place in the world to grow up.

It is intended that improvements will be achieved through supporting the development of positive relationships, improving and promoting physical activity and supporting play. It is also recognised that being in the outdoors promotes health and wellbeing and stimulates brain development.

Parents/carers are encouraged to join the sessions with their children. They are also encouraged to attend training sessions to develop their skills in outdoor learning and their understanding of child development.

Each session has a routine format which aims to provide children with a sense of security. The purpose of this is to support the development of confidence, which in turn aims to empower children to take risks. The sessions have been seen as very successful as children and their parents/carers have not wanted to leave at the end of the sessions!

Literacy

Aberdeen City is developing an active approach to literacy, encouraging its young people to develop strategies to lead their own learning and to develop knowledge and skills in literacy which can be applied to all curricular areas. This knowledge will furnish our young people with the skills needed to successfully move into positive destinations.

Primary and secondary teachers have received training in Active Literacy. An audit of Literacy across Learning was undertaken and a clear strategy of training and support was developed and undertaken. Support was developed and is ongoing for the implementation of National 4 and 5 courses and the methodologies and pedagogy of Curriculum for Excellence.

A range of initiatives to support and encourage pupils become confident in literacy were run throughout the year. These included:

- E-Reader Project in five schools
- World Book Day
- Summer Reading Challenge
- Citywide Reading Bus Events

Google Nexus Project: Five schools were chosen to utilise e-readers as part of a project to increase motivation for reading for enjoyment. Each chosen school has 30 Google Nexus tablets for use with Primary 6 classes. The project will look at motivation factors for reading and investigate reading patterns.

Summer Reading Challenge: 1,166 children registered for the Summer Reading Challenge, an increase of 17% on the previous year's total. During the six weeks nearly 40,000 books were issued and there was an activity in each community library. Young volunteers were involved at both Cults and Central Children's Library as part of the Saltire Award Scheme. 453 children completed the Summer Reading Challenge by reading six books over the summer, an increase of 56% on 2011.

World Book Day: 22 primary and 5 secondary schools took part in a citywide competition to help celebrate World Book Day on 7 March 2013. Classes were invited to decorate a door using a favourite novel or author as a stimulus. Schools selected an overall winner and entered their photograph in the city competition. Staff at Marischal College voted on the entries and Middleton Park was chosen as the citywide winner. Congratulations also go to Muirfield, Kingswells and Dyce primaries.

Grampian Children's Book Award: *A Monster Calls* by author Patrick Ness was the winner after more than 500 children voted at the annual event, held in the Arts Lecture Theatre, University of Aberdeen. The GCBA is organised by Aberdeen, Aberdeenshire and Moray schools and public libraries to promote literacy and to support the Curriculum for Excellence by encouraging pupils, aged 11-15 years old (S1-S3), to take an active part in selecting, reading and critically reviewing quality fiction.

Numeracy

During 2012/13, primary and secondary numeracy audits were undertaken across all schools to ascertain areas with which schools required support. Materials were developed to support teaching and learning in numeracy and mathematics from Early to Second Level. We built connections with other Numeracy Curriculum Development Officers in local authorities, including Aberdeenshire, Angus and Moray, to share good practice.

A range of initiatives to support pupils and teachers become confident in mathematics and numeracy were run throughout the year. These included:

- NSPCC Number Day
- Enterprising Mathematics Challenge (supported by Opito and Aberdeen University)
- World Maths Day Challenge
- P7 Maths and Numeracy Challenge
- National events offered by Education Scotland
- Mathematics Conference

The Numeracy Steering Group was reconfigured to extend and include a wide ranging membership, all of whom are committed to supporting the development of numeracy. The group has representatives from across the Service and partnerships including Early Years, Primary and Secondary sectors, Family Learning and Aberdeen University. The Steering Group agreed an action plan for session 2013/14, the focus of which was to support learning in numeracy and mathematics through improved pedagogical approaches.

Enterprising Mathematics

Challenge: Groups of Primary 7 pupils from across Aberdeen and Aberdeenshire met at the University of Aberdeen's Elphinstone Hall to compete in the Enterprising Mathematics Challenge. Supported by Opito and Helen Martin from the University, the event provided pupils with an opportunity to use their mathematical and numeracy skills in real life problems through timed challenges and a competitive environment.

World Maths Day Challenge:

Northfield Academy took part in the World Maths Day Challenge and surpassed their previous totals and targets by achieving a total of 75,834 correct answers. Brenda Harden, Faculty Head said that "Taking part in World Maths Day has been very motivating for pupils. The cross-curricular nature has allowed Maths to be a context for learning about other countries in the world."

Assessment

A Strategic Action Plan covering all aspects of Curriculum for Excellence was shaped and developed. A Steering Group for Assessment was established involving a cross section of headteachers who provided feedback on the Plan.

We are increasing our investment in Baseline and Value Added Assessments from CEM (Centre for Evaluation at Durham University).

- In Primary, ePIPs will continue to be used in P1, 3, 5 and 7; INCAS has been introduced in P2, 4 and 6
- In Secondary, MidYIS will continue to be used in S1 and SOSCA has been introduced in S2

A working group has been set up to take forward this development, a particular focus of which will be support for teachers in the interpretation and use of the feedback data. More effective use of assessment data, in combination with the professional knowledge of teachers, will assist us in securing improvements to attainment.

School profiles were produced by P7 and S3 pupils. Some of our secondary schools used alternative ways of creating a Profile including the GLOW blogging tool, the use of 'On The Button' and E1 marksheets. In Hazlewood and Woodlands an alternative template based on current good practice was used. An evaluation of the process was undertaken, the outcomes of which will be shared to inform future planning.

City Campus

The Aberdeen City Campus aims to maximise the number of appropriate learning opportunities and experiences for young people in the senior phase of the curriculum, S4-S6.

The City Campus provides greater diversification including courses run by other educational training providers, meeting the needs of individuals in a changing educational environment.

- In session 2012/13, 538 pupils studied a range of courses in the City Campus

All secondary schools had pupils participating in the programme undertaking courses they could not access at their own school.

- The 251 Advanced Higher pupils achieved results that significantly contributed to an overall improvement in the authority's success rate for pupils achieving one Advanced Higher
- Over 250 pupils studied courses at Aberdeen College with 127 of them achieving a pass in Higher Psychology or Sociology. This significantly contributed to their own individual achievement pathway



Helping those with different needs

Additional Support Needs: In August 2012, an Additional Support Needs (ASN) Team consisting of three Education Officers ASN and a Quality Improvement Officer ASN was established to support the work of the Service Manager ASN. Since they were formed, the team have been particularly effective at:

- Supporting the implementation and embedding of legislation and guidance relating to the Additional Support for Learning Act 2004
- Building capacity within schools and across the authority to support learners
- Streamlining processes and improving data collection to support earlier identification of needs and more timely interventions

An ASN audit was undertaken in December 2012, to ascertain the range of additional support needs across the City. This Audit has been particularly helpful in informing our future planning and supporting the Review of Inclusion which is a key focus area for 2013/14.

A network for Principal Teachers of Support for Learning was established in 2013, in order to share interesting practice and promote the consistent development of teaching and learning to meet all needs. A highly successful Learning Festival with 'Supporting Learners' as its key focus was held in 2013.



The Educational Psychology Service supports teachers, parents and carers where there is concern about pupils' educational development and/or behaviour in school. The Service has been accredited for the purposes of training educational psychologists by the Scottish Division of Educational Psychology Training Committee (SDEPTC) until February 2018. The Service was commended for a range of strengths including the clarity of their induction policy and the inclusion of all members of staff.

The English as an Additional Language (EAL) Service provides services to schools for bilingual children whose first language is other than English and caters for a *United Nations* in terms of nationalities, with an age range of pupils from 5 to 18 years. The teachers work in partnership with the bilingual pupil's own school and teachers.

Schools are experiencing an increased need for language support to cope with the needs of children who have English as an additional language. In Aberdeen, the number of pupils whose main home language is other than English has been constantly increasing in recent years.

- Between 2006 and 2012, the number rose by over 140%
- In 2012/13, pupils in schools across the City spoke 76 different main home languages (other than English and Gaelic)
- After English, Polish was the most common main home language followed by Arabic and Malayalam

Enterprise and Applied Learning

Work Experience Placements: Our schools work experience programme provides pupils with first hand experience of the world of work. The programme is valued extremely highly by pupils, school staff and local companies who regularly welcome our young people into their organisational environments.

- During 2012/13, 1,573 pupils received a work experience placement

Career Academies that could help tackle skills shortages in the oil and gas sector are being introduced into North East of Scotland thanks to a pilot by Aberdeen and Aberdeenshire Councils with support from BP. Kincorth and Oldmachar Academies are inviting S5 pupils to apply to take part in the two year programme beginning in August 2013.

Staff from the schools, along with local authority colleagues, are working with the business community to build a programme for the students which includes business mentors, guru lectures visits and a five week internship.

World of Work Wednesdays: Our young people continue to benefit from up-to-date careers information from industry experts through the World of Work Wednesday Programme. The series of presentations features key industry sectors identified through partnership work with the Enterprise, Planning and Infrastructure Service and Skills Development Scotland. Each event is broadcast from one of our City schools via the Internet and is available to watch again through the website.

Aiming Higher: Published twice per academic session 'Aiming Higher' is packed full of tips, information and labour market intelligence all packaged for young people who are thinking about leaving or have recently left school. The publication is distributed to all our secondary schools as well as being downloadable for free via the Internet. Information contained in each edition is sourced through close working with partners including Skills Development Scotland, Grampian Chamber of Commerce and Aberdeen City and Shire Economic Future.

Junior Enterprise Game: A total of 1,321 pupils from across 39 primary schools made up 318 teams who were challenged to run a company with the winner being the team to achieve the highest share price. The final positions were:

- 1st: St Peter's RC Primary – share price 536p (£250 prize and the BP Cup to be held for a year)
- 2nd: Gilcomstoun Primary – share price 487p (£150 prize)
- 3rd: Skene Square Primary – share price 485p (£100 prize)
- 4th: Middleton Park Primary – share price 477p (£50 prize)
- 5th: Hazlehead Primary – share price 472p (£50 prize)
- 6th: Fernielea Primary – share price 471p (£50 prize)

Science

Primary Science Quality Mark: In the third year of the national scheme, 23 awards were presented to Aberdeen schools at an awards ceremony.

- Bronze Awards were presented to 15 schools
- Silver Awards were presented to 8 schools

In addition, Airyhall Primary School achieved a Gold Award.

So far, since its Aberdeen launch in 2011, 34 schools across Aberdeen have achieved the award.

The Primary Science Quality Mark is a joint project led by the University of Hertfordshire in partnership with the Primary Science Teaching Trust. In Aberdeen it is thanks to the generous sponsorship by BG Group that so many schools can participate.

Jane Turner, National Director of the PSQM programme, said: "Gaining a Primary Science Quality Award is a significant achievement for a school. The standard of the submissions has been extremely high and their content is quite breathtaking. Science subject leaders, their colleagues, head teachers, children and parents should be very proud."

Schools taking part in the scheme are very positive about the impact of working for the award.



Science Champions: In January, 383 P6 and P7 pupils from across 16 schools visited Satrosphere to be trained as Science Champions. The pupils then shared their enthusiasm for science with nursery and P1 pupils helping them to participate in science within their schools. In June, the Science Champions attended a celebration event in the Beach Ballroom where they shared and demonstrated their work.

Engineering

Bridges to Schools: Primary schools battled through the winter weather to take part in this year's Bridges to Schools event. The project involves pupils building a 12.5m long cable-stayed bridge within an hour lesson and is supported by the Institute of Chartered Engineers. Pupils are able to build, walk across and de-construct the bridge, learning about bridges, teamwork and civil engineering along the way.



City Pupils Engineer National Success: S6 pupils at Oldmarch Academy spent six months in the 'Engineering Education Scheme (EES)' working alongside industry partners, Sparrows Energy. The EES aims to provide young people with an insight into engineering, science and technology along with work related learning in an industrial enterprise context. Seven pupils worked as a team to solve a real life problem identified by Sparrows Energy.

The pupils attended the EES Scotland Celebration and Assessment Day at the University of Strathclyde where they gave a presentation about the project and their findings to a panel of industry experts. The pupils beat stiff competition from other schools across Scotland to win the EES trophy and a prize of £250.

If you could be an engineer in Scotland – what would you do?

That was the question set to learners in a number of primary schools across the City. The initiative, led by Scottish Engineering, aimed to increase the awareness of engineering as a future career by finding out what it is that engineers do. The project didn't just consider engineers in the oil industry but also in food and drink, construction and other industry sectors.

City Teachers Engineer Professional Network:

Teachers from Design and Technology departments across the City have formed a new professional network to promote engineering, and in particular Engineering Science, in the curriculum. Recognising the importance for young people to be ready for the buoyant local labour market the network is looking at sharing best practice, resources and expertise. The work of the network has already been recognised by colleagues at Education Scotland who have visited to add their support to the work being done by the group.

19 professional 'Subject Networks' exist across the City for secondary subject specialist staff. They meet six times a year during twilight sessions to support curriculum development work, sharing of best practice in teaching and learning and successful implementation of Curriculum for Excellence. These networks have also supported the writing of course materials for emerging new National Qualifications. Staff surveys have shown that the networks have supported increasing staff confidence in teaching and assessing Broad General Education.

Health and Wellbeing

Curriculum for Excellence ensures that health and wellbeing is at the heart of the curriculum. Learning through health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Outdoor education and outdoor learning creates opportunities outside of the classroom and school to inspire and develop children and young people encouraging involvement in real life experiences through activities and in direct contact with nature.

Health & Wellbeing Agenda: The production of a draft toolkit for schools to measure their progress with the Health and Wellbeing Agenda has been produced. This will ensure the mainstreaming of the Agenda and ensure that it retains a high profile within our schools. It will also be used by schools to measure how close they are to the new Excellence Award created by the Council. The toolkit has been piloted and is close to its launch citywide.

The launch of a Secondary Health and Wellbeing Ambassador Scheme has involved a number of secondary schools working in partnership with the NHS and organisations within the local community to address a community health and wellbeing issue.

Health Hub Pilot: A broad-based health advice service is being piloted within Torry Academy. The Health Hub builds on the school nurse service already provided in schools by offering a more structured input at a dedicated time each week. The aim of the Health Hub is to increase accessibility and reduce health inequalities for young people by providing a drop-in service within school. The hub provides general support on a range of health issues including mental and emotional wellbeing and physical activity.

Mental Health Framework Pilot: This has been run for a year in Bridge of Don Academy and has provided a list of recommendations for a citywide model. This now needs to be approved and will then be disseminated to all schools.

Aberdeen City Alcohol and Drug Partnership has provided funding to create a substance misuse post for six months with the aim of raising parental engagement around the substance and alcohol misuse agenda. This has begun and a number of very positive events have been organised within our schools.

Rock Challenge 2013 featured eight North East schools in a unique evening of entertainment. The Bucksburn Academy team won the Award for positive inclusion and the Iain Alley memorial award for Stage Crew for their performance 'Before it's too late', based on the story of Cinderella, highlighting the issues of drink and drugs.

The Hazlehead Academy Team won the NHS Grampian Award for Make-up Design. Their performance of 'Man is not truly one, but truly two' based on Robert Louis Stevenson's portrayal of Dr Jekyll showcased talents of performance, drama, design and production.

Child Healthy Weight: The Scottish Government has set a national target to reduce the rate of increase in the proportion of children outwith the healthy weight range by 2018. A thorough audit has been carried out with schools and community centres on the mainstreaming of this target. A position paper has been created and will go out for consultation with schools.

School Meals: Our primary school menus are planned to provide choice whilst offering a nutritionally balanced diet over the week. Our secondary schools offer cafeteria services where a range of meals and snacks which meet nutritional requirements are provided. In March 2013:

- 15.2% of primary pupils were registered as entitled to free school meals, a decrease of 1.4% from the previous year. The uptake was 84% compared to 86% in 2012
- 10.5% of secondary pupils were registered as entitled to free school meals, an increase of 0.5% from the previous year. The uptake was 45% compared to 47% in 2012

Physical Education is a key element in the education of children and young people in developing physical literacy and the skills and motivation to lead active healthy lifestyles in the future. A commitment of the Scottish Government is to ensure that all children and young people have an entitlement to two hours of quality physical education every week.

Education Scotland has provided funding for two Physical Education Development Officers to ensure that all schools are meeting this target. They are also working at improving the quality of delivery of PE across the City.

- 67% of primary schools provided every pupil with at least two hours or more of PE per week, a decrease of 10% on the previous year. This is attributed to limited access to gym facilities and all weather outdoor spaces
- All secondary schools provided every S1 to S4 pupil with at least two periods of PE per week



Active Schools provides pupils with opportunities to get active to the extent that it makes a positive contribution to their health. Over the course of 2012/13, the Active Schools programme demonstrated significant growth.

- 7,769 separate activity sessions delivered, an increase of 28.5% on the previous year, with a significant year on year increase in the number of distinct deliverers, qualified volunteers and secondary pupils involved in the delivery of sessions, covering 46 different activities
- 122,624 participant sessions delivered, a year on year growth of 26.6% with increases across all three school types, the most substantial of which is reflected in participations linked to ASN schools
- Each City school now has at least one link with a club sport partner and the number of clubs linking to one or more schools has increased in excess of 40%



Adventure Aberdeen: The facilities at Kingswells and the Cromdale Outdoor Centre in Speyside hosted many outdoor education and outdoor learning events. These included team challenges, mountain walking, watersports, mountain biking, rock climbing, orienteering and wilderness skills.

During 2013, the team at Adventure Aberdeen hosted:

- 16,723 participants who took part in 646 half day activity sessions

There has been a distinct growth in the number of Duke of Edinburgh Awards being undertaken with the expedition element taking senior pupils all over the North East of Scotland and beyond. This year has seen almost 100 such expeditions featuring all levels of the Award.

[See Appendix 6 for supplementary information.](#)



Bike Ability Scheme: Adventure Aberdeen in partnership with the School Travel Plan Team and the Sports and Physical Activity Team along with encouragement and direction from the City's Bike Champion, Councillor Ross Thomson, have secured a £35,000 grant from Cycle Scotland to take on the Bike Ability Scheme (formerly known as cycle proficiency). Eight Adventure Aberdeen staff have been trained to train the volunteer trainers that are vital to the scheme.

It is hoped 26 City primaries will be set on their way next spring and summer with remaining primaries following on.



Serious Play Conference: In early December 2012, a national conference was hosted on creativity, play and learning. Practitioners and policy makers from arts, education, play, outdoor learning and community settings came together to share theory and practice with a view to developing new ideas and further collaborations. The keynote presenter was María de los Ángeles González, better known in her country as 'Chiqui' Gonzalez, Minister of Innovation and Culture of the State Government of Santa Fe, Argentina.

The conference was part of the 2012/2013 Aberdeen Creative Learning Network programme funded by the National Creative Learning Networks Fund and managed by Education Scotland, in partnership with Creative Scotland to support the development of Creative Learning Networks (CLNs) in local authority areas across Scotland.

Play Well, Live Well Project:

Aberdeen Play Forum organised a block of six Parkour classes in Northfield Community Centre in partnership with Aberdeen Parkour. The sessions proved popular providing positive activities enabling increased mental and physical confidence by encouraging children to take on new challenges.

Aberdeen City's Play Policy was launched in June by the Leader of the Council, Councillor Barney Crockett at the David Welch Winter Gardens, Duthie Park. The purpose of the Policy is to improve the quality of current and future play opportunities in Aberdeen and to work together with partners to best meet the needs of children, families and communities.

Playing Naturally in School Grounds Programme:

Grounds for Learning, the Scottish Programme of the UK charity Learning through Landscapes, has been awarded funding from the Scottish Government to help schools develop their playgrounds. Three Aberdeen schools – Quarryhill, Woodside and Walker Road primary schools were successful in their applications. The application process was rigorous and schools had to show a strong commitment to developing play provision in their school which would involve working in partnership with parents to change the culture in the school and community.

The school communities have been involved in planning the changes to their outdoor environments along the same lines as the Berlin playgrounds. The developments will mean digging up tarmacked surfaces to introduce more green spaces, sand and natural materials. It is very exciting that the funding will enable all three schools in Aberdeen to develop their playgrounds along the lines of those recently completed in Glasgow and North Lanarkshire which build on best practice internationally.

The project forms part of a research project being undertaken by the Educational Psychology Service to evaluate whether changes to 'playtime' for children has an impact on health and wellbeing and attainment. This approach is being introduced more widely in schools across the City and pupil support assistants are also being trained by Play Scotland in conjunction with Aberdeen Play Forum to improve playtime experiences.



Citizenship

Eco Schools: 93% of local authority schools across the City are registered for the Eco Schools Programme, an international initiative designed to encourage whole school action for the environment. Collectively our schools have achieved the following awards:

- Bronze - 43
- Silver - 42
- Green Flag - 16

During 2012/13, Northfield Academy achieved a Silver Award, Charleston, Greenbrae and St Joseph's RC primaries achieved a Green Flag Award and Airyhall and Ashley Road primaries renewed their Green Flag Award.

Fairtrade Schools: In total 28 schools are registered with the Fairtrade Schools Programme. Fairtrade School Status has been achieved by Airyhall and Manor Park primaries, and Aberdeen Grammar, Cults, Dyce and Torry secondaries.

A new Fairtrade Pledge Scheme was launched in Aberdeen in 2013, enabling businesses, organisations and schools to receive a certificate when they make a pledge to support Fairtrade. The Fairtrade Pledge has been made by Airyhall, Cornhill, Manor Park and Scotstown primaries as well as Bucksburn Academy.

Re-Thinking Energy Comenius Project: Pupils from Bucksburn Academy participated in a Global Citizenship project on renewable energy with Germany, Norway, the Netherlands and Sweden. Each partner school or college investigated renewable energy in their country and undertook a case study to share with partners.

The Team visited Norway in February and took part in a range of renewable activities and workshops working in international teams, learning about STEM subjects as well as the languages and cultures of other students present. In May, the Team visited Sweden, living in a sustainable school for a week and examining how the school reduced its carbon footprint.

Study visits will also take place to Germany and the Netherlands before all partners meet in Aberdeen in May 2014, when Bucksburn Academy will host a three day event with business, community, environmental and local government partners and will showcase the work of Aberdeen City Council and its Hydrogen Policy.



Youth and Philanthropy Initiative: City secondary schools again participated in the Youth and Philanthropy Initiative that was launched in Aberdeen in 2008. Students from eight secondary schools formed small teams and identified prominent social service issues and local charities. The most discerning argument presented by the students resulted in a £3,000 grant being awarded to their chosen charity. During 2012/13, over 10,000 young people engaged with the YPI programme in Scotland, committing YPI grants totalling £24,300 to local Scottish charities.

Engagement

Pupil engagement: Opportunities for children and young people to engage in influencing aspects of their school and learning experiences exist across the City. Primary and secondary schools have their own school based groups such as Pupil Councils, School Leaders and Eco School Groups. A representative group of pupils also attend the Youth Council.

The Aberdeen Pupil Voice Group was established in 2012, to enhance pupil engagement at a local authority level. Representatives from all secondary schools meet on a monthly basis to discuss educational issues which affect them and to have a consultation role where the views of young people are sought. Emphasis is placed on developing a sense of pride for their school and the City. Decision making skills are fostered and developed to ensure young people value their education and have a sense of ownership of it.

In addition, the group chooses educational projects of interest to work on throughout the year. During 2012/13, the young people researched Attainment and Equality in Education. The Development Officer for Pupil Voice has also conducted pupil consultations on proposed new schools and school mergers. Here the young peoples' opinions have been gathered and circulated to inform decision makers of how adult decisions and change can affect young people.

Aberdeen Pupil Voice is to be expanded with the formation of a Junior Pupil Voice Group which will include primary pupils in consultations and decision making relating to their schools.

Parental engagement: Aberdeen City Council is committed to supporting parent involvement in their child's education. This is reflected in our approach to develop services which actively encourage parents to engage in all aspects of their child's learning - at home, school and in the wider community.

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

All head teachers in schools are directed to have and support their parent council. The Council has a designated Parent Council Support and Development Worker who offers specific guidance and advice to parents and head teachers relating to their own school. We offer parents up to date information, financial support and relevant training opportunities which build capacity and effectiveness within our parent councils.

As part of our communication with parents, we arrange termly meetings with all of the parent councils of mainstream and special schools in the City. We also support a citywide representative parent council forum. The Aberdeen City Parent Council Forum (ACPCF) consists of up to 24 representatives, two drawn from each associated schools group. The ACPCF has two parent representatives on the Education Culture and Sport Committee.

Learning in the Wider Community



Roots of Empathy Programme:

Founded in Canada in 1996, Roots of Empathy is a classroom based social and emotional programme. It aims to promote emotional competence and development of empathy in primary school children. In Aberdeen, the programme was first piloted in Northfield schools in the 2011/12 academic session as part of the Total Place Project. The programme is a partnership initiative and is delivered by staff from both Aberdeen City Council and Action for Children. Initial feedback from the programme was hugely positive, from the perspective of the school children; babies and parents; school teachers; and practitioners. In its second year in Aberdeen, the programme was delivered in 10 classes in seven primary schools across the Northfield area. Looking forward, it is planned to extend the programme to other areas across the City.

Youth Achievement Awards: Since June 2012, a Development Officer from the Youth Development Team has been working in partnership with Bucksburn Academy to deliver two Youth Achievement Award classes. Both classes are in S3 and working towards a qualification equivalent to a General Standard Grade/National 4, a level more common in S4 or Senior Phase of the Curriculum for Excellence.

After external moderation, 15 participants achieved a Bronze Youth Achievement Award earning six credit points at National 4. Bucksburn Academy have chosen to continue the delivery of the Youth Achievement Award into S4 giving these young learners the opportunity to continue their progress in developing skills and knowledge at Silver Level, National 5 equivalent as well as offering another two S3 groups the opportunity to take Youth Achievement Awards as part of their curriculum.

Employability Award: Delivered by the Lifelong Learning Youth Development Team in partnership with Enterprise North East Trust, the Employability Award is an SQA Level 3 or 4 qualification that can support young people in S4-S6 by helping them develop the skills required to look for, secure and retain employment. The Award programme ran successfully in four secondary schools - Harlaw Academy, Torry Academy, Northfield Academy and Aberdeen Grammar.

Family Learning: The Family Learning Team work in partnership with schools and other agencies to provide opportunities for Mums/Dads/Carers of children aged between 3-6 years to become more involved in their children's learning. Their aim is to encourage and value the support they give their children on a day to day basis within their homes and the community. The Challenge Mum Project secured funding of £1,500 from Cash for Kids and the Co-op which was used to take 16 families to the Planet Energy exhibition at Satrosphere.

Adult Learning Team: During 2012/13, we have provided support to 744 adult learners. This has included:

- Responding to individuals and communities needs to 'Digital By Default' by increasing the number of ICT classes being delivered across Aberdeen
- Continuing to deliver literacies groups across the City to those who have identified that they want support with reading, writing, spelling and/or numeracy. The programme for the learner is focused on the Social Practice Model which means that the learning is developed around a person's interests and everyday requirements so that it is relevant to them. All adult literacies learners are placed in a group setting but work on their own learning plan supported by a paid group tutor and trained volunteer tutors
- Increased learning opportunities focusing on English for speakers of other languages. These classes used a range of venues including Asda's training room, community venues and libraries
- Supporting the NHS with the delivery of Confidence to Cook classes and the development of community kitchens across Aberdeen including Sunnybank Community Centre and Deeside Family Centre
- Providing support to Criminal Justice Social Work Services which has enabled people on Community Payback Orders to achieve core skill qualifications



The Healthy Minds Team support and encourage adults with mental health issues get involved in their community by accessing leisure and learning opportunities in order to promote their recovery.

A number of new classes have been developed as a direct result of responses to a questionnaire carried out with our partner agencies - creative writing, cooking and budgeting and digital photography. These have been extremely well received and have attracted new people to the service.

Many learners are progressing and developing their skills via participation in community learning classes and enrolment to courses run by the North East Scotland College.



Engagement in Arts, Culture and Sport

Aberdeen 2017 – Illuminating the North

Aberdeen City Council has committed to a year long celebration of the arts and culture in Aberdeen in 2017, following an unsuccessful bid to become the UK City of Culture 2017. We want culture to be the driving force that helps us to regenerate our deprived communities, develop our creative industries and, fundamentally change people's perceptions of Aberdeen. By improving facilities, opportunities for local production and cultural communications, we believe we can transform the cultural confidence of the City and its people.

Creative Learning

Arts Across Learning Festival:

January saw the release of the latest Arts Across Learning Festival brochure. This was the fourth time the festival had taken place, a development of the Arts Education Team's experience of programming and running the Aberdeen Storytelling and Theatre Festival since 1999, and once again offered free creative opportunities for around 8,000 children from Aberdeen's nursery, primary and ASN schools. Cited as an example of best practice in the Scottish Government's 'Action Plan for Education and the Arts, Culture and Creativity', the festival fostered learning partnerships between pupils, teachers and professional artists and cultural providers.

Clinterty Partnership Project - Young Travellers' Art and Literacy Project:

The Creative Learning Team worked with Grampian Regional Equality Council (GREC) and the Aberdeen City Library and Information Services on a seven week pilot project at the Clinterty Travelling Persons Site working with young travellers on a visual art and bookmaking project.

The project had an embedded literacy focus, exploring creative approaches to engaging young travellers in books and reading and incorporating a visit to the local library in Bucksburn.

Each young person created a simple handmade book based on an identified theme, incorporating visual material including collage, drawing and a small amount of text – single words or phrases.

The project was considered a success in its engagement, working with a total of 12 young travellers. Through being involved in the project seven of the young participants joined Bucksburn Library.

Building on this initial engagement, a six week project was developed to be delivered before the young people started moving off the site with their families to go out on the road for the summer. The project focussed on Traveller history and heritage and continued to explore creative approaches engaging young travellers with reading and developing literacy.

Helping promote the Doric and Gaelic languages in Germany:

A delegation from Aberdeen travelled to Regensburg and introduced the delights of the Doric tongue to students and the wider public by using a variety of different words at one of the Christmas market stalls.

Alison Black, Aberdeen City Council's Community Arts Officer, has been heavily involved in spreading the Doric gospel and was encouraged with the response in Bavaria. Alison was also involved with the '100 Doric Words' project, which was launched at the Aberdeen Arts Centre in March 2013.



Lively Cities: The Commissioning Team and Arts Development are involved in a four year research project entitled The Lively Cities Project (LiCi), a European partnership which is looking at alternative ways of strengthening communities by 'reclaiming public space for public use'.

The Green Commission 'Above and Below' is a public art project developed as a pilot project for Lively Cities. It's located in Correction Wynd tunnel beneath Aberdeen's busy Union Street.



In the tunnel a number of screens are fixed overhead facing the ground. As pedestrians pass through the tunnel they can look up to see images on the screens above them. The images on the screens are video signals, delayed and relayed, from two cameras looking down on Union Street above.

These cameras give a bird's-eye perspective turning the tunnel below into a contemporary, fragmented, 'camera obscura'. The pedestrians passing through Correction Wynd will experience the dislocating effect of looking up to see images looking down upon the street which is above them.



Museums and Galleries

Aberdeen Art Gallery's redevelopment receives Heritage Lottery Fund support: Aberdeen Art Gallery has been awarded a First round pass for funding of £10m from the Heritage Lottery Fund (HLF) for its redevelopment project 'Inspiring Art and Music'. The redevelopment aims to transform Aberdeen Art Gallery and Cowdray Hall into a world class cultural centre, celebrating art and music in the North East and providing a focal point for the creative industries and Aberdeen's Cultural Quarter.

HLF's support includes development funding of £126,200 to help Aberdeen City Council progress its plans to apply for a full grant at a later date. The project will restore and modernise the buildings, celebrate and bring to life Aberdeen Art Gallery's internationally significant permanent collections, expand the temporary displays and special exhibition galleries, enhance the visitor experience and allow the gallery to reach out to new audiences.

The project architects Gareth Hoskins Architects of Glasgow are an award-winning practice whose clients include the Victoria & Albert Museum, The National Trust for Scotland and the National Museums of Scotland.

Talks and Events: The number of people accessing the Service through an outreach visit by a member of staff rather than an actual visit to a venue increased slightly during 2012/13 to 1,888 from 1,779. Staff members continue to respond positively to requests for talks and learning activities in the community, but there is anecdotal evidence that despite the increase in figures this year, we are receiving fewer requests for talks and the number attending these groups has

diminished as most have an increasing average age profile. We have continued to offer a weekly programme of free lunchtime talks in our venues this year, which have proved popular, regularly attracting 70-80 people per talk.

Granite Festival: In response to feedback received, the 2012 Granite Festival was shorter and more focused in content. It included a very popular bus tour and visit to Rubislaw Quarry. In total 740 people attended Granite Festival events, approximately 80% of which were new visitors to the Festival. Support for the Festival continues to be high amongst City residents who are motivated to attend out of local interest to learn more about their home town and sense of place.

The House of Annie Lennox: Aberdeen Art Gallery's major summer exhibition celebrated one of the world's most renowned performers, Annie Lennox. The touring exhibition from the Victoria and Albert Museum, London, paid tribute to the creativity, style and passion for life of the Aberdeen born artist and featured costumes and accessories together with photographs, personal treasures and awards.

Aberdeen Art Gallery was the first Scottish venue for this major exhibition and featured exclusive content curated by Annie Lennox in partnership with gallery staff including memorabilia from her musical beginnings in the City, family photographs and a piece specially written by her for the exhibition.

Libraries

New services launched:

- Introduction of online magazine subscription service
- New, updated, online library catalogue
- E-book and downloadable audio book service
- Several new online databases for general enquires, reader development, homework help, citizenship, employment and business information
- Online language learning course
- 24 hour telephone service for library members enabling account checking and items renewal as a complement to the existing online provision
- Establishment of health information points at the Central Library, Tillydrone and Mastrick community libraries
- National Geographic Virtual Library and World Book Encyclopaedia online
- Development and launch of Library App for mobile devices

The Public Library Quality Improvement Matrix (PLQIM) is a self evaluation and improvement model for Scottish public libraries. Over the latter part of 2012/13, we assessed Quality Indicator 3 – Meeting Readers' Needs with a Scottish Library and Information Council led peer assessment taking place in May 2013. We were assessed at Level 4 – Good with an indication

that the overall service planning, priority setting and leadership was very good which is expected to provide for an overall re-evaluation outcome for this quality indicator at Level 5 – Very Good in the coming months.

Europe Direct: Aberdeen City Libraries have been successful in their application to continue to host a Europe Direct Information Centre (EDIC) for the period 2013/2017. EDICs operate in all 27 European Union Countries and offer a range of services and information on the European Union and its policies, programmes and institutions. Aberdeen City Libraries launched the Aberdeen Europe Direct in December 2007 in the Information Centre of the Central Library. Working with various sectors in Aberdeen City and Shire including schools and colleges, the private and third sectors, we organise a wide range of events, publications and outreach activities.

Memories of the Beach Ballroom: A book which celebrates 80 years of Aberdeen's Beach Ballroom was launched by the Lord Provost at the iconic art deco landmark. 'Memories of the Beach Ballroom' is a 172 page gem which offers a social history of the venue packed full of stories and pictures. Over the course of three years, staff at the Beach Ballroom and Central Library worked tirelessly on the book capturing, cataloguing and collating memories of the popular venue from far and wide.

Sports

During 2012/13, we recorded a total of 2,229,869 visits to/uses of Council funded Indoor and Outdoor sports facilities (excluding pitches) covering venues managed directly by the Education, Culture and Sport Service along with those operated by Sport Aberdeen, Aberdeen Sports Village and Garthdee Alpine Sports on the Council's behalf.

The City's main outdoor sports activity facility, Aberdeen Snowsports Centre and Garthdee Football Centre, recorded a small increase in attendances (+1.4%) over the course of 2012/13 resulting in a total of 66,113 visits, the highest number of visits recorded since transfer of the management of the site to Garthdee Alpine Sports.

This represents an increase of 5.66% on the previous year with all three organisations able to demonstrate growth in attendances across the 12 month period and rising visits to Council owned/operated swimming pool venues.

Factors contributing to increased participation levels

- Sport Aberdeen's re-launch of their membership packages in late 2012 has delivered significant increases in levels of use
- Leading up to the 2014 Winter Olympics it is perhaps unsurprising that snowsports instruction has seen the largest rise (+11.1%), whilst football participation and levels of educational use have increased by 5.9% and 2.4% respectively

- Linked to the increase in snowsports activity, the introduction of a third slope and redevelopment of the existing tubing run during 2012/13 have contributed to rising numbers although it is anticipated that the full impact of these site enhancements will be measured from 2013/14 onwards. Aberdeen Snowsports Centre now boasts inclusion on the list of nationally recognised host venues by relevant competition bodies and has been hailed by the governing body, Snowsports Scotland, as one of the best snowsports centres in the country

- Aberdeen Sports Village's expanded programme of activities, the hosting of national and international events including the provision of Olympic training camp facilities for the Cameroon athletic team, a rising level of community use and, in particular, the success of the gymnasium facilities which in 2012/13 received two finalist placings under separate industry award schemes. An Excellent rating under the Facility Management strand of the EFQM linked QUEST external assessment programme was also achieved

The Aquatics Centre due to open in early 2014 will complement the existing facilities at Aberdeen Sports Village. Whilst providing the opportunity for Aberdeen to host national and international aquatics competition being a base for local performance swimming, the Aquatics Centre will be primarily a community facility to which everyone will have access.

6. Recognising Achievements

Aberdeen City Council Star Awards: A number of Education, Culture and Sport staff were nominated in the Customer Focus category. Congratulations to the following teams for their fantastic customer service where they went above and beyond expectations to provide customer satisfaction.

- **CPD/Schools:** Andrew Jones and Denise Forman displayed fantastic customer focus and outstanding leadership of the team that organised the first ever Aberdeen Learning Festival in February 2013
- **Pre-School ASN Services:** This team established a new service for children with severe and complex additional support needs. The team have been praised by children's families for providing excellent support
- **Adventure Aberdeen:** Irene Pace, now retired, dedicated 25 years service to Adventure Aberdeen and was a model of reliability, moral foundation and professionalism whose depth of knowledge of the service was without bounds
- **Lifelong Learning Team and Arts Development:** This team became the first Local Authority SQA approved centre to deliver a Volunteering Skills Award in Scotland

The Children and Young People's Services Awards took place in September 2013, and once again allowed the Service to recognise and reward a wide range of achievements and successes, at individual, team and establishment levels. This year's awards were a great success, with over 300 people attending the ceremony. More than 40 different groups and individuals had their achievements recognised during the evening with awards being presented by Council Directors and Heads of Service, Elected Members and representatives from sponsor companies.

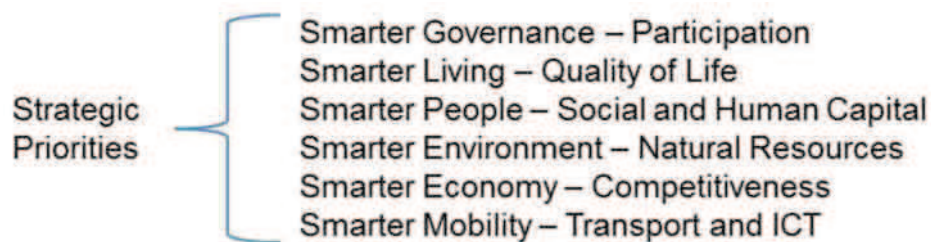


7. Leadership & Management

*Vision: Improving learning opportunities
to deliver better outcomes*

Our Vision conveys a picture of the aspirations and expectations of our service users, stakeholders and the wider community and makes clear linkage to the Corporate Vision and six key strategic priorities:

*Our Corporate Vision is for Aberdeen to be an **ambitious**, **achieving**, **smart city***



Operational Planning and Performance Management

Performance and continuous improvement is integral to the work of the Council and the services we deliver.

Our priorities reflect the national priorities set by the Scottish Government, our commitments in the Single Outcome Agreement and the Corporate Business Plan helping us to focus on achieving meaningful improvements for our children and young people, learners, service participants and users and communities.



Figure 2: *Golden Thread and Performance Management Framework*

A refocus of priorities of the Education, Culture and Sport Service has been undertaken in order to improve outcomes for all our learners. This work has resulted in the creation of a new aim and four core priority areas for our service:

1. Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults
2. Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience
3. Improve and increase positive and sustained destinations for 14-25 year olds
4. Extend quality cultural opportunities

[Section 9 – Service Improvement Actions](#), outlines our key actions against each of the four priorities for the period 2013/14 – 2015/16.

In order to assess if we are delivering against our priorities, achieving a measurable impact on outcomes whilst responding to the needs of our service users and delivering upon required savings, we have in place a robust performance management framework with regular reporting on progress being made to the Education, Culture and Sport Committee.

Stakeholder Engagement

We continue to consult and engage well with service users to inform service design and delivery.

Aberdeen City Voice is the name given to a panel of Aberdeen residents who are contacted on a regular basis and asked for their views on a range of issues. In February 2013, residents were asked to identify from a list of 21 Council services, the five services of importance to them. Amongst the most frequently selected services were:

- Schools (46.1%)
- Care for children and young people (29.0%)
- Libraries (26.7%)
- Sports facilities and services (22.8%)

Consultations: A number of consultations have been undertaken and are continuing on the Schools Estates Review. During 2012/13, we engaged with communities to seek their views on the provision of nursery and primary schools across the City.

More recently a consultation has been undertaken surrounding a review of our libraries and community learning provision to ascertain how communities are using their existing services and how they think library and community team resources could be used better to meet their own specific community needs.

Financial Management

The Council's annual budget for 2014/15 was approved at Full Council on 6 February 2014. The budget included no new cuts in services for the second year in succession, a continued freeze on council tax levels for a further year, and no reductions in workforce.

- The Revenue Budget for 2014/15 will see £169.3m spent on key services across Education, Culture and Sport
- Gross investment in services for 2014/15 totals £5.702m for Education, Culture and Sport

Councillors approved significant investment over five years in key projects aligned to the Smarter City Priorities, including:

Smarter Living

- £29.35m for Art Gallery Redevelopment and £3.7m for a new Museums Collection Centre
- £500,000 contribution towards the new Aquatics Centre
- £400,000 to create a step change cultural programme

Smarter People

- £10.7m School Estate Strategy – New Brimmond Primary School
- £18.5m for a new Additional Support Needs School
- £11.75m for a new Milltimber Primary School
- £32m for a new Academy for the south of the City
- £1.8m to provide 600 hours of nursery care for three and four year olds
- £1.2m for Curriculum for Excellence focusing on literacy and numeracy and extending the City Campus model to offer more opportunities for vocational learning
- £639,000 extra funding for all schools to be spent at local level on local priorities
- Extra funding for leased community centres: £500 each plus additional funding to meet insurance costs (£20,000 in total)

Investing in our staff

In 2012/13, a total of 289 face to face Continuous Professional Development (CPD) events were organised and delivered by the CPD Team. They were attended by 6,836 members of staff, and over 85% of delegates rated the events they attended as either Very Good or Excellent.

Aberdeen Learning Festival: 2012/13, saw the introduction of the Aberdeen Learning Festival. This major event for all Education, Culture and Sport staff included an exhibition, keynote presentations and an extensive seminar programme. The event was attended by over 1,000 delegates whose feedback of the event was overwhelmingly positive, with over 80% of seminars being rated by delegates as Good, Very Good or Excellent.

New Teacher Induction Programme: 25 courses were offered as part of our New Teacher Induction Programme for probationer teachers with total attendance at these courses reaching 661. 97% of probationers rated their courses at Good, Very Good or Excellent. An Action Research Project was introduced to the New Teacher Induction Programme for the first time in 2012/13. This involved each probationer teacher undertaking a small-scale research project in their classroom with support from colleagues at Aberdeen University. Their final research reports were published at the end of the year in a 107 page book, a copy of which was subsequently sent to every school in the City.

Award Bearing Courses: 33 members of staff across the Service were sponsored to begin or continue an award bearing course provided by universities or other accredited training providers. All of the courses were undertaken on a part-time basis, usually through distance learning methods. Sponsorship covers all provider fees, cover costs where necessary, and any associated travel and subsistence costs where travel is required for staff to complete the course. Courses studied include degrees, postgraduate certificates or diplomas in Leadership, Inclusive Practice, Science Education, Guidance, and Engaging Families in Learning. As part of the conditions for gaining sponsorship, colleagues are required to share their research findings with the Service so that this can be used more widely, and their details are recorded on the Service skills register so that they can be approached in future to help deliver CPD to others.

Scottish Qualification for Headship: 22 sponsored colleagues were teachers, deputy head teachers or head teachers, all of whom studied one or more modules in the University of Aberdeen's Leadership in Professional Contexts MSc course. Successful completion of this course leads to the award of an MSc and also the Scottish Qualification for Headship.

Professional Action Research Scholarships: As part of a collaborative partnership, Aberdeen City Council and the University of Aberdeen offered a number of Professional Action Research Scholarships. The action research projects took place in practice settings within Education, Culture and Sport. The scholarships allowed participants the opportunity to:

- Further their interest and inquiry into professional practice through research based approaches
- Receive support and training for their own inquiry into practice
- Share their research findings with colleagues and others in the profession

Successful completion of the scholarship report results in the participant gaining 30 credits that can contribute to a MEd degree by either automatic credit transfer or by providing the basis of a claim for prior experiential learning.

8. Capacity to Improve

The Education, Culture and Sport Service is confident that evidence and evaluation to date indicates that:

- Improvements have been made to achieving many of our key outcomes and we are having a positive impact on our service users. However, the level of some aspects requires further improvement and therefore a refocus of priorities has been undertaken in order to improve outcomes for all our learners. This work has resulted in the creation of a new aim and four core priority areas
- As part of our refocus of priorities, we will be realigning the delivery of some services under more logical work streams that reflect the four core priorities of the service. This will be effective from 1 April 2014
- Leadership and management of the Service is effective. In order to continue to be effective, there is currently a review of the organisational senior management structure so that the Council's key policy commitments in relation to both education and strategic infrastructure can be underpinned and driven by more focussed structural arrangements
- Performance and quality improvement arrangements are effective with the capacity to continue improving

9. Service Improvement Actions

What will we do next?

Priority 1: Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults

■ Additional Support Needs:

- Analyse existing inclusion strategies and services making recommendations for improvement
- Undertake Inclusion Review to improve structure and delivery of services in order to improve attainment and achievement
- Establish clear criteria for assessment and identification of additional support needs
- Develop process to reduce exclusions and removal from roll
- Ensure clear and concise guidance on stages of intervention and mainstream support models are in place and used effectively
- Move to 'Presumption of Mainstream' improving service design and delivery to ensure improved outcomes
- Implement citywide communication strategy to promote 'Presumption of Mainstreaming' focussed on support for all pupils
- Provide targeted continuous professional development for identified staff on 'Achievement for All'
- Align service delivery to support inclusive learning practices in communities
- Build new Pupil Support Development Centre creating a centre of excellence to support achievement and the needs of all children

■ Literacy:

- Review standards in literacy across the City
- Review and refresh citywide Literacy Strategy
- Develop and deliver citywide Visual Literacy Programme
- Support vulnerable families to improve literacy and language skills in early years through national initiatives such as 'Play, Talk, Read Campaign, 'Seeds of Empathy'
- Promote the benefits of indoor and outdoor play to build on early literacy and numeracy skills
- Use Early Years Collaborative methodology to identify and extend best practice in early years

■ Adult Learning:

- Develop adult literacy and numeracy partnerships to help parents with their own literacy difficulties to support their child's literacy development
- Increase awareness and access to adult literacy learning opportunities
- Identify and support literacy needs as part of Options for Improvement, Offender Learning Programme

Priority 2: Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience

- Form multi-agency project board within framework of Integrated Children's Services and GIRFEC
- Develop action plan to implement 'Better relationships, better learning, better behaviour' guidance
- Continue to support schools to work towards Health Promoting Schools Excellence Award
- Ensure people of all ages, families and vulnerable groups have access to sustainable opportunities to be physically active
- Introduce the Scotland Safe Swim Award to all primary schools
- As part of Commonwealth Games 2014 Legacy Plan develop:
 - an integrated programme of PE, Active Schools and sports development across schools and communities
 - an integrated community based programme to enable people to become more active, included and engaged
- Complete and implement Leisure Asset Review

Priority 3: Improve and increase positive and sustained destinations for 14-25 year olds

- Introduce a branded commitment to offer learning and training for all 14-25 year olds
- Individualise pupil pathways
- Implement new approach to quality improvement making intelligent use of data on pupil performance
- Provide and extend range of vocational, academic and youth work early intervention programmes
- Work with partners to support young people into positive destinations via 16+ Learning Choices and Activity Agreements

Priority 4: Extend quality cultural opportunities

- Increase participation and develop pathways in expressive arts
- Build capacity in the cultural sector
- Develop place making

Appendices

Appendix 1

Education Scotland Inspections

Pre-school	Charleston	Greenbrae	Kirkhill
Improvements in performance	Good	Very Good	Very Good
Children's/Learners' experiences	Good	Very Good	Very Good
Meeting learning needs	Good	Very Good	Very Good
The curriculum	Good	Good	Good
Improvement through self evaluation	Good	Very Good	Very Good

Primary	Charleston	Greenbrae	Kirkhill
Improvements in performance	Good	Very Good	Good
Children's/Learners' experiences	Good	Very Good	Very Good
Meeting learning needs	Good	Very Good	Good
The curriculum	Good	Good	Good
Improvement through self evaluation	Good	Very Good	Very Good

Secondary	Bucksburn
Improvements in performance	Good
Children's/Learners' experiences	Good
Meeting learning needs	Good
The curriculum	Very Good
Improvement through self evaluation	Very Good

Learning community surrounding	St Machar Academy
Improvements in performance	Satisfactory
Impact on young people	Very Good
Impact on adults	Very Good
Impact of capacity building on communities	Very Good
Improving services	Satisfactory

Appendix 2

SQA Awards

Attainment by end of S4*

English & Mathematics at level 3 or better (Foundation – Access 3, Standard Grade 5-6)	2009	2010	2011	2012	2013
Aberdeen	94%	95%	92%	91%	94%
National	93%	93%	93%	94%	94%
Comparator	92%	93%	93%	94%	94%

5+ at level 3 or better (Foundation – Access 3, Standard Grade 5-6)	2009	2010	2011	2012	2013
Aberdeen	91%	92%	91%	90%	92%
National	92%	92%	93%	94%	95%
Comparator	91%	92%	93%	94%	94%

5+ at level 4 or better (General – Intermediate 1, Standard Grade 3-4)	2009	2010	2011	2012	2013
Aberdeen	73%	76%	76%	76%	80%
National	78%	78%	79%	80%	82%
Comparator	77%	78%	78%	79%	81%

5+ at level 5 or better (Credit – Intermediate 2, Standard Grade 1-2)	2009	2010	2011	2012	2013
Aberdeen	31%	36%	33%	34%	37%
National	35%	36%	36%	37%	38%
Comparator	37%	37%	36%	36%	38%

* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2012/13 S4 school roll)

Attainment by end of S5*

S4 to S5 Staying on Rate (Post Christmas)	2008/09	2009/10	2010/11	2011/12	2012/13
Aberdeen	59%	65%	67%	69%	66%
National	67%	72%	75%	77%	**

5+ at level 5 or better (Credit – Intermediate 2, Standard Grade 1-2)	2009	2010	2011	2012	2013
Aberdeen	43%	43%	48%	47%	48%
National	47%	49%	50%	52%	54%
Comparator	47%	50%	52%	52%	54%

1+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	39%	40%	41%	43%	42%
National	41%	43%	44%	46%	48%
Comparator	41%	45%	46%	46%	49%

3+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	24%	23%	27%	25%	27%
National	23%	25%	26%	27%	28%
Comparator	24%	27%	26%	27%	30%

* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2011/12 S4 school roll)

** figures not published until June 2014

Attainment by end of S6*

S4 to S6 Staying on Rate (Post Christmas)	2008/09	2009/10	2010/11	2011/12	2012/13
Aberdeen	38%	43%	46%	48%	49%
National	45%	50%	54%	56%	**

1+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	41%	44%	45%	47%	48%
National	44%	47%	50%	52%	53%
Comparator	46%	47%	52%	54%	54%

3+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	30%	33%	32%	35%	35%
National	31%	33%	35%	36%	38%
Comparator	32%	33%	37%	38%	38%

5+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	21%	23%	22%	27%	24%
National	21%	22%	23%	25%	26%
Comparator	22%	22%	25%	27%	27%

1+ at level 7 or better (Advanced Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	14%	17%	17%	19%	18%
National	14%	15%	15%	16%	17%
Comparator	16%	16%	17%	18%	18%

* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2010/11 S4 school roll)

** figures not published until June 2014

Appendix 3

Attendance and Absence

	2008/09	2009/10	2010/11	2011/12	2012/13
Attendance	93.1%	93.4%	93%	n/a	93%
Total absence	6.8%	6.5%	6.9%	n/a	7%
Authorised absence	4.9%	5%	5.1%	n/a	5.1%
Unauthorised absence	1.9%	1.5%	1.8%	n/a	1.9%
Temporary exclusions	0.1%	0.1%	0.1%	n/a	0.1%

Exclusions

	2008/09	2009/10	2010/11	2011/12	2012/13
Total exclusions	1,347	1,451	1,329	n/a	1,154
Temporary exclusions	1,320	1,426	1,314	n/a	1,147
Removed from register	27	25	15	n/a	7
Rate per 1,000 pupils	62	67	62	n/a	54

Violent Incidents

	2008/09	2009/10	2010/11	2011/12	2012/13
Pre-school	7	0	0	0	0
Primary	122	250	177	228	289
Secondary	157	234	158	161	92
Special	187	184	162	132	172
Total	473	668	497	521	553

Appendix 4

School Leaver Destinations: Follow up survey March 2013⁸

	Total Leavers	Higher Education	Further Education	Training	Employed	Voluntary Work	Activity Agreement	U/E Seeking	U/E Not Seeking	Not Known	Positive
Aberdeen	1802	35.3%	21.5%	1.8%	29.5%	0.3%	0.9%	7.7%	2.1%	0.9%	89.3%
Argyll & Bute	931	37.7%	19.2%	3.0%	29.6%	0%	0%	7.1%	2.0%	0%	90.7%
Dundee	1189	29.5%	35.6%	5.0%	18.8%	0%	0%	7.4%	2.9%	0%	89.5%
Edinburgh	3227	37.7%	24.5%	3.3%	21.5%	1%	1.7%	8.3%	1.3%	0.6%	89.8%
Renfrewshire	1729	39.1%	24.2%	2.5%	22.6%	0%	0%	8.5%	2.1%	0.7%	88.7%
South Ayrshire	1166	39.5%	26.6%	4.0%	26.6%	0%	0%	8.0%	2.0%	0%	90.0%
National	50,668	35.6%	25.0%	3.8%	23.9%	0.5%	0.7%	8.2%	1.8%	0.6%	89.5%

⁸ Attainment and Leaver Destinations Supplementary Data, Scottish Government, October 2013

Appendix 5

Educational outcomes for looked after children

Tariff Scores

Average tariff scores for looked after children who left school during and were looked after continuously throughout 2011/2012

	Number of looked after children	Average tariff score of looked after children
Aberdeen	17	86
Argyll & Bute	*	*
Dundee	7	98
Edinburgh	35	88
Renfrewshire	24	79
South Ayrshire	5	171
National	388	106

Cumulative average tariff scores of looked after children over the period 2009/10 – 2011/12

	Number of looked after children			Total	Average tariff score
	2009/10	2010/11	2011/12		
Aberdeen	17	21	17	55	88
Argyll & Bute	*	*	*	15	58
Dundee	12	8	7	27	82
Edinburgh	40	40	35	115	83
Renfrewshire	31	30	24	85	69
South Ayrshire	10	18	5	33	88
National	*	*	388	1,364	88

Average tariff scores for all school leavers and looked after school leavers who left school during and were looked after continuously throughout 2011/12

	All school leavers		Looked after school leavers	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score
Aberdeen	1,942	334	17	86
National	50,665	406	388	106

* information suppressed due to small numbers

School Leaver Destinations

Number and percentage of looked after school leavers by initial and follow up survey, who left school during and were looked after continuously throughout 2011/12

	Initial Survey		Follow up Survey	
	Looked after school leavers	Positive destination	Looked after school leavers	Positive destination
Aberdeen	18	67%	18	67%
Argyll & Bute	*	100%	*	100%
Dundee	7	100%	7	29%
Edinburgh	35	69%	35	60%
Renfrewshire	24	46%	24	46%
South Ayrshire	5	100%	5	80%
National	389	75%	385	67%

Number and percentage of all school leavers and looked after school leavers by initial and follow up survey, who left school during and were looked after continuously throughout 2011/12

	Initial Survey				Follow up Survey			
	Looked after school leavers		All school leavers		Looked after school leavers		All school leavers	
Aberdeen	18	67%	1,818	85.6%	18	67%	1,802	87.5%
National	389	75%	50,885	88.9%	385	67%	50,668	87.2%

* information suppressed due to small numbers

Appendix 6

Outdoor Learning Participation Figures Q1-2 2013

Category of Customer	Number of ½ day activity sessions	Number of participants per ½ day activity session	Total number of participants
Primary	108	1,679	3,944
Secondary	52	365	660
Additional Support Needs	71	332	801
Community: 12 – 16	43	181	545
Community: Adults	21	34	139
16+ Activity Agreements	42	57	121
Social Care and Wellbeing	11	58	64
50+	32	97	250
Holiday Programmes: 3-8	45	186	1,565
Holiday Programmes: 9-16	30	141	580
In-service courses	35	83	519
Voluntary Sector/Charities	87	145	1,078
Voluntary Youth	1	50	50
Public	64	1,838	6,377
Corporate	4	15	30
TOTAL	646	5,261	16,723



February 2014

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27 th March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Knowledge Transfer Partnership (KTP) Agreement between University of Aberdeen and Aberdeen City Council.
REPORT NUMBER:	ECS/14/025
CHECKLIST RECEIVED	Yes

1. PURPOSE OF REPORT

The purpose of this report is to inform Committee of (a) a Knowledge Transfer Partnership (KTP) Agreement between the University of Aberdeen and Aberdeen City Council; and (b) the need for a decision to be taken by Officers under Standing Order 1 (6) (b) of the Council's Standing Orders Relating to Contracts and Procurement to exempt Standing Order 1(3) for the expenditure of funds and to approve the contract with the University.

2. RECOMMENDATION(S)

That Committee notes the decision of the Chief Executive, the Head of Finance, the Head of Legal and Democratic Services and the Head of Procurement to approve the expenditure of funds detailed in Section 3 and their approval to enter into the contract with the University.

3. FINANCIAL IMPLICATIONS

- 3.1 The value of the contract for the period 2014-2016 will be £66,704 with the service supplied through the recruitment of a Knowledge Transfer Partnership Research Associate, in conjunction with Aberdeen University and the UK Technology Strategy Board. The value of £66704 represents ACC's matched contribution to the Technology Strategy Boards grant to Aberdeen University and will be met as follows from within the existing Education, Culture and Sport revenue budgets for Research, Development, Technology and CPD:

June 2014 – March 2015: £27,793

April 2015 – March 2016: £33,355

April 2016 – May 2016: £5,556

- 3.2 The University will be responsible for employment functions, will provide academic support to the Associate and will also supply academic and technological solutions in order to develop the project, specifically across three distinct areas of applied research in business, computer science and education. Part of the grant is also at the disposal of the Associate for training and development to be agreed by a local management committee in advance. Aberdeen City Council Education, Culture and Sport Service will be invoiced on a regular basis for its contribution to the project as outlined in the paper.

4. OTHER IMPLICATIONS

- 4.1 **Legal**
Following advice from Legal & Democratic Services and detailed discussions between parties, the terms of the Agreement were re-negotiated and an agreed position reached.
- 4.2 **Resource**
The employment of the Research Associate will be undertaken by the University of Aberdeen as the Associate will be an employee of the University. The Associate will be based within Council premises, will comply with all Council policies and the Council, along with the University supervisors, will support and guide the Associate in the practical aspects of the project. Council terms and conditions of employment have been appended to the Associate's University contract of employment. The Associate will be Disclosure checked and may require access to data held by the Council as part of the research project. Access to data will be strictly monitored to ensure that compliance with the Data Protection Act and with the Council's ICT Access and Security Policy
- 4.3 Equipment, sustainability and policy implications are key components of this project and have been identified as stages in the workplan of Research Associate.

5. BACKGROUND/MAIN ISSUES

- 5.1 Aberdeen City Council, in partnership with the University of Aberdeen, the Scottish Government and the UK Technology Strategy Board recognise that effective performance monitoring, planning and policy decisions requires a robust evidence base on which to make decisions for monitoring existing services and future service developments. The Council and its partners recognise that they have all the necessary information; however this is not always easily accessible.

- 5.2 The strategic need for the Knowledge Transfer Partnership is to enable the Council and its partners to establish a capability where each and all might have ease of access to specific data currently stored in huge collections of data banks. This will be in the form of a digital data observatory and will contribute to improved collection and use of routine data, and provide information for assessing further needs. This information will provide the basis for service delivery and developments and support innovations in service delivery.
- 5.3 The data observatory will also facilitate and help those involved in service delivery and service users' access and use the information they need to understand and improve, initially, education, culture and sport within the region. Once established this may be rolled out to other areas of Aberdeen City Council's operations. The observatory will enable access to a comprehensive set of data that can provide the basis for an evidence based research approach that will inform policy and planning decisions, possibly involving all council and service partner's departments at some point in the future. With planners and policy makers able to access all this information with ease, a considerable amount of time and money can be saved during the consultancy phase.
- 5.4 To this end, the Council and its partners were successful in a Knowledge Transfer Partnership funding bid aimed at securing the employment of a Research Associate to complete the above tasks. The Technology Strategy Board agreed on 18 September 2013 the allocation of matched funding over a period of 24 months in order to fund the employment of the Research Associate. Following an initial recruitment exercise, the matched funding was increased to £66,704 in order that candidates who may require the University of Aberdeen to support their visa applications could be considered as part of the recruitment process.
- 5.5 Due to the strict funding deadline, a decision was required urgently in order to maximise the funding opportunity within the agreed window. The offer of funding from the UK Technology Strategy Board was to be withdrawn on 18 March, 2014, and there was insufficient time to report to Committee ahead of this deadline. The exemption was urgently required to meet the exigencies of the Service and was approved by the Chief Executive, the Head of Finance, the Head of Legal and Democratic Services and the Head of Procurement in accordance with Standing Order 1(6)(b).

- 5.6 As the report details, the implications for the Knowledge Transfer project if the exemption had not been granted would have been the withdrawal of the matched funding from the Technology Strategy Board and an inability for either partner to progress the Digital Observatory project. As the project represents considerable opportunities for both the City Council and its partners, including achieving economies of scale at a time when financial constraints are paramount together with the delivery of more effective and efficient, customer-led services, progressing the project was the preferred option for all partners.
- 5.7 Following the approval of expenditure, the Partnership Agreement was signed on behalf of the Council on 7th March 2014. This means that an offer of employment can now be made to the successful candidate for the KTP Research Associate post and the project can commence in June 2014.
- 5.8 The detailed project plan for the Associate includes the following:
- Induction phase including Literature and desk survey
 - Project development plan, critical path network and risk assessment
 - Scoping workshops
 - Development, evaluation and expansion of a viable beta observatory
 - Training & development e.g project management, KTP modules 1-4
 - Project dissemination and close

6. IMPACT

6.1 Corporate

The purpose of the Knowledge Transfer Partnership is to:

- support improvements to the use and effectiveness of our data and management of information;
- maintain compliance with legislative frameworks;
- publication of research papers and the unique development of teaching materials on data mining across three University departments

The Partnership, the first of its kind for Aberdeen City Council, will ensure linkages to performance monitoring as part of the Council's Single Outcome Agreement, the Administration's Policy Statement – Smarter Aberdeen and the Council's Business Plan, together with the Education, Culture and Sport Service's Standards and Quality Improvement Planning process and Integrated Children's Services planning process.

6.2 Public

The purpose of the Knowledge Transfer Partnership is ultimately to secure improvements to services. Improvements in the services provided by Education, Culture and Sport impact positively on all communities across the whole of the City.

7. Management of Risk

Risk assessment and project management are key components of this project and have been identified as early stages in the workplan of Research Associate. The management of risks will be managed by the Education, Culture and Sport Service in collaboration with the University of Aberdeen.

8. Background Papers

- Knowledge Transfer Partnership agreement including Schedule 2 KTP Grant Offer letter
- KTP Standing Order Exemption Memo
- Knowledge Transfer Partnership Grant application Part A
- Knowledge Transfer Partnership Grant application Part B

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27 March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Statutory Consultation Reports – Proposals to (i) rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy and (ii) rezone the northwest part of Scotstown School Catchment Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy.
REPORT NUMBER:	ECS/14/015
CHECKLIST RECEIVED:	Yes

1. PURPOSE OF REPORT

To report to Committee on the outcome of the statutory consultation on the proposals to

- (i) rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy and
- (ii) rezone the northwest part of Scotstown School Catchment Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy.

2. RECOMMENDATION(S)

To implement the proposals (i) and (ii) above, with implementation at the start of school session 2015-16, i.e. August 2015.

3. FINANCIAL IMPLICATIONS

There are no significant financial implications as a result of implementing proposal (i) above. Implementation of proposal (ii) will require funding of reconfiguration and extension to the facilities at Greenbrae School. This cost has been indicatively valued at £2m and an application will be made to include the project in the Non Housing Capital Programme (2015/16 to 2019/20).

4. OTHER IMPLICATIONS

Legal – There are no legal implications related to implementation of these proposals, as all statutory requirements of the Schools (Consultation) (Scotland) Act 2010 have been met.

Resources – Officer time and expenditure within established budgets will meet all requirements under all recommendations.

Personnel – Implementation of the recommendations will not result in any significant personnel implications.

Property - Implementation of the recommendations will not result in any significant property implications.

Equipment – There are no equipment implications or risks associated with this report in itself.

Sustainability and environmental – Implementation of these proposals will have minimal impact upon sustainability and environmental issues related to the school estate.

Health and safety – There are no implications or risks related to this report in itself other than the requirement to carry out a School Travel Assessment Report for pupils travelling from new housing within the Grandhome development to Danestone School.

Policy – there are no implications or risks related to this report in itself.

5. BACKGROUND/MAIN ISSUES

5.1 School Reorganisation Proposals

These proposals contribute to a widespread programme to manage the school estate across the city.

Statutory consultation on these proposals was carried out as result of an instruction from Education, Culture and Sport Committee on 11 February, 2013.

5.2 Educational Implications

Aberdeen City Council is required to ensure the provision of an suitable and efficient education provision for all its pupils. This proposal will better enable the council to fulfil this statutory requirement.

5.3 Statutory Consultation Feedback

Appendices 1 and 2 provide detailed reports on the consultations on the two proposals. The follow sections provide a synopsis of the submissions made by

stakeholders and Education, Culture and Sport Directorate's responses to those submissions and the reports from Education Scotland.

5.3.1 Mile End School to Cornhill School

(a) Methodology

Appendix 1 provides a full report on consultation on the above proposal. All requirements of the *Schools (Consultation) (Scotland) Act, 2010* were met or exceeded.

(b) Feedback from Stakeholders

There was general support for the proposal. However, some staff from NHS (Grampian) felt that there would be no educational benefit for those future pupils arriving in the Foresterhill complex. It is obviously not possible to consult with future parents or pupils as they are not yet here.

Concerns included that those families spending a relatively short period of time in Foresterhill Court would be no longer able to attend the school of their choice.

The council's responses to these issues are included in the Consultation Report (Appendix 1).

(c) Report of Education Scotland

Education Scotland's report indicated that there was broad support for the proposal but identified one significant concern that the council would require to address in taking this proposal forward.

This was that:

- The council needs to provide more details of the educational benefits for all young people that the proposal will bring.

The council's response to this issue is also included in the Consultation Report.

(d) Overall View of the Proposal

There was overall support for implementation of the proposal.

5.3.2 Scotstown School to Greenbrae School

(a) Methodology

Appendix 2 provides a full report on consultation on the above proposal. All requirements of the *Schools (Consultation) (Scotland) Act, 2010* were met or exceeded.

(b) Feedback from Stakeholders

There was general support to progress with the proposal. However, there were some concerns expressed about implementation of the proposal.

Concerns included:

- the extent and nature of the additional accommodation required at Greenbrae School;
- the timing of carrying out the work required within the building and its potential to disrupt learning and teaching;
- the potential impact upon existing entitlement to school transport;
- the exiting and future problems of traffic movements around the school.

The council's responses to these issues are included in the Consultation Report (Appendix 2).

(c) Report of Education Scotland

This report recognised the stakeholder concerns above and identified issues that the council would need to address in taking this proposal forward.

These were:

- provide reassurance to parents regarding the scheduling of works and adequacy of the additional accommodation at Greenbrae School;
- address road safety and transport issues;
- confirm the entitlements of pupils and their siblings to continue with existing schooling arrangements should they wish;
- to ensure that its long term strategy for education in the wider Bridge of Don area is clearly communicated and understood.

The council's responses to these issues raised in the report are included in the Consultation Report (Appendix 2).

(d) Overall View of the Proposal

There was widespread support for the proposal.

5.4 Recommendations

It is recommended that Committee accepts the proposals to

- (i) proceed with implementation of proposal (i) above
- and
- (ii) proceed with implementation of proposal (ii) above.

6. IMPACT

6.1 Corporate

The implementation of the programme to manage the schools estate across the city articulates with the initiative, *Aberdeen the smarter City*. This identifies the main objectives of the Council.

1. We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem
2. Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and

attributes of our citizens to enable them to meet the changing demands of the 21st century.

3. Again, working with partners, we will create a City of Learning which will empower individuals to fulfil their potential and contribute to the economic, social and cultural wellbeing of our communities.
4. We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

6.2 Equality and Human Rights implications

A full equality and human rights impact assessment is appended to this report.

6.3 Management of the School Estate

There is an on-going requirement to continue to proactively manage the school estate. In this case, new zoning arrangements will be required within the Grandhome Estate development to create revised catchment areas for the new primary schools which will be built within the development. This will require the existing Middleton Park zone and that of Brimmond School (and their associated secondary schools) to be amended.

The council will bring forward new consultation proposals to create these new zones, prior to the delivery of the new first new school.

7. MANAGEMENT OF RISK

The council has evidenced its commitment to proactively managing its school estate and fulfilled its obligations under statute. The council will continue to manage its school estate to provide a suitable and efficient provision for all its pupils.

8. BACKGROUND PAPERS

Appendix 1: Consultation Report on Proposal to rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy, including Education Scotland Report (Appendix 1 (a)).

Appendix 2: Consultation Report on Proposal to rezone the northwest part of Scotstown School Catchment Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy including Education Scotland Report (Appendix 2(a)).

9. REPORT AUTHOR DETAILS

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Consultation Report on the proposal by Aberdeen City Council to rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy from August 2014.

1. Methodology

All requirements of the *Schools (Consultation) (Scotland) Act, 2010* were met or exceeded.

2. Involvement of Stakeholders

(a) Public Events

A public consultation event was held to discuss the re-zoning proposal for Mile End and Cornhill Schools.

The number of attendees who signed in at the public meeting was:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Number of Recorded Attendees</i>
19 November 2013	7-8.30pm	Mile End School	7 parents/public plus elected members

(b) Further Engagement

Officers from Education, Culture and Sport also provided opportunities to meet separately with staff of both schools and representatives of the schools' Parent Councils.

(c) Comments Received

The following written submissions were received:

<i>Format</i>	<i>Number of submissions</i>
Email	4
Written	0
Comment Cards	4

Paper copies of all submissions were made available in the Members Library and have been circulated to external members of the Education, Culture and Sport Committee. Submissions, anonymised as necessary, were also made available on the council website.

(d) Issues Raised

There is general support for the proposal from parents living outwith the affected area but whose children attend Mile End School.

Concerns were expressed by some NHS (Grampian) staff that those families spending a relatively short period of time in Foresterhill Court would be no longer able to attend the school of their choice. Historically, families arrive in Foresterhill Court and their children are enrolled in Mile End School and Aberdeen Grammar School. As the maximum tenancy period is six months, these families then move on to more permanent accommodation but their children remain enrolled in these schools even though, in the vast majority of cases, these would no longer be the zoned schools of their residence.

The forecast roll at Mile End indicates that it will be close to capacity if no action is taken by 2015. The likelihood of the roll of Mile End School reaching its capacity will be reduced if the proposal is implemented. Otherwise, it is likely that there may be a negative impact on the space available for pupils to undertake as wide a range of learning experiences as we would expect.

If the proposal is implemented, pupils of primary school age would attend Cornhill School and secondary age pupils would attend St Machar Academy, both of which currently have ample excess places. On moving to more permanent accommodation, pupils can either remain at Cornhill and St Machar Academy or enrol in their zoned school, if space is available.

Parents would retain, throughout, the opportunity to make a placing request to any school of their choice.

The proposal would support the council's obligations to secure best value for the whole school estate, within the context of addressing over-capacity and suitability. The council would be able to make more efficient and equitable use of its resources to the benefit of all children and young people in schools across the city.

The educational benefits for pupils attending all schools include a reduction in the likelihood that school rolls will reach or exceed capacity. This will increase the availability of spaces within all schools allowing as wide a range of learning activities to be accommodated. Implementation of the proposal will also place the council in a better position to plan a more efficient and effective school estate in terms of sufficiency and location of pupil spaces and, in turn, this will allow more appropriate allocation of resources to areas of demand.

(e) Education Scotland Report

An essential element of the statutory consultation process is involvement of Education Scotland whose report is provided as Appendix 1(a).

The report identifies some positive aspects of the proposal in the following paragraphs.

Paragraph 2.2:

'Most people who expressed a view were in favour of the proposal.'

Paragraph 2.3:

'Parents, children and staff from Mile End School felt the proposal was a sensible solution to help the school deal with an increasing roll.'

Paragraph 2.4:

'Parents, children and staff in Cornhill School, St Machar Academy and Aberdeen Grammar School welcomed the proposal.'

Whilst the Education Scotland Report states that the proposal is strongly supported by parents, pupils and staff across all schools involved, it requires the council to provide more details on the educational benefits for all young people that the proposal will bring.

Section 3 provides the Council's response to the issue raised by stakeholders and Education Scotland in their report.

3. Addressing Issues Raised in Education Scotland Report

The following table indicates areas identified within the Education Scotland Report and the Council's responses.

Issue	Response/Proposed Action	Timescale
<p>The children of those NHS staff temporarily accommodated within the Foresterhill Complex will no longer be able to attend the school of their parents' choice.</p> <p>The council has not set out what educational benefits will accrue for children and young people who may move into the short-term accommodation as from August 2014.</p>	<p>Parents will always retain the right to make a placing request at any time to any school, including Mile End School and Aberdeen Grammar School. This will be granted unless the school has no available spaces or if additional staff would require to be employed as a result of granting a place.</p> <p>Pupils who attend Mile End School and Aberdeen Grammar School then move to a permanent address in another school's zone would have reduced capacity to attend school with their peers from their local neighbourhood. This may have a negative impact on relationships and the composition of friendship groups.</p> <p>Pupils may have to travel a significant distance from their subsequent permanent address to Mile End School or Aberdeen Grammar School and this may result in their having to leave home earlier. This may increase tiredness and have a detrimental impact on attention.</p> <p>Pupils who attend Cornhill School and St Machar Academy would have the opportunity to experience the same broad range of educational experiences available, particularly at St Machar Academy. This school's curriculum provides a broad range of both academic and vocational courses. Pupils attending this school also have access to courses at Oldmachar and Bridge of Don Academies through consortium arrangements and to Advanced Higher courses through the city campus programme.</p> <p>Performance at St Machar Academy has increased over recent years and this is likely to continue under the broader range of courses and educational opportunities now being made available to all its pupils.</p>	

	<p>The quality of learning experiences for all pupils potentially affected by the proposal is likely to be enhanced as they will attend schools where there is less pressure on spaces. The proposal will result in a reduction in the likelihood that the roll of all schools will reach or exceed capacity. If schools have more available space, they are better placed to provide a broader range of learning activities, including more active learning opportunities. The capacity of schools, particularly in primary, to provide two hours quality physical activity in appropriate accommodation is also enhanced if there is less pressure on space.</p> <p>For families who are initially resident in the Foresterhill complex, there will be greater potential for pupils to experience continuity of learning and fewer points of transition if there is less of a requirement to change schools during their primary school career. There is also greater potential for pupils to attend the school within their local community which will increase the occurrence of pupils attending school with their neighbouring peers as well as making the transition to secondary school accompanied by other pupils in their friendship group.</p>	
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Consultation proposal by Aberdeen City Council

Report by Education Scotland, addressing educational aspects of the proposal to rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy.

Context

This report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act. The purpose of this report is to provide an independent and impartial consideration of the council's consultation proposal. Section 2 of this report sets out the views expressed by consultees during the initial consultation process. Section 3 sets out HM Inspectors' consideration of the educational aspects of the proposal and the views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how it has reviewed the initial proposal, including a summary of points raised during the consultation and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1. Introduction

Aberdeen City Council proposes to rezone the Foresterhill Hospital Complex area from Mile End School to Cornhill School and consequently from Aberdeen Grammar School to St Machar Academy.

1.1 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.2 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Mile End School, Cornhill School, Aberdeen Grammar School and St Machar Academy, including discussion with relevant consultees.

1.3 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

- 2.1 Aberdeen City Council undertook the initial consultation on its proposals with reference to the Schools (Consultation) (Scotland) Act 2010.
- 2.2 Parents, children, young people and staff in all schools affected by the proposal were content with the consultation process. Seven people attended the public meeting organised by Aberdeen City Council and eight people provided written submissions. Most people who expressed a view were in favour of the proposal. Three of the written submissions were not in favour of the proposal as the current arrangements were helpful to doctors and their families moving into Aberdeen. In subsequent meetings with parents, pupils and staff in all schools involved, those who expressed a view supported the proposal.
- 2.3 Parents, children and staff from Mile End School held the view that the school is already almost at capacity and that there are some children who move into the catchment area with their families who cannot get a place. They felt the proposal was a sensible solution to help the school deal with an increasing roll. Parents had been fully consulted on a range of options and saw the proposal as a way of controlling the roll without affecting any children currently in any of the schools involved.
- 2.4 Parents, children and staff in Cornhill School, St Machar Academy and Aberdeen Grammar School welcomed the proposal. They saw the benefits brought to all schools involved. Those in Cornhill School and St Machar Academy did not see a slight rise in roll as an issue and welcomed the increased diversity children and young people coming from across the globe would continue to bring. Parents, young people and staff in Aberdeen Grammar School thought a very slight decline in the school's roll was not an issue.
- 2.5 The council has considered the impact of the proposal on travel to school. They have provided parents and pupils with appropriate information on safe routes to school.

3. Educational aspects of the proposal

- 3.1 The area for rezoning comprises short-term accommodation provided by NHS Scotland for families of medics moving to Aberdeen and working in Aberdeen Royal Infirmary. There are currently no known families with children or young people planning to live in this zone and attend Mile End School or Aberdeen Grammar School after August 2014. Therefore, there are currently no known children who will be directly affected by the proposal. Pupils currently attending all four schools involved in the proposal will not be required to change their schooling arrangements.
- 3.2 The educational benefits statement rightly recognises that the proposal may lead to more in-zone children attending Mile End School, increasing their community identity. Both Cornhill School and St Machar Academy have active committees promoting diversity and equality. They are very well equipped to provide effective support for children and young people for whom English is not their first language and to help them settle in to life in Scotland.
- 3.3 While outlining the impact of the proposal, Aberdeen City Council has not set out what educational benefits will accrue for children and young people who may move into the short-term accommodation as from August 2014. Young people of secondary school age moving into this accommodation will no longer attend Aberdeen Grammar School but will attend St. Machar Academy. Attainment in St. Machar Academy, while improving, is significantly lower than that of Aberdeen Grammar School and continues to be lower than in schools serving young people with similar needs and backgrounds. However, there are many features of the school which benefit young people attending. The educational benefits statement does not outline these features or demonstrate how the authority intends to ensure that attainment in St. Machar Academy continues to improve and support young people to attain as well as they can.

4. Summary

The proposal is strongly supported by parents, pupils and staff across all schools involved. It offers best value for Aberdeen City Council as the education authority seeks to rationalise its school estate and endeavors to provide the most effective education for children and young people across the city. The council has outlined suitable safe routes to school for children attending Cornhill School from the proposed new zone. The council needs to provide more details of the educational benefits for all young people that the proposal will bring. This will help to reassure the very few people who have concerns about the proposal.

**HM Inspectors
Education Scotland
January 2014**

Appendix 2

Consultation Report on proposal to rezone the northwest part of Scotstown School Catchment Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy from August 2014.

1. Methodology

All requirements of the *Schools (Consultation) (Scotland) Act, 2010* were met or exceeded.

2. Involvement of Stakeholders

(a) Public Events

A public consultation event was held to discuss the re-zoning proposal for Scotstown and Greenbrae Schools.

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Number of Recorded Attendees</i>
Monday 18 November	7-8.30pm	Braehead School	6 members of the public plus elected members

(b) Other Engagement

Officers from Education, Culture and Sport also provided opportunities to meet separately with staff, representatives of the schools' Parent Councils.

(c) Requests for Significant Additional Information

Officers also responded to a small number of requests for additional information relating to the proposal.

3. Feedback from Stakeholders

The number of responses received in different formats were:

<i>Format</i>	<i>Number of submissions</i>
Email	8
Written	0
Comment Forms	7

One email submission was received from the Greenbrae School Parent Council.

There was general support for the proposal. However, some concerns were expressed regarding the nature of the additional accommodation required as a result of the additional pupils who would attend Greenbrae School as a result of the proposal.

In particular,

- the extent and nature of the additional accommodation required at Greenbrae School;

- the timing of carrying out the work required within the building and its potential to disrupt learning and teaching;
- the potential impact upon existing entitlement to school transport;
- the exiting and future problems of traffic movements around the school.

The Council's responses to these comments are included in Section 3.

Paper copies of all submissions were made available in the Members Library and have been circulated to external members of the Education, Culture and Sport Committee. Submissions, anonymised as necessary, were also made available on the council website.

4. Education Scotland Report

An essential element of the statutory consultation process is involvement of Education Scotland whose report is provided at the end of Appendix 2(a).

The report identifies some positive aspects of the proposal.

Paragraph 3.1:

'... (the) proposal provides a clear rationale for responding to the impact of new housing developments on school rolls in the area'.

Paragraph 3.1:

'If implemented, the proposal will more evenly distribute pupils across schools involved and reduce the potential for overcrowding. More children will be enabled to attend school within their own neighbourhood'.

Paragraph 4:

'The proposal..... has clear educational benefits'.

However, the report identifies the requirement for the Council to address various concerns raised during the consultation period.

These include a requirement for the council to:

- provide reassurance to parents regarding the scheduling of works and adequacy of the additional accommodation at Greenbrae School;
- address road safety and transport issues;
- confirm the entitlements of pupils and their siblings to continue with existing schooling arrangements should they wish;
- to ensure that its long term strategy for education in the wider Bridge of Don area is clearly communicated and understood.

These concerns are addressed in Section 5.

5. Addressing Issues Raised in Education Scotland Report

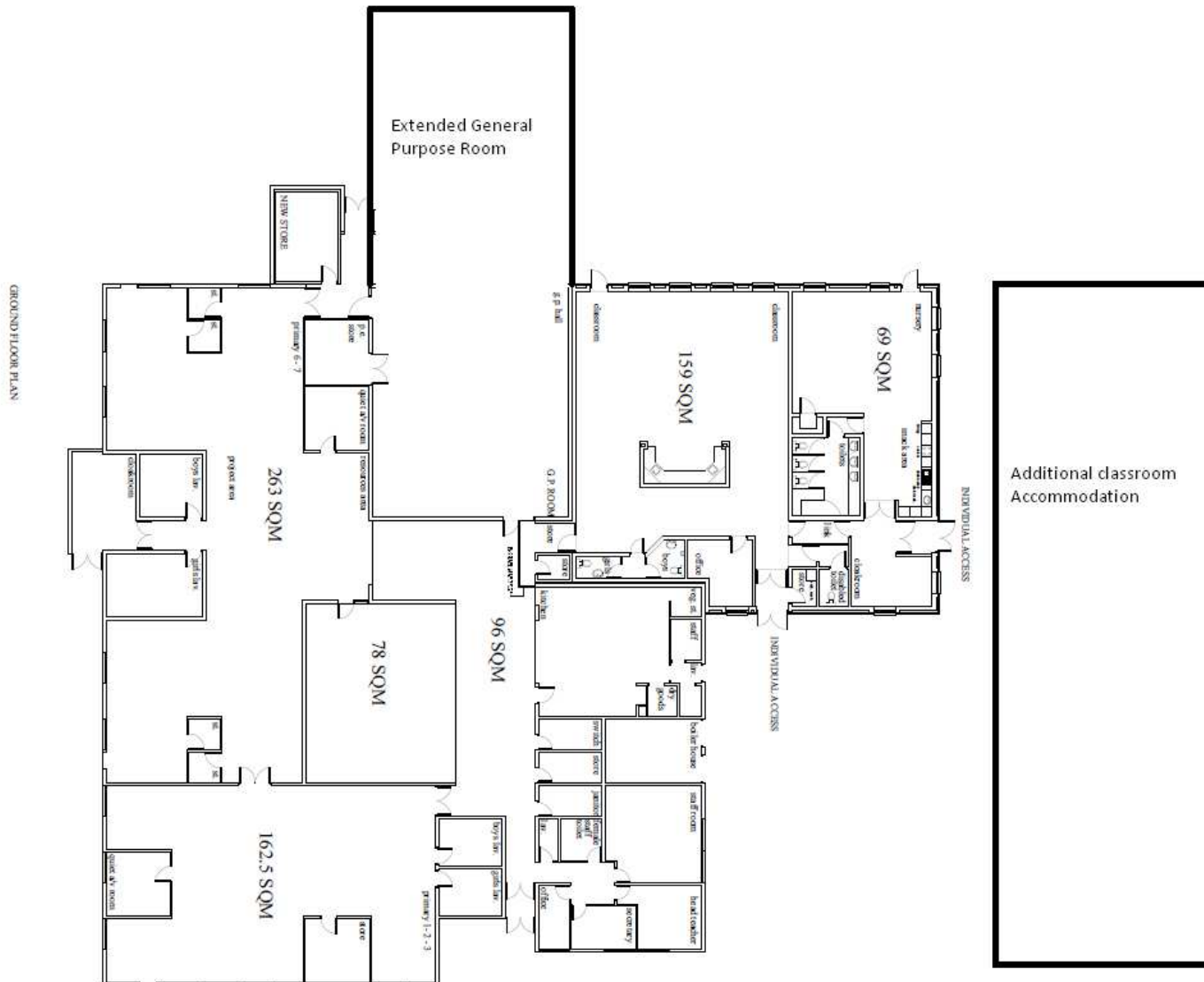
The following table indicates areas identified within the Education Scotland Report and the Councils responses.

Issue	Proposed Action	Timescale
3.2 Additional accommodation Timing of work	<p>On completion of a Feasibility Study, a fully costed business case will be submitted to the Corporate Asset Group with the intention of including the project in the Non Housing Capital Programme 2014-15.</p> <p>The additional accommodation is forecast to be required by beginning of school session 2015-16, i.e. August 2015.</p> <p>Indicative plans for the additional accommodation are provided as Diagram 1 below.</p> <p>Consultation with parents and school staff on the timing of works.</p> <p>Full plans to be drawn up and statutory consents applied for.</p>	<p>Within this report.</p> <p>April – June 2014.</p> <p>April – June 2014.</p>
The nature of additional accommodation.	<p>Detailed plans to provide sufficient additional class teaching areas will be determined.</p> <p>Extent of other requirements (e.g. dining and PE/PA)</p>	<p>April – May 2014.</p>
Building work, if undertaken during term time, could prove disruptive to children's learning.	<p>A full programme of works will be provided and necessary working arrangements, evening, weekend and holidays will mitigate any potential disruption to learning and teaching.</p>	
Some concerns that substantially increasing the size of the school could have a negative impact on the school ethos.	<p>Head Teacher and centrally deployed staff to run engagement events with parents/carers and pupils to develop understanding of the school ethos and to publicise the whole school ethos that will apply to all pupils.</p>	<p>School session 2014-15.</p>

The council will need to consider ways to involve all stakeholders in shaping and managing changes at the school.	The school, supported by the local authority, will provide opportunities to meet to discuss changes at the school, including how the extent and nature of the additional accommodation that will be required. This will involve the Parent Council as well as the broader parent forum.	School session 2014-15.
Existing traffic congestion at Greenbrae Crescent and how increased numbers of pupils might exacerbate the current situation.	<p>The council will arrange for a full traffic impact assessment to be carried out. This will include taking account of the views of parents and local residents.</p> <p>This will include evaluation of safe crossing routes at Dubford Road and Greenbrae Drive.</p>	Before end of June 2014.
A number of parents from the rural northern part of the catchment area currently have entitlement to school transport to Scotstown School and are concerned that this might not be the case if the rezoning proposal is implemented. There are related concerns that there is no alternative safe walking route.	The council confirms that the transport entitlement of all pupils will be maintained, whether or not currently they currently receive school transport. The implementation of this proposal will have no impact upon these city-wide arrangements.	Now
<p>The council will need to consider providing assurances to parents and children in Scotstown School that pupils affected by the proposals will be fully entitled to move onto Bridge of Don Academy should they wish at the end of P7.</p> <p>Similar assurances may need to be</p>	<p>The council confirms that pupils currently attending P7 at Scotstown School will transfer to Bridge of Don Academy in session 2014-15.</p> <p>Those pupils in earlier years and siblings will require to make a placing request if they wish their children to attend Bridge of Don Academy in subsequent years.</p> <p>The forecast capacity of Bridge of Don Academy suggest that all</p>	

provided in the case of siblings who wish to attend the same school.	such requests are likely to be granted.	
Some staff have expressed the concern that Scotstown School currently has a pupil support base whilst Greenbrae School does not.	<p>Each Associated Schools Group (ASG) has an identified school with base provision for pupils with Additional Support Needs (ASN).</p> <p>In the case of the Oldmachar ASG, that is Glashieburn School.</p> <p>Pupils who have identified additional needs which can be support by an ASN base attend that school. If this proposal is implemented, that would be Glashieburn School for all pupils within the Oldmachar ASG.</p> <p>As with all mainstream pupils, there will be no requirement for pupils attending either their zoned or ASN base school to change the school that they attend.</p>	
The council gives appropriate consideration to concerns regarding the longer term management of secondary school provision in the greater Bridge of Don area.	<p>Aberdeen City Council will carry out briefing sessions and workshops for staff and parents on its strategy for the longer term management of secondary school provision in the area.</p> <p>The first of these, a briefing for Bridge of Don Academy Senior Management Team, took place in February 2014. Briefing sessions for Oldmachar Academy SMT and parent councils of both schools will be organised.</p>	February to June 2014 and beyond.

Diagram 1: Indicative Floor Plan Greenbrae School



There is also potential to reconfigure the internal classes to create a nursery nearer to early stages provision and carry out further improvements which will enhance learning and teaching.

Consultation proposal by Aberdeen City Council

Report by Education Scotland, addressing educational aspects of the proposal to rezone the northwest part of the Scotstown School Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy.

Context

This report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act. The purpose of this report is to provide an independent and impartial consideration of the council's consultation proposal. Section 2 of this report sets out the views expressed by consultees during the initial consultation process. Section 3 sets out HM Inspectors' consideration of the educational aspects of the proposal and the views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how it has reviewed the initial proposal, including a summary of points raised during the consultation and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1. Introduction

1.4 Aberdeen City Council proposes to rezone the northwest part of Scotstown School to Greenbrae School and from Bridge of Don Academy to Oldmachar Academy.

1.5 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.6 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further information on all schools affected; and
- visits to the sites of Oldmachar Academy, Greenbrae School, Bridge of Don Academy and Scotstown School including discussion with relevant consultees.

1.7 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

2.1 Aberdeen City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.

2.1 Parents, staff, children and young people in all four schools affected were broadly supportive of the proposal with some reservations. All could see a clear rationale for rezoning due to a housing development in the Dubford area. Rezoning would result in children being able to attend the school closest to their homes. The main concerns raised related to the need for an extension to school accommodation at Greenbrae School resulting from the proposal, the need for assurances over the timing and adequacy of the extension, questions over existing entitlement to school transport and neighbourhood road traffic issues. Those at Scotstown School expressed the view that failure to implement the proposals could be detrimental to children's education as a result of capacity issues at Scotstown School related to additional new housing developments. Broader issues were raised by the two secondary schools concerning the number of potential new housing developments in the Bridge of Don area and the need for a more strategic overview for the future of secondary schools serving the area.

3. Educational aspects of the proposal

3.1 Aberdeen City Council's proposal provides a clear rationale for responding to the impact of new housing developments on school rolls in the area. The housing development at Dubford will result in a forecast of an additional 165 primary and 55 secondary pupils. Other housing developments in the Bridge of Don area are contributing to a forecast rise in Scotstown School's roll. If no action is taken to alter zoning arrangements, Scotstown School will exceed capacity to accommodate pupils. If implemented, the proposal will more evenly distribute pupils across schools involved and reduce the potential for overcrowding. More children will be enabled to attend school within their own neighbourhood. The impact on

the two secondary schools in the area is minor since pupil numbers can be accommodated within existing provision. All four schools have been allocated the same accommodation rating of satisfactory by Aberdeen City Council.

3.2 Greenbrae School will require additional accommodation at a future date to accommodate the additional pupils from the new housing development at Dubford. However, the council has not specified the date of the building work in its proposal. The council states that Greenbrae School is currently able to accommodate an additional 50 pupils but estimates that an additional 160-170 pupils will result from the development. The council's proposal states that fully costed plans will be drawn up prior to a final decision. However, parents, staff and children at Greenbrae School have expressed the need for assurances over the timing of work and the nature of additional accommodation. Parents are also concerned that building work, if undertaken during term time, could prove disruptive to their children's learning. In taking forward the proposal, the council will need to ensure it works with stakeholders at Greenbrae School on their accommodation plans to ensure that the work takes place in advance of potential overcrowding and that the educational benefits resulting from additional classrooms and enhancement to dining and physical education areas are achieved timeously.

3.3 Staff, children and parents at Greenbrae School value the ethos of the school and have some concerns that substantially increasing the size of the school could have a negative impact. The council will need to consider ways to involve all stakeholders in shaping and managing changes at the school.

3.4 Parents at Greenbrae School expressed concerns over existing traffic congestion at Greenbrae Crescent and how increased numbers of pupils might exacerbate the current situation. The Parent Council is of the view that a robust traffic management solution is required. There are also concerns about safe crossing routes at Dubford Road and Greenbrae Drive. In taking forward the proposal, the council will need to consider the views of parents in its transport assessment.

3.5 A number of parents from the rural northern part of the catchment area currently have entitlement to school transport to Scotstown School and are concerned that this might not be the case if the rezoning proposal is implemented. There are related concerns that there is no alternative safe walking route. In taking forward the proposal, the council will need to consider these matters fully to ensure that all pupils have a safe means of getting to and from school.

3.6 The council's proposal states that 'all children currently attending Scotstown School and Bridge of Don Academy will continue their education at their current school, unless parents/carers choose to make an application to another school or, in the case of primary aged pupils, they reach the end of primary 7'. The council will need to consider providing assurances to

parents and children in Scotstown School that pupils affected by the proposals will be fully entitled to move onto Bridge of Don Academy should they wish at the end of P7. Similar assurances may need to be provided in the case of siblings who wish to attend the same school.

3.7 The council's proposal states that 'all provision for pupils with additional support needs will continue in their present format should this proposal be implemented'. However, staff have expressed the concern that Scotstown School currently has a pupil support base whilst Greenbrae School does not. The council will need to give full consideration of this matter in its final report.

3.8 The council's consultation document states that their rezoning proposal is part of a long term, city-wide strategy. However, staff in Bridge of Don Academy and Oldmachar Academy do not feel sufficiently clear on the overall strategy for secondary education in the Bridge of Don area. They have concerns that ongoing and proposed housing developments in the area make accurate school roll forecasting difficult. They wish to avoid a piecemeal approach to individual housing developments. They have concerns that short or medium term fluctuations in school rolls could have a potentially detrimental impact on staffing and therefore on their ability to offer a sufficiently attractive range of subject choices in the senior phase. A significant proportion of Bridge of Don Academy pupils reside in the Aberdeenshire Council area. There are concerns that planned changes to provision in Aberdeenshire Council could have a strong impact on school roll levels in Bridge of Don Academy. Headteachers are of the view that parents need confidence in the long term viability of the two secondary schools. It will be important that the council gives appropriate consideration to these concerns in its wider approach to determining school zones in the area.

4 Summary

The proposal to rezone the northwest part of the Scotstown School Area to Greenbrae School and consequently from Bridge of Don Academy to Oldmachar Academy has clear educational benefits. It will achieve a more balanced approach to school rolls in the area and avoid the risk of overcapacity at Scotstown School. The additional accommodation proposed at Greenbrae School has the potential to enhance the learning experiences of children. In implementing its proposal Aberdeen City Council will need to give full consideration to issues raised by stakeholders during the consultation including the scheduling of works and adequacy of the additional accommodation at Greenbrae School, road safety and transport issues and the entitlements of pupils and their siblings to continue with existing schooling arrangements should they wish. In taking forward the proposal Aberdeen City Council will need to ensure that its long term strategy for education in the wider Bridge of Don area is clearly communicated and understood.

Equality and Human Rights Impact Assessment - the Form

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. Throughout the form, **proposal** should be understood broadly to include the full range of our activities and could refer to a decision, policy, strategy, plan, procedure, report or business case, embracing a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Essentially everything we do!

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

Statutory Consultation Report – Rezoning in Mile End/Cornhill and Scotstown/Greenbrae zones

3. Officer(s) completing this form.

Name	Designation	Service	Directorate
Derek Samson	Service Manager (Schools)	Education	Education, Culture and Sport

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

Education, Culture and Sport

7. Date the Committee is due to meet.

27 March 2014

8. Identify the Lead Council Service and who else is involved in delivering this proposal (for example other Council services or partner agencies).

Education, Culture and Sport

9. Please summarise this Equality and Human Rights Impact Assessment (EHRIA). This must include any practical actions you intend to take or have taken to reduce, justify or remove any adverse negative impacts. This must also include a summary of how this proposal complies with the public sector equality duty for people with protected characteristics - see Step 2. **Please return to this question after completing the EHRIA.**

The proposal will contribute to the efficient and effective management of pupil places in Aberdeen city schools. Any potential adverse impact is reduced as all parents/carers will retain the right to make a placing request to the school of their choice at any time. All children and young people attending schools under the existing zoning arrangements will continue to attend their current school until their parents/carers decide otherwise or they reach school leaving age. The transport arrangements for existing pupils will also be maintained.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick which applies.

- ☐ Para 9 of EHRIA will be published in committee report in Section 6 "Impact"
- ✓ Full EHRIA will be attached to the committee report as an appendix
- ✓ Copied to Equalities Team to publish on the Council website

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To improve zoning arrangements for pupils in the affected areas and to equitably distribute pupils in schools.

12. Who will benefit most from the proposal?

Pupils attending schools Mile End, Cornhill, Scotstown and Greenbrae Schools and Aberdeen Grammar School, St Machar, Oldmachar and Bridge of Don Academies. Pupils who are re-zoned as a result of the proposals.

13. You should assess the impact of your proposal on equality groups and tell us how implementing this proposal will impact on the needs of the public sector equality duty to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

There is a high likelihood that there will be a greater equity of opportunity for all pupils affected by the proposal.

There is not anticipated to be any impact upon those pupils attending Mile End School who have Additional Support Needs (ASN).

STEP 3: Gather and consider evidence

15. What **evidence** is there to identify any potential positive or negative impacts in terms of involvement, consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other? You must consider relevant evidence, including evidence from equality groups.

Informal consultation undertaken in 2010. Formal, statutory consultation completed and this report provides committee with feedback. All submissions, anonymised as appropriate, have been made available to all internal and external members of Education, Culture and Sport Committee. Education Scotland has produced a report, also made available to committee, which comments upon consultation on the proposal.

STEP 4: Assess likely impacts on people with Protected Characteristics

16. Which, if any, people with protected characteristics and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box. Be aware of cross-cutting issues, such as older women with a disability experiencing poverty and isolation.

(Positive +, neutral 0, - negative)

Protected Characteristics					
Age - Younger	+	Disability	0	Gender Reassignment*	0
Older	+				
Marriage or Civil Partnership	0	Pregnancy and Maternity	0	Race**	0
Religion or Belief	0	Sex (gender)***	0	Sexual orientation****	0
Others e.g. poverty	0				

Notes:

* Gender Reassignment includes Transsexual

** Race includes Gypsy/Travellers

*** Sex (gender) i.e. men, women

**** Sexual orientation includes LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above.

In making the assessment you must consider relevant evidence, including evidence received from individuals and equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or

mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to **unlawful discrimination**, the policy must be amended to avert this. Detail the impacts and describe those affected.

Positive impacts (describe protected characteristics affected)	Negative Impacts (describe protected characteristics affected)
<p>(i) Pupils arriving at Foresterhill Hospital complex will be zoned to Cornhill and St Machar Academy. This proposal will reduce the likelihood of over-occupancy at both schools by removing the increased pupil numbers. The short term nature of occupancy at Foresterhill complex will result in more pupils attending their zoned school in the longer term.</p> <p>(ii) Pupils in the re-zoned area of Scotstown will be re-zoned to Greenbrae and from Bridge of Don to Oldmachar Academy.</p> <p>Pupils from the significant housing development at Dubford will be able to attend Greenbrae School which is much closer to their homes. Also the potential for over-occupancy at Scotstown School will be reduced by this proposal.</p> <p>Pupils attending Scotstown School who are in receipt of free transport will retain this right if this proposal is implemented.</p> <p>All pupils currently attending all schools will not be required to change school as a result of the proposal and parents/carers will retain the right to make a placing request to the school of their choice.</p>	<p>Some pupils arriving in Foresterhill complex may not be able to attend school of parents'/carers' choice through placing request as (a) Mile End School is near capacity (b) they may move to an area where the zoned school is not Mile end or Aberdeen Grammar School.</p> <p>They will retain the right to make a placing request to the school of their choice.</p>

STEP 5: Human Rights - Apply the three key assessment tests for compliance assurance

18. Does this proposal/policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and saying how. **If you answer "no", go straight to question 22.**

No

- ☐ 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

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

No

Legitimate aim

20. Is the aim of the policy identified in Steps 1 and 2 a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Yes

Proportionality

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

Yes.
Yes.

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

School roll numbers continually monitored through annual school census and school roll forecasts which contribute to effective management of the school estate.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

The proposal, if implemented will contribute to the effective management of the broader school estate across the city.

STEP 7 SIGN OFF

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

Person(s) completing the impact assessment.

Name	Date	Signature
Derek Samson	27 February 2014	

Quality check: document has been checked by

Name	Date	Signature
Sharon McNutt	27 February 2014	

Head of Service (Sign-off)

Name	Date	Signature
Charlie Penman	27 February 2014	

Now –

Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal to:

Equalities Team
Customer Service and Performance
Corporate Governance
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27th March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Aberdeen City Schools Roll Capping and Reserved Places (2014/15)
REPORT NUMBER:	ECS/14/016
CHECKLIST RECEIVED:	Yes

1. PURPOSE OF REPORT

Officers report to ECS committee on an annual basis information on the capacity in schools following the figures becoming available for incoming S1 and P1 in zone pupils. This report brings to the attention of the committee the schools where there is pressure on places. The report outlines the action that can be taken to ensure schools retain capacity for in-zone pupils and that will manage pupil numbers fairly across the city.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- 1) Agrees limits to the S1 intakes of the following secondary schools and agree the reservation of spaces for children who may/are likely to become resident in the zone of those schools during the school year:

Aberdeen Grammar School 210 (including 10 reserved spaces);
Bucksburn Academy 120 (including 6 reserved spaces);
Cults Academy 180 (including 14 reserved spaces);
Harlaw Academy 180 (including 4 reserved spaces).

- 2) Agrees that the S2 intake and reserved spaces for session 2014/2015 will be set at the level previously agreed for their entry into S1 and that the S3 intake and reserved spaces for session 2014/2015 will be set at the level previously agreed for their entry into S1.

- 3) Agrees to limit the P1 intakes of the named primary schools for August 2014 by limiting the number of classes at P1 and P1/2 composite as below.

For August 2014 schools in this category are:

Airyhall	13 classes
Ashley Road	14 classes
Cults	19 classes
Hanover Street	8 classes
Heathryburn School	12 classes
Kaimhill School	10 classes
Kingswells School	17 classes
Manor Park School	12 classes
Mile End School	16 classes
Seaton School	10 classes
Stoneywood	7 classes
St Peters	11 classes
Tullos	13 classes
Walker Road	17 classes

4) Agree to reserve spaces in Primaries

In primary schools in session 2014-15, the following reserved places at P1 are proposed:

Airyhall	3 reserved places
Ashley Road	3 reserved places
Cults	3 reserved places
Hanover Street	3 reserved places
Heathryburn School	3 reserved places
Kaimhill School	2 reserved places
Kingswells School	3 reserved places
Manor Park School	3 reserved places
Mile End School	4 reserved places
Seaton School	3 reserved places
Stoneywood	3 reserved places
St Peters	3 reserved places*
Tullos	3 reserved places
Walker Road	3 reserved places*

*The in zone pupil numbers currently identified will not provide space for further enrolment until a space becomes available.

5) Agree to continue to apply the class size maximum of 18 for Primary 1 and Primary 1/2 composite classes in the following schools.

Bramble Brae
Heathryburn
Kittybrewster
Manor Park
Muirfield
Riverbank

Seaton
Tullos
Walker Road
Woodside

6) Reserves St Peters from the list of maximum class sizes of 18 in Primary 1.

7) Instruct the Schools Service Managers to closely monitor the number of pupils transferring to the identified capped schools in August 2014 relative to the roll limits and classes being recommended.

8) To devolve authority to the Director of EC&S to make decisions as to the management of roll capping, and the reservation of school places in both primary and secondary schools, and to instruct officers to update the Scheme of Delegation accordingly.

3. FINANCIAL IMPLICATIONS

The budget has been established from the roll forecasts in primary and secondary schools.

4. OTHER IMPLICATIONS

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

We must therefore:

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

5. BACKGROUND/MAIN ISSUES

5.1 Roll Capping - Secondary Schools

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

A limit is fixed for the number of pupils entering S1 and this is guided by the number of P7 children known to be ordinarily resident in the area zoned by address to a secondary school, regardless of which primary school they attended. These children will, under normal circumstances, transfer to their zoned secondary schools, although their parents/guardians may choose another school under the Parents' Charter Legislation.

For session 2014/2015, S2 and S3 capping levels for these schools will remain as previously agreed for these year groups on entry into S1.

These numbers will be reviewed on an annual basis and this mechanism will allow the Education Authority to fulfil, as far as is practically possible, its commitment to providing local schooling for local children.

5.2 Roll Capping - Primary Schools

The decision to roll cap a primary school is based on the number of primary classes the school can accommodate rather than the number of pupils. Due to the increasing demand for in zone places in certain primary schools there are a number of schools where roll capping is now required to ensure that sufficient classroom space remains available. It is proposed that P1 intakes to these schools are limited so that the optimum number of classes within the schools are not exceeded or further exceeded. This will allow Aberdeen City to maintain its policy of local schools for local children.

5.3 Reserved Places in Roll Capped Schools for Incoming Families

The report on Policy and Procedures for Dealing with Admissions to Schools and Parental Placing Requests approved by the Education and Leisure Committee on 29th August 2000 was predicated on the fundamental principle that local schooling will be provided for local children.

The Education (Scotland) Act 1980 empowers Local Authorities to reserve places, not exceeding such number or percentage of places at the school or relating to a particular stage of education, as are in the opinion of the Education Authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school during the academic year. Placing requests in respect of children who live outwith the school zone are refused in order to allow this to happen. Parents who make a placing request by 15th March 2014 will be informed of the result of their request no later than 30th April 2014, as per our legal requirements.

5.4 Schools in areas of deprivation

5.4.1 As a commitment to reducing primary class sizes to 18, Aberdeen City Council currently limits P1 and composite P1 and P2 class sizes to 18 in schools in areas of deprivation. The restricted size of the pupil intake and the consequent increase in the number of classes can put pressure on available space and increase the possibility of capping.

5.4.2 St Peter's School

Given the forecast of extreme pressure on space at St Peters it is recommended to remove St Peters from the schools with a limit of 18 in P1 classes to break the 1:18 teacher/pupil ratio.

5.5. Delegated Powers

5.5.1 ACC has to revise the roll numbers for primary and secondary schools based on projected roll forecast on an annual basis. The local authority has to ensure that places are available for in zone pupils while giving parents the right to make placing requests where possible. The legislation is laid out in Education (Scotland) Act 1980.

There has been a consistent trend of a high number of placing requests for out of zone children in the secondary sector for a number of years and a few schools have remained roll capped in order to ensure that the numbers did not exceed capacity in certain schools. There has also been an increase in recent years of out of zone placing requests for primary schools. Taken together with the projected increase in primary roll numbers, particularly in city centre schools, figures at primary level will need to be monitored and capped more frequently, with appropriate reservation of school places for children moving into school zones during the academic year, to ensure there are sufficient places for in zone children in their local schools. As such decisions are essentially operational decisions; the Director seeks an appropriate delegation of power which will allow flexibility in responding to pupil movement throughout the annual placing round and throughout the academic year.

6. IMPACT

Aberdeen – the Smarter City:

This report contributes to the *Smarter People* outcome through the provision of high quality education that improves the attainment and life chances of children.

Corporate:

This report fits within the second of the six key priorities of the five year business plan:

- Help to ensure that all school children reach their potential.

People:

- Since a school's basic staffing complement is allocated according to a very sensitive roll related formula, the decision to raise or lower a roll cap will have a consequential impact upon the staffing level of a particular school.

Systems and Technology:

There are no systems and technology implications

Property:

This report, if agreed and implemented, mitigates overall property implications. It will however require reconfiguration of the overall EC&S accommodation within the existing facilities at the Mile End site and consideration of options at St Peter's. If schools intake were not capped there is the possibility that additional accommodation would be required in all the schools listed above.

Risk Management:

It is important to reach agreement on the appropriate number of pupils to be admitted to a school for the forthcoming session to ensure that the school is capable of making all necessary arrangements within an appropriate timescale.

Failure to do so might incur the risk of the school not being able to make decisions regarding the admission of pupils within the statutory requirement and in compliance with the Council's Policy of Local Schooling for Local Children.

Equal Opportunities:

Equal opportunities issues are addressed within the arrangements in place for admitting pupils to schools including those arrangements which pertain to pupils who cannot be immediately admitted due to the school being at capacity at a given time.

7. BACKGROUND PAPERS

Policy and procedures for dealing with admissions which were previously approved by the Education and Leisure Committee on 29th August 2000.

8. REPORT AUTHOR DETAILS

Neil McLennan
Acting Service Manager – Schools (12-18) and Curriculum
nmclennan@aberdeencity.gov.uk
(52)3187

Liz Gillies
Service Manager – Schools (Early Years and Primary)
lgillies@aberdeencity.gov.uk
(52)3455

Equality and Human Rights Impact Assessment - the Form

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STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officer(s) completing this form.

Name	Designation	Service	Directorate
Liz Gillies	Service Manager	Schools	Education Culture and Sport

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in delivering this proposal (for example other Council services or partner agencies).

Education Culture and Sport

9. Please summarise this Equality and Human Rights Impact Assessment (EHRIA). This must include any practical actions you intend to take or have taken to reduce, justify or remove any adverse negative impacts. This must also include a summary of how this proposal complies with the public sector equality duty for people with protected characteristics - see Step 2. **Please return to this question after completing the EHRIA.**

This action will not impact negatively on any specific equality group. The action is in line with the legal action permitted in terms of the Placing Request legislation in The Education (Scotland) Act. The action will ensure that places are available for pupils in their local zoned school. The schools identified are those where there is considerable pressure on school places. This action will ease that pressure on particular schools.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick which applies.

☒ Para 9 of EHRIA will be published in committee report in Section 6 "Impact"
☒ Full EHRIA will be attached to the committee report as an appendix

☐ Copied to Equalities Team to publish on the Council website

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To ensure that places at local schools are available for local pupils.

12. Who will benefit most from the proposal?

Families who wish their children to attend their local school.

13. You should assess the impact of your proposal on equality groups and tell us how implementing this proposal will impact on the needs of the public sector equality duty to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

All parents of children of age to attend their local primary or secondary school have the entitlement to apply for a place in an Aberdeen City school. Placing request procedure as determined in The Education (Scotland) Act. This act also empowers Local authorities to reserve places at the school or relating to a particular stage of education, as are in the opinion of the Education Authority reasonably required to accommodate pupils likely to become resident in the area of the school during the school session.

The EQIA has not identified any group that would be adversely affected by the new legislation. It is not considered that any changes to the policy should be made as a result of the assessment, as the evidence and data gathered indicate that overall the provisions will have a positive impact on all children and young people living in the catchment area and on equality issues.

This action will not impact on any child or young person either directly or indirectly in a discriminatory manner based on the basis of age, disability, race, religion or belief, sex, sexual orientation or gender reassignment.

STEP 3: Gather and consider evidence

15. What **evidence** is there to identify any potential positive or negative impacts in terms of involvement, consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other? You must consider relevant evidence, including evidence from equality groups.

There is no evidence from any particular families that previous roll capping has had a discriminatory impact on any specific equality groups. No particular equality group has been represented during the appeals processes.

STEP 4: Assess likely impacts on people with Protected Characteristics

16. Which, if any, people with protected characteristics and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box. Be aware of cross-cutting issues, such as older women with a disability experiencing poverty and isolation.

(Positive +, neutral 0, - negative)

Protected Characteristics					
Age - Younger Older	0	Disability	0	Gender Reassignment*	0
Marriage or Civil Partnership	0	Pregnancy and Maternity	0	Race**	0
Religion or Belief	0	Sex (gender)***	0	Sexual orientation****	0
Others e.g. poverty	0				

Notes:

* Gender Reassignment includes Transsexual

** Race includes Gypsy/Travellers

*** Sex (gender) i.e. men, women

**** Sexual orientation includes LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above.

In making the assessment you must consider relevant evidence, including evidence received from individuals and equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to **unlawful discrimination**, the policy must be amended to avert this. Detail the impacts and describe those affected.

Positive impacts (describe protected characteristics affected) All pupils will have the opportunity to attend their local school.	Negative Impacts (describe protected characteristics affected) Parents choosing to make a placing request for a school outwith their school zone will be negatively affected.
---	---

STEP 5: Human Rights - Apply the three key assessment tests for compliance assurance

18. Does this proposal/policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and saying how. **If you answer "no", go straight to question 22.**

- ☐ 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

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

No – this action is reflecting and implementing the law in order to ensure pupils have access to their zoned school.

Legitimate aim

20. Is the aim of the policy identified in Steps 1 and 2 a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Yes

Proportionality

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

Yes, the action will only impact upon schools where there is pressure on school capacity. 17 schools out of a possible 60 schools

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

The action will be reviewed on an annual basis.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

The results of the impact assessment will ensure the decisions being made in respect of roll capping will be reviewed by officers on a regular basis, at least annually.

STEP 7 SIGN OFF

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

Person(s) completing the impact assessment.

Name	Date	Signature
Liz Gillies	04.03.2014	

Quality check: document has been checked by

Name	Date	Signature
Penny Morton	04.03.2014	

Head of Service (Sign-off)

Name	Date	Signature
Charlie Penman	0.04.2014	

Now –

Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal to:

Equalities Team
Customer Service and Performance
Corporate Governance
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	27 March 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Review of Denominational Primary Schools Interim Report
REPORT NUMBER:	ECS/14/023

1. PURPOSE OF REPORT

The report provides Members with an interim position on the review of denominational primary schools in the City.

2. RECOMMENDATION(S)

Members are asked to note:

2.1 The Council's continuing commitment to denominational education and to the securing of an appropriate and sustainable school estate for denominational provision;

2.2 In respect of St Peter's Primary:

- a) To note the constraints of the existing physical accommodation and site of the school;
- b) To note that work will continue to develop a sustainable solution to this situation;
- c) To note that wider discussions between Council Directorates will continue in order to review the medium to long term implications for all Council Services on the existing site;
- d) To note that discussions are continuing regarding suitable long term solutions and that these options will be reported to a future Committee.

2.3 That in respect of St Joseph's Primary:

Officers are requested to:

- a) progress the negotiation of a short term extension to leasing arrangements for the property at Queens Road in order to secure use of the property beyond the end of the current lease in 2015;
- b) explore longer term implications of accessibility issues at the school

- c) explore whole life costs in respect of longer term leasing of the property.

2.4 That in respect of all issues:

- a) Continue to liaise with Parent Councils ;
- b) Continue to consult with the Bishop of Aberdeen on all of the matters outlined in this report.

3. FINANCIAL IMPLICATIONS

There are no immediate financial implications. However, there will be revenue costs when the lease is renewed.

There will also be capital implications to fulfil the DDA requirements and this will be routed through the Council's Corporate Asset Group.

4. OTHER IMPLICATIONS

N/A

5. BACKGROUND/MAIN ISSUES

5.1 Introduction

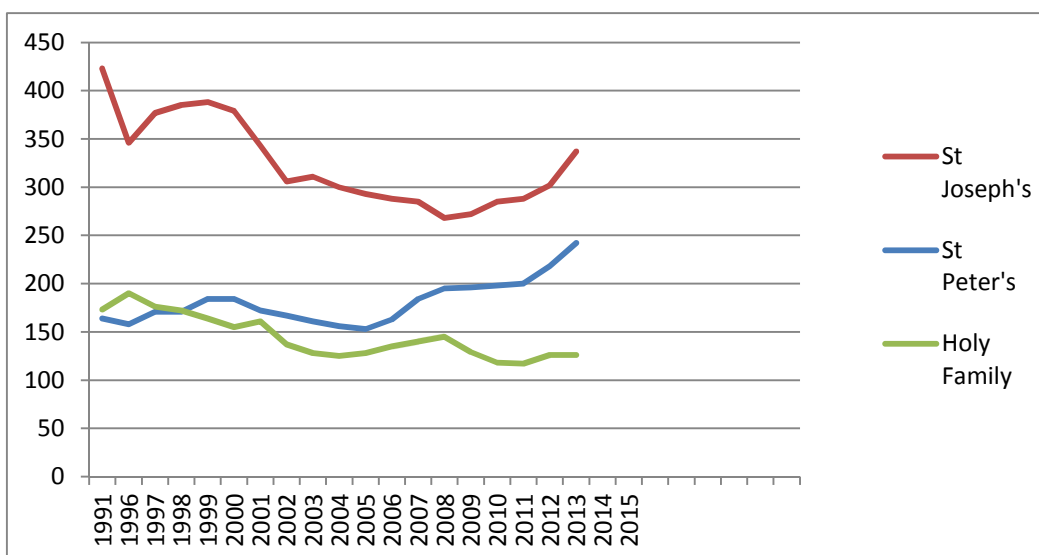
Aberdeen City Council operates three Denominational Primary Schools.

St Peter's Primary is situated in Old Aberdeen (Dunbar Street), St Joseph's Primary is in the "west end" of the City in Queens Road and Holy Family Primary, further west again in the City, is in Summerhill Terrace (Summerhill / Mastrick)

The City is split into three, extensive catchment areas for denominational education and in addition provides places for Aberdeenshire pupils, as historically, denominational provision was always within the City itself. Beyond the three Primary Schools mentioned above and the peripatetic support to pupils in City Academies, there is no other denominational provision in the City or Shire.

5.2 School rolls

Of the three schools being reviewed, each has seen changes in the trends related to their rolls over the last 5 – 8 years.



- 5.2.1 Holy Family has seen the downward trend in its roll end over the last 4 years with numbers generally holding steady since then, whilst St Peter's and St Joseph's have seen numbers rise since 2005 and 2008 respectively. A steeper climb in rolls has been seen in the last two years in those two schools.

The suggested reasons behind these changes in rolls have a degree of similarity.

- 5.2.2 St Peter's Primary, with its proximity to the University of Aberdeen is the school of choice for a number of staff and students seeking denominational education. The school also has a good reputation and undoubtedly there are attractions for some families with regard to a "faith based school" albeit they may not be Catholic, for example. Placing requests have been a feature of past years although more recently pressure on places has meant that fewer of these are able to be supported. Lastly, the immediately adjacent neighbourhoods of the St Peter's catchment area have become home to many migrant families.

With a maximum capacity of 258 and a 2013 role of 242, St Peter's requires 11 class spaces.

- 5.2.3 St Joseph's similarly has seen a rise in the numbers of children of migrant families. There are a wide range of nationalities represented within the overall school population. In common with Holy Family these families are, in many instances, seeking a faith based environment. In contrast to Holy Family, a number of these families are travelling some distance to access education at St Joseph's. The school is also located on a well used route in and out of the City and it is believed that this is a consideration for families who, as a consequence of its advantageous location, submit placing requests.

With a capacity of 442 and a 2013 role of 337, St Joseph's is at 76% capacity.

- 5.2.4 In the case of Holy Family, the school has seen a number of families move to the area who have shown an interest in a school that provides a faith based

ethos or atmosphere. A number of these families are Asian in background. In some cases they have moved from other parts of Aberdeen in search of improved housing options. Generally speaking these children live in reasonable proximity to the school.

With a capacity of 145 and a 2013 roll of 126, Holy Family is at 87% capacity.

- 5.2.5 With future population growth in the City being clearly signalled, it may be reasonable to expect that the demand for places at these schools will continue to grow. In the main, current evidence seems to suggest the migration into the city has been the greatest contributory factor. With regard to the three denominational schools in the city, the impacts of the multiple housing developments scheduled across the city have not been factored into the roll forecasts. The School Roll Forecast only forecasts the likely pupil numbers within each non-denominational school zone. There is no accepted methodology which forecasts the potential number of denominational children from housing developments. It would be reasonable to assume though that these developments, matched with the migration patterns into the city, point to a further period of growing demand for places within these schools.

5.3 The approach taken for the review to date and early conclusions.

- 5.3.1 The Council, in undertaking this review has indicated its commitment to denominational provision.

The review has initially focused on the situation facing St Peter's and St Joseph's Primaries. The pressures on and the challenges facing these two schools are more acute than those being experienced at Holy Family Primary hence the degree of priority being given.

St Peter's School has the greatest pressure on space due to increasing rolls over past years and indications are that this is likely to continue to be the case.

St Joseph's School occupies a building leased from a religious society based in Dublin. The school transferred to local authority control in 1970 and the property has been leased by predecessor authorities since then. The present lease comes to an end in 2015.

In due course greater detailed work will be undertaken with regard to Holy Family School. It is a 1960's designed building with some design and usage limitations and perhaps only a medium term lifespan.

Introductory meetings with Parent Councils at St Peter's and St Joseph's have taken place and these have been positive and well received by those in attendance. Once more detail is available further updates to parent Councils will be given.

An initial meeting has been held with the Bishop of Aberdeen and in line with legislation, he has been advised of the work of the review. He will be kept

advised of progress on the review. The Bishop will require to be consulted further once final proposals/options are developed.

5.3.2 Initial conclusions of the review are as follows:

- The three schools perform well and are popular and well regarded by parents;
- Parents value the opportunity of a “faith based” learning and teaching environment;
- Indications are that demand for places at the schools will continue to grow for the foreseeable future;
- In the short to medium term a more sustainable solution to the St Peter’s accommodation must be found. The current design of the accommodation, its spread across a number of buildings on the site and the relatively poor quality of, and pressure on, outdoor space are all factors that should be addressed;
- That immediate steps are required to address the pressure for places for P1 children at St Peter’s for school session beginning August 2014. Officers are urgently developing a solution, including for example, consideration of accessing additional space within Old Aberdeen House or additional temporary accommodation;
- It may not be possible to deliver a long term future for St Peter’s on the existing site. However evidence would point to an alternative within the same broad vicinity as being the preferred outcome;
- In the case of St Joseph’s more detailed conversations require to be had with the owners and options regarding future arrangements or relationships explored;
- As a minimum, a short term extension to the lease must be negotiated;
- As a teaching and learning environment, the building has both positive and less positive attributes;
- In order to meet the aspirations of the Council in terms of the quality of provision it would wish to see, a number of packages of internal work require to be undertaken in the short to medium term;

6. IMPACT

Aberdeen – the Smarter City:

This report contributes to the *Smarter People* outcome through the provision of high quality education that improves the attainment and life chances of children.

Corporate:

This report fits within the second of the six key priorities of the five year business plan:

“Help to ensure that all school children reach their potential”

People:

There are no staffing implications other than those that will flow from the established formula for staffing levels at a particular school.

Systems and Technology:

There are no systems and technology implications.

Property:

The property implications are encapsulated within the earlier sections of this report.

Risk Management:

It is important to reach agreement on the steps to secure the provision of education at these schools and to ensure that the school is able to make all necessary arrangements within an appropriate timescale.

Failure to do so might incur the risk of the school not being able to make decisions regarding the admission of pupils within the statutory requirement and in compliance with the Council's Policy of Local Schooling for Local Children.

Equal Opportunities:

There are no equal opportunities issues raised by this report.

7. BACKGROUND PAPERS

School Estates Review

Education, Culture and Sport Committee – 7 February 2013

8. REPORT AUTHOR DETAILS

David Anderson

Head of Service (Acting)

DaAnderson@aberdeencity.gov.uk

01224 523517

Equality and Human Rights Impact Assessment - the Form

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. Throughout the form, **proposal** should be understood broadly to include the full range of our activities and could refer to a decision, policy, strategy, plan, procedure, report or business case, embracing a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Essentially everything we do!

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officer(s) completing this form.

Name	Designation	Service	Directorate
David Anderson	Head of Service (Acting)	Education, Culture and Sport	Education Culture and Sport

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in delivering this proposal (for example other Council services or partner agencies).

9. Please summarise this Equality and Human Rights Impact Assessment (EHRIA). This must include any practical actions you intend to take or have taken to reduce, justify or remove any adverse negative impacts. This must also include a summary of how this proposal complies with the public sector equality duty for people with protected characteristics - see Step 2. **Please return to this question after completing the EHRIA.**

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick which applies.

☒ Para 9 of EHRIA will be published in committee report in Section 6 "Impact"
Full EHRIA will be attached to the committee report as an appendix

☐ Copied to Equalities Team to publish on the Council website

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To ensure the on-going provision of primary stage denominational education provision in the City of Aberdeen.

12. Who will benefit most from the proposal?

Families who wish their children to attend a denominational school.

13. You should assess the impact of your proposal on equality groups and tell us how implementing this proposal will impact on the needs of the public sector equality duty to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

Parents have a right to send their children to a denominational school if they wish. Equalities legislation in Scotland contains exemptions that give Catholic children preference in respect of placing requests to Catholic (denominational) schools. This report will serve to secure ongoing provision that supports this parental right.

STEP 3: Gather and consider evidence

15. What **evidence** is there to identify any potential positive or negative impacts in terms of involvement, consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other? You must consider relevant evidence, including evidence from equality groups.

The legislation referred to above supports the provision of this type. There is no evidence of negative impact or representation against the on-going provision of these schools.

STEP 4: Assess likely impacts on people with Protected Characteristics

16. Which, if any, people with protected characteristics and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box. Be aware of cross-cutting issues, such as older women with a disability experiencing poverty and isolation.

(Positive +, neutral 0, - negative)

Protected Characteristics					
Age - Younger Older	0	Disability	0	Gender Reassignment*	0
Marriage or Civil Partnership	0	Pregnancy and Maternity	0	Race**	0
Religion or Belief	+	Sex (gender)***	0	Sexual orientation****	0
Others e.g. poverty	0				

Notes:

* Gender Reassignment includes Transsexual

** Race includes Gypsy/Travellers

*** Sex (gender) i.e. men, women

**** Sexual orientation includes LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above.

In making the assessment you must consider relevant evidence, including evidence received from individuals and equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to **unlawful discrimination**, the policy must be amended to avert this. Detail the impacts and describe those affected.

Positive impacts	Negative Impacts (describe protected characteristics affected)
Religious belief	
The paper will support the opportunities	

for parents to select a “faith based” education for their children.

STEP 5: Human Rights - Apply the three key assessment tests for compliance assurance

18. Does this proposal/policy/procedure have the potential to interfere with an individual’s rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and saying how. **If you answer “no”, go straight to question 22.**

NO

- ☐ 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

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

Legitimate aim

20. Is the aim of the policy identified in Steps 1 and 2 a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Proportionality

21. 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

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

Through the established monitoring and evaluation procedures for education in the City and by the feedback from Parents that Headteachers receive individually or through Parent Councils.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

--

STEP 7 SIGN OFF

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

Person(s) completing the impact assessment.

Name	Date	Signature
David Anderson	05.03.2014	

Quality check: document has been checked by

Name	Date	Signature

Head of Service (Sign-off)

Name	Date	Signature

Now –

Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal to:

Equalities Team
Customer Service and Performance
Corporate Governance
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk

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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **27 March 2014**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Funding Community Projects**

REPORT NUMBER: **ECS/14/018**

1. PURPOSE OF REPORT

The purpose of this report is to note the budget decision on contracts and procurement in respect of Service Level Agreements (SLAs) relating to the various external organisations which provide community learning and development services, commissioned by the Council. These organisations are:

Aberdeen Lads Club, Fersands and Fountain Community Project, Middlefield Project, Printfield Project and St Machar Parent Support Project and Workers' Educational Association.

2. RECOMMENDATION(S)

That the Committee:

- a) Approves the estimated expenditure in relation to the Funded Projects for 2014/15 as set out in the Financial Implications section of this report and
- b) Notes the addition in allocation of funding of £20,000 to Aberdeen Lads Club to support the health and wellbeing of its members.

3. FINANCIAL IMPLICATIONS

The total budget for these commissioned projects for 2014/15 is £679,408. This amount is contained within the approved budget for the service, however the expenditure for these projects has not yet been approved by Committee. The projects have been funded at comparable levels for a number of years.

The funding for each organisation is as follows:

Aberdeen Lads Club: £123,957

Fersands and Fountain Community Project: £232,677

Middlefield Project: £104,766
Printfield Project: £65,812
St Machar Parent Support Project £112,416
Workers Educational Association: £39,780

This report asks the committee to approve the allocation of the expenditure as set out above.

The organisations listed above include the budgeted income from the Council within their business plan for 2014/15. Any delay to the payments could result in cash flow difficulties for these organisations.

4. OTHER IMPLICATIONS

Property Implications

None

Legal Implications

The Council's Standing Order 1(3) states: No tender shall be invited or contract entered into unless the total estimated expenditure has been previously approved by the Council.

This requires specific Committee approval. The allocation of a budget as part of the Council's budget setting process is insufficient.

5. BACKGROUND/MAIN ISSUES

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

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

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

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

engage in community development. The Club is run by an Executive Committee.

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

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

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

St Machar Parent Support Project – Provides support to pupils attending St Machar Academy or any of its feeder primaries and their parents/carers/families and to parents/carers/families living within the support needs and attends a school run by Aberdeen City Council. This support aims to improve pupil attendance and attainment and improve parent's engagement with schools and their children's learning. The Project is run by a Management Committee.

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

5.2 Review

A review of all funded activity is included within the CLD and Libraries Analysis Review. This review aligns with the root and branch review for all Culture and Sport commissioned work and is the subject of another Committee report. This report will be considered by committee in due course.

6. IMPACT

This report relates to 'Aberdeen – the Smarter City':-

- We will help every citizen to improve their knowledge and skills, together contributing to our success as a learning city.
- We will embrace the distinctive pride the people of Aberdeen take in their city and work with them to enhance the sense of well-being here, building strong communities which look out for, and look after one another.
- We will challenge inequalities wherever they exist and bring our communities closer together.

Smarter Living:

- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will work with our partners to seek to reduce the levels of inequality in the city.
- We will improve access to and increase participation in arts and culture by providing opportunities for citizens and visitors to experience a broad range of high quality arts and cultural activities.
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond.

Smarter People:

- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the cultural economy.

This report also relates to the Single Outcome Agreement as follows:

Thematic priorities:-

Safer Communities:

- People feel safe throughout Aberdeen's communities

Learning and Workforce:

- Reduced levels of unemployment
- Universal literacy

Children & Young people:

- Every child and young person in Aberdeen enjoys being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible

Multi-lateral Priorities:-

Priority Families:

- Communities demonstrate independence, resilience, confidence, self-esteem and aspiration. Preventative approaches reduce the number of families experiencing multiple and complex negative outcomes.

Underlying Principle:

Target those most in need:

- Deprivation is reduced, resulting in the closure of outcome gaps within Aberdeen's population.

Public - This report will be of interest to members of the affected Management Committees and may be of interest to the wider public as the recommendations will impact on services delivered throughout the City.

7. MANAGEMENT OF RISK

The organisations affected, include the budgeted income from the Council within their business plans for 2014/2015. Any delay to the payments could result in cash flow difficulties for these organisations.

8. BACKGROUND PAPERS

None

9. REPORT AUTHOR DETAILS

Fiona Gray

Development Manager Performance and Commissioning

Tel: 01224 523403

Email: FiGray@aberdeencity.gov.uk

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Equality and Human Rights Impact Assessment - the Form

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STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officer(s) completing this form.

Name	Designation	Service	Directorate
Fiona Gray	Development Manager	Culture, Sport & Communities	Education, Culture & Sport

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in delivering this proposal (for example other Council services or partner agencies).

The Lead Council Service is Education, Culture and Sport - Sport and Communities Team.

The organisations to be receiving funds from the Communities Team budget are: Aberdeen Lads Club, Fersands & Fountain Project, Printfield Project, Middlefield Project, St Machar Parent Support Project and Workers Educational Association.

Colleagues in Legal support the delivery of these services through Service Level Agreements.

9. Please summarise this Equality and Human Rights Impact Assessment (EHRIA). This must include any practical actions you intend to take or have taken to reduce, justify or remove any adverse negative impacts. This must also include a summary of how this proposal complies with the public sector equality duty for people with protected characteristics - see Step 2. **Please return to this question after completing the EHRIA.**

The continuation of funding will impact positively on the communities served by the Projects listed. The majority of the communities are ranked in the 0 – 15% most deprived data zones in Aberdeen – Scottish Index of Multiple Deprivation 2012. This links to Aberdeen City Council Equality Outcomes 7, 8, 14 and 18a.

Organisations will continue to be required to evidence regular and sustainable provision for communities or individuals in deprivation or who are otherwise disadvantaged, as part of any funding agreement. Specific targets are defined as part of the Service Level Agreement which is monitored by the councils Liaison Officer, the Development Manager Performance & Commissioning, and this includes equality monitoring in terms of employment opportunities and access for service users.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick which applies.

- ✓ Para 9 of EHRIA will be published in committee report in Section 6 “Impact”
- ✓ Full EHRIA will be attached to the committee report as an appendix
- ✓ Copied to Equalities Team to publish on the Council website

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

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

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

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

12. Who will benefit most from the proposal?

Predominantly people living in the communities of Tillydrone; Ferriers, Sandilands, Fountain and Woodside; Middlefield; Printfield and in addition the wider St Machar Academy catchment area which further includes the neighbourhoods of Seaton, Hilton and Stockethill. The neighbourhoods include 14 of the 22 classified in the SIMD 2012 0 – 15% most deprived data zones in Aberdeen. Income, Employment, Health and Education, Skills & Training are the particular domains which the communities rank high in levels of deprivation.

The Workers Educational Project has a wider city catchment area.

All projects endorse the equal opportunity policy and focus on groups experiencing barriers as a result of economic circumstance, social isolation, limited confidence, low self-esteem or lack of educational opportunity. This includes but not exclusively, learners /potential learners who live in areas of high deprivation, have very limited/ no qualifications, who are seeking to return to work or up skill, who have been in the criminal justice system and young people making transitions.

13. You should assess the impact of your proposal on equality groups and tell us how implementing this proposal will impact on the needs of the public sector equality duty to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

The funding contributes to enabling the Projects to provide staff and activities supporting vulnerable children & families, adults and older people living in a number of the most economically deprived areas of Aberdeen.

Projects will address the learning needs of the groups served to support their effective and productive involvement in their communities and learning.

The activities of the projects contribute to Getting It Right For Every Child (GIRFEC), positive destinations for young people and skills and training for adults seeking employment/education.

Activities advance equality of opportunity and foster good relations ensuring they are inclusive by taking into account the needs of the communities they serve.

STEP 3: Gather and consider evidence

15. What **evidence** is there to identify any potential positive or negative impacts in terms of involvement, consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other? You must consider relevant evidence, including evidence from equality groups.

Projects report on the target groups whose needs are being met by the funding. Reports include the number and range of activities provided and will require to demonstrate how inclusive the opportunities provided are.

SIMD data is used to highlight number of neighbourhoods in deprivation and monitor if their status improves.

STEP 4: Assess likely impacts on people with Protected Characteristics

16. Which, if any, people with protected characteristics and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box. Be aware of cross-cutting issues, such as older women with a disability experiencing poverty and isolation.

(Positive +, neutral 0, - negative)

Protected Characteristics					
Age - Younger Older		Disability		Gender Reassignment*	
Marriage or Civil Partnership		Pregnancy and Maternity		Race**	
Religion or Belief		Sex (gender)***		Sexual orientation****	
Others e.g. poverty		Poverty	+		

Notes:

* Gender Reassignment includes Transsexual

** Race includes Gypsy/Travellers

*** Sex (gender) i.e. men, women

**** Sexual orientation includes LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above.

In making the assessment you must consider relevant evidence, including evidence received from individuals and equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for

positive impact. If any adverse impact amounts to **unlawful discrimination**, the policy must be amended to avert this. Detail the impacts and describe those affected.

<p>Positive impacts (describe protected characteristics affected)</p> <p>Funding Community Projects supports projects working with some of the most vulnerable people in the most deprived areas of Aberdeen.</p>	<p>Negative Impacts (describe protected characteristics affected)</p>
---	---

STEP 5: Human Rights - Apply the three key assessment tests for compliance assurance

18. Does this proposal/policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and saying how.

NO.

- ☐ 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

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

N/A

Legitimate aim

20. Is the aim of the policy identified in Steps 1 and 2 a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

N/A

Proportionality

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

N/A

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

As the designated Aberdeen City Council Liaison Officer for the projects I will work with the projects to maintain the system of reporting already set up – quarterly reports to include the numbers of people being supported and the progress on the agreed outcomes.

At the start of the financial year Projects produce an annual plan setting out their priorities and outcomes. This plan must have direct linkage to the ECS Service Plan and the relevant Learning Partnership priorities for the areas served.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

STEP 7 SIGN OFF

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

Person(s) completing the impact assessment.

Name	Date	Signature
Fiona Gray	17 March 2014	

Quality check: document has been checked by

Name	Date	Signature
<i>Faiza Nacef</i>		

Head of Service (Sign-off)

Name	Date	Signature
<i>Sheila Sansbury</i>		

Now –

Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal to:

Equalities Team
Customer Service and Performance
Corporate Governance
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk

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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **27th March 2014**

DIRECTOR: **Gayle Gorman**

TITLE OF REPORT: **Sports Grants**

REPORT NUMBER: **ECS/14/017**

1. PURPOSE OF REPORT

This report brings before Committee, ten applications for financial assistance and makes recommendations accordingly.

2. RECOMMENDATION(S)

That the committee:

- (a) considers the applications through **the development grants** and approve the following recommendations:

Applicant	Funding Recommended
Volunteer For Sport Programme	£10,000
Riverbank School Kayak Club	£800.00
Aberdeen Life Saving Club	£2,000
Aberdeen Schools Rowing Association	£10,000
Physical Activity research Project – Torry and Cove	£5,000
AFC/SFA School Football and Mentoring Programme	£10,000
Kingswells Boxing Club	£1,988
Stoneywood Dyce Cricket Club	£4,082
Total Award	£43,870

- b) considers the application through the **significant sporting events grant programme** and approve the following recommendation:

Applicant	Funding Recommended
Cameroon Pre Commonwealth Games Training Camp	£15,000
Total Award	£15,000

- c) considers the application through **the talented athlete grants programme** and approve the following recommendation:

Applicant	Sport	Funding Recommended
Ashley Pearson	Triathlon	£700.00
Total Award		£700.00

- d) notes that there is an under spend of £37,011.50 from the budget that was allocated from the 2013/14 Common Good fund for the Olympic Games Legacy.
- e) to recommend to the Finance, Policy and Resources Committee that a proportion of the Common Good Budget under spend be allocated to support the Games Legacy through ensuring that local communities celebrate Glasgow 2014 at a grassroots level during 2014-15.

3. FINANCIAL IMPLICATIONS

The sports grants budget for the 2013/14 is £90,000 in addition to this there is £140,000 allocated this year from the Common Good budget. There is currently £133,418.50 committed within this budget. Assuming that the recommendations contained within this report are agreed, there will be £37,011.50 remaining in this budget. Please see appendix 1 for previous awards of grants funding in the current financial year.

Officers within Education, Culture and Sport redefined the sports grant criteria in June 2013 and capacity has been identified to support community sports clubs and organisations through the application process.

4. OTHER IMPLICATIONS

Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.

5. BACKGROUND/MAIN ISSUES

Aberdeen City Council's Sports Grants is a funding programme which is open to any voluntary or not-for-profit organisation or club who deliver sport or physical activity within the city.

The grant criteria is aligned to the key objectives of "Fit for the Future" the Sport and Physical Activity Strategy for Aberdeen (2009-2015). Each application is assessed against the criteria, with recommendations developed and put forward to the relevant Committee for a decision.

All applicants are provided with support from officers before and after applications have been considered. This includes the offer of individual support sessions, resulting in detailed feedback on how to improve the quality of their application. For more information about common reasons for resubmission, deferral or rejection please see Appendix 2.

5.1 Club Development Grant Programme

The aim of this grant is to increase the availability of sporting opportunities in the city by assisting existing sports clubs to develop their sports programmes and by encouraging the establishment of new sports groups/clubs/sections.

5.1.1 Volunteer for Sport Programme (VFS)

Volunteer for Sport (VFS) is a sports coaching programme that assists student volunteers through a progressive pathway that develops their confidence and gains them the qualifications that allow them to assist various sports clubs in the communities of Aberdeen to introduce new sporting programmes.

Each volunteer is placed in a progressive sports coaching pathway of their choice and they are mentored and provided with resources in order to develop their skills and qualifications over the duration of their involvement in the three year programme.

In 2013/14 there were 45 volunteers completing the programme. However in 2014/15 the target amount of volunteers is up to 74. Netball, Tennis and Football will be added to the list of existing pathways which includes Athletics, Basketball, Climbing, Hockey, Rowing, Rugby and Strength and Conditioning. The new additions to the programme will provide more physical activity opportunities such as a grassroots rackets programme in conjunction with Tennis Scotland for local children to try out the sport of Tennis. VFS has also developed a partnership with Aberdeen Football Club which will see the VFS volunteers contribute to help the over 50's continue with sport and will assist the street sport programme in tackling anti-social behaviour in the city. Finally the addition of the new pathways will see VFS volunteers coach the university netball team and assist with primary and secondary school teams via the local development officer.

This grant would benefit VFS by funding the entire coach education programme for 74 coaches who in return will commit to just under 1700 hours of voluntary sports coaching in Aberdeen City communities.

The programme coordinator continues to actively promote the programme on a national scale and has already presented at the annual Scottish Student Sport conference (2013). He has also been asked to lead a workshop at the National Scottish Rowing Conference in October 2014 which will provide the opportunity to raise awareness of the programme and the partnership between VFS and Aberdeen City Council.

In 2013 VFS was awarded the Top Volunteer Programme in all Further and higher education in Scotland and by approving this recommendation it will enable the programme to continue to develop and expand and increase the number of qualified coaches we have in the city and the number of physical activity sessions delivered for our children and young people.

Funding Requested	Funding Recommended
£10,000	£10,000

5.1.2 Riverbank School Kayak Club

In September 2013 a group of children from Riverbank primary school were invited along to Seaton Park to take part in a kayaking session led by Adventure Aberdeen, with a guest appearance from Olympic gold medallist Tim Baillie. This was an excellent opportunity for the children and they all thoroughly enjoyed it. Following on from this, Riverbank primary school is looking to set up a new extra-curricular kayak club.

The school will work with Adventure Aberdeen; providing children with the opportunity to get involved in water sports, in their own locality, working with experienced instructors, achieving in a sport they would not normally have the chance to participate in.

The club will teach the children skills such as team building, self-sufficiency, safety and resilience and will allow them to develop outdoor awareness as well as participate in a fun and challenging activity.

Set within one of Aberdeen's regeneration areas this club will heighten the name of Tillydrone in a positive light and will bring the community together to share in fun activities on the River Don, which is right on their doorstep. This could be life shaping for some of the participants and gives the children an opportunity that they may otherwise never have. Riverbank School Kayak Club hopes to also make links with Aberdeen Kayak club so that the children's involvement can continue on past school.

The grant application is for Riverbank Primary school to buy in the services of Adventure Aberdeen for a 12 week extra-curricular block of lessons, which includes instructor fees, kayak hire, hiring/buying other necessary equipment and transport costs associated with travelling to the river from the school and back again. All of this is estimated to cost £1600 therefore Riverbank school are looking for a grant of £800 to support them with this.

Funding Requested	Funding Recommended

£800	£800
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5.1.3 Aberdeen Life Saving Club

Aberdeen Amateur Swimming Club is looking to expand the lifesaving arm of their club. They would like to offer a Lifesaving sport section to their current members and to new participants. Lifesaving is a sport which encourages inclusiveness and promotes health and fitness to the participants.

The main outcomes of the new section would be to bring new members into the club to maintain their fitness in a fun and exciting tier two Olympic sport. Participants will learn vital lifesaving skills as part of their development into athletes, but will also improve their health and fitness and make new friends in a positive (competitive) environment.

The club hope to set up a junior arm of lifesaving (8-16 years) and a masters section (16+ years) in order to provide suitable athletes for selection at National level.

The grant would be a huge benefit to the existing club as more members from the affiliated competitive swimming club might find that the skills required for competitive swimming are transferable into lifesaving sport and this may help retain club members. Also the lifesaving sport section can retain swimming club members who no longer wish to compete in traditional swimming disciplines, but enjoy the variety of the more novel events provided by lifesaving sport. As lifesaving sport events are novel, this may be more appealing to the local community as an activity to take part in.

The lifesaving club currently provides awards to those under the age of 16 in the form of the Rookie Lifeguard and Survive and Save; but has the potential to deliver NPLQ, first aid courses and defibrillator training to members of the local community to increase the number of trained by-standers.

The club hope to recruit members from the current lifesaving and swimming club and local schools.

The lifesaving club are looking for support to help them train volunteers, who will then have the suitable training expertise and qualifications to teach lifesaving. The club would be looking to train 6 lifesaving instructors to deliver lifesaving awards and provide skills for lifesaving sport training. The club is also looking for this funding to support with the costs associated with purchasing of equipment for training and competitions.

Funding Requested	Funding Recommended
£2,000	£2,000

5.1.4 Aberdeen Schools Rowing Association

Aberdeen Schools Rowing Association (ASRA) provides a wide range of rowing opportunities for school-aged children and young people throughout

the City. The association's objective is to create opportunities to become involved in rowing. This is achieved by providing a pathway which allows beginners to undertake taster sessions, before progressing to indoor clubs and eventually outdoor club rowing on the River Dee.

ASRA run two main programmes within the city Secondary schools. The indoor (Dry Start) programme provides a minimum 6 week extra-curricular training block within participating schools. The outdoor (Wet Start) Programme follows this up with the opportunity to participate in an eight to ten week training block on the River Dee.

ASRA's participation programs have been developed to enable them to continue the expansion of their participation base numbers. This is a continuous process with members moving on to university and work post their junior years. This development grant would help to support the program and meet their business plan expansion target of 200 members by the end of 2017.

The overall cost of running the Schools rowing projects is approximately £32000. The recommendation is to provide £10,000 of funding towards this project which will be matched by £22,000 from the association. This covers a range of incurred costs including staff salaries, insurance and equipment maintenance. In order to meet this cost, ASRA have successfully received funding from external bodies.

The application requests support to extend and improve the on-going indoor and outdoor programmes. ASRA also aim to use this grant funding alongside their own funds and sportscotland's Direct Club Investment (DCI) funding to appoint a full time Rowing Pathways Coordinator. This person would run the schools participation programme supported by a number of part time paid and voluntary staff. It is anticipated that with the target membership increasing year on year that by the end of the DCI program ASRA will be in a position to self-fund this full time post.

Funding Requested	Funding Recommended
£10,000	£10,000

5.1.5 Physical Activity Research Project – Torry and Cove

A recent review of the Scottish Physical Activity Strategy 'Let's Make Scotland More Active' (Scottish Executive, 2003) has concluded that there has been insufficient action at local levels in Scotland to impact on population physical activity levels (Halliday, Mutrie and Bull 2013). The authors of this review have identified a need for commitment, resources and robust evaluation at local levels to address continued physical activity inequities especially among women, girls, and older adults as well as in areas of low socioeconomic status.

In order to address this need, it is important to identify current physical activity levels as well as any barriers or motivators to physical activity in a community.

The Robert Gordon's University are conducting a study on behalf of the National Health Service and Aberdeen City Council in an aim to establish current physical activity levels in two communities in the South of Aberdeen (Torry and Cove), as well as identifying any barriers and motivators around Physical activity. With the 2014 Commonwealth Games due to be held in Glasgow, the findings from this project will help to inform future local physical activity planning to tie-in with the Games legacy.

The objectives of the project are as follows;

1. To establish current population physical activity levels within Torry and Cove
2. To identify barriers and motivators to physical activity from the evidence base/research literature
3. To explore barriers and motivators to physical activity in the two communities
5. To establish current use of leisure facilities within Torry and Cove
6. To explore the views of individuals living within Torry and Cove regarding current leisure facility provision and future planning.

The total cost of this project is £23,000. The NHS have allocated £18,000 to this project from the Health Improvement Fund leaving a shortfall of £5,000. This allocation would assist with the costs associated to undertake the research to examine attitudes, barriers and motivations to participation in physical activity, comparing and contrasting Torry and Cove. A final report and an executive summary will be produced as part of this study and this is due to be completed in September 2014.

The findings from this study will be extremely beneficial for Aberdeen City Council in helping us to target and plan appropriate interventions and services and this project also helps is to deliver on Fit for the Future the city's sport and physical activity strategy.

Funding Requested	Funding Recommended
£5,000	£5,000

5.1.6 AFC/SFA/ACC Partnership Programme

The Scottish FA (SFA), Aberdeen Football Club in the Community and the City Council are currently working in partnership to develop grassroots football in Aberdeen City. Through recent work the partnership group has identified two fundamental areas of work which need to be addressed in order to improve the pathway of football for our children and young people.

It is proposed that with financial support from the SFA and approval of a sports grant from Aberdeen City Council that Aberdeen Football Club in the community employs an officer to address the following two identified areas:

- *Coach Mentoring Programme;*

In 2013, Aberdeen Football Club in the Community in partnership with the SFA delivered 17 courses to over 400 local grassroots Coaches. Feedback is largely positive, with the main area for development identified as additional support after attending these courses. Based on the current quality and quantity of Football at grassroots level, a Coach Mentoring Programme for Quality Mark Clubs in Aberdeen City has been designed to tackle this identified need.

- *Primary Schools Football Partnership;*

There are currently four Primary Schools Football Leagues within Aberdeen City some of which currently lack governance and direction. In addition some of the leagues do not adhere to the recognized Scottish Football Association National Player Pathway. There are also incorrect registration procedures and there is significant work required in order to ensure that our children and young people get the best possible start in participating in football by ensuring that our coaches and volunteers are appropriately trained in relation to coaching, child protection and first aid as well as ensuring there is a mentoring programme in place. The partners within the city recognize that by working towards a single league structure governed by Aberdeen Football Club, The Scottish FA and Aberdeen City Council that this would be a positive step forward for the city.

The Scottish FA, through re-directed McDonald's funding, is willing to commit to funding of £10,000 per annum for 4 years. Aberdeen Football Club in the Community have also proposed to contribute £10,000 per annum for four years. An application has been received by SFA and AFC to the city council for support through the development grant for a 12 month funding commitment into 2015 where the project can then be reviewed with the aim to extend for future years.

There are many additional income generation opportunities with this additional resource in place. Aberdeen Football Club in the Community will engage with a wider target audience, improve relations with local football clubs, and provide flexibility and resilience within Aberdeen Football Club in the Community staffing.

The plan going forward would be for Primary School teams to register, affiliate and pay fees to AFC, and also to acquire a sponsor for the Primary Schools Football Partnership, providing an additional budget and sustainability for the Programme in the long run.

Funding Requested	Funding Recommended
£10,000	£10,000

5.1.7 Kingswells Boxing Club

Kingswell Amateur Boxing Club started 10 years ago and is based in Kingswells Village Hall. The club seeks to encourage and increase opportunities for new participants to try the sport and develop their fitness.

Those who wish to train further improve their fitness as well as learning some essential life skills such as; self-discipline, control, respect and team work to name a few.

The Kingswells Amateur Boxing Club provide a supportive and friendly environment for boys and girls of all ages to come and try a new activity and they encourage learning which has led to success in local and national championships.

The club is in need of some essential new equipment that plays an important part in maintaining members, recruiting new members and ensuring that the activity is safe for all.

The local community benefit from the club as it discourages a lot of anti-social behaviour and is teaching the young people of the community to develop, discipline, tolerance, resilience and responsibility.

The club is well established in the Kingswells community and would like to maintain its excellent reputation so that it can attract new members and develop them to their full potential. In order to do this new equipment is essential and this grant would help them purchase such equipment

Funding Requested	Funding Recommended
£3975	£1988

5.1.8 Stoneywood Dyce Cricket Club

Stoneywood Dyce Cricket Club provides the people of Stoneywood, Dyce, Bucksburn, the city of Aberdeen and surrounding areas the opportunity to play cricket. The clubs key objective is to promote cricket as a mass participation sport and make it fun, safe and accessible to all who wish to play – regardless of sex, creed or physical ability.

Stoneywood Dyce cricket club are the home team for 3 out of the 13 existing Scotland squad members. The club recognises that in order to ensure that it continues to produce talented athletes that it needs to develop its pathways and put a performance system in place for the clubs current junior members. This in turn will enable more time to be spent on the development of regional and academy squads.

The club is a progressive club and currently have advanced clubCAP. The grant application received through the development grant fund is to compliment a Direct Club Investment from sportscotland whereby funding will be made available to employ a Club Development Officer. This post will support existing coaches/athletes with their development needs.

The contribution from the sports grant will enable the club to purchase high quality training equipment and technology products which will enable instant feedback to be provided to players through the use of video analysis. It will also enable the club to buy more playing equipment, giving people from the

community the opportunity to try out new activities and not go through the expense of buying all their own equipment.

Having a dedicated programme like this in Aberdeen will increase the number of people participating in the sport. The club is currently part of the Community Sports Hub which is being developed in Bucksburn and the club is keen to share this resources and learning experiences with the other member clubs.

The club also hopes that with this grant they will be able to carry out more marketing and taster sessions in order to strengthen their links with local schools.

Funding Requested	Funding Recommended
£8163	£4082

5.2 Significant Sporting Events Grant

The aim of this grant is to help sporting, community and event organisations deliver significant sporting events within the Aberdeen City Council boundary. The Programme, through the *Event Assistance Grants* and *Event Development Grants* categories will provide funding support for events that are national or international in focus, or that are regionally significant, and are recognised by the relevant governing body of sport.

5.2.1 Cameroon Pre Games Training Camp

The Cameroon Olympic team trained in Aberdeen prior to competing in the London 2012 Olympics. To continue to build on the relationship with this country, and to involve Aberdeen and the surrounding area in this year's Commonwealth games, Cameroon has been invited back to Aberdeen for their training camp. This camp is to happen in July for 10 days before the team makes its way down to the athlete's village in Glasgow. The Cameroon team will be made up of approximately 60 athletes, 10 coaches, 6 support staff and 4 officials.

There will be a number of opportunities for the public to engage with the team through media events, visits to schools/clubs/summer camps, public access to watch athletes train, exhibition events that are accessible to the public, and a comprehensive legacy program that is currently being developed in conjunction with a range of organisations across the city.

The pre games training camp is set to inspire people from the city to take part in Commonwealth sports and to strive for achievement and excellence. It is anticipated that the uptake of sports and exercise will have a beneficial effect on the health of the citizens of Aberdeen, as well as improving membership within existing sports clubs across the city, making them more sustainable. Coaches will be inspired and educated to help develop the next generation of athletes from Aberdeen, with the aim of these athletes competing at national or international level.

All partners who were involved in the 2012 training camp have been made aware of potential dates, sports and requirements. These partners include; Aberdeen Sports Village, RGU:Sport and The University of Aberdeen.

The funding contribution through the significant sport events grant stream would be used to cover a range of the running costs of the Pre Games Training Camp including accommodation, catering, transport and other team provisions.

Once the dates and program are finalised, press releases will be issued regarding the arrival of the team, any significant events taking place during the camp, any legacy events linked in with the teams visit and progress made by the team at the Games. Additionally, any legacy/community activities will be advertised to as many people as possible to get everyone involved with the Commonwealth Games and with what is happening in Aberdeen as a result of this. It is anticipated that there will be an element of media coverage of the Pre-Games Training Camp (as there was in 2012). However, the nature and details of this will not become apparent until details of the athletes, sports and exhibition events are confirmed.

The funding request to support this event was £30,000 however officers are recommending that committee approve a contribution of £15,000 as this reflects the applicable costs that the local authority would wish to support.

Funding Requested	Funding Recommended
£30,000	£15,000

5.3 Talented Athlete Grants

The aim of the scheme is to recognise individual talented sports performers in Aberdeen and encourage them to develop to their full potential by providing funding to assist with the costs associated with competing at a high level.

5.3.1 Ashley Pearson (Triathlon)

Ashley is a focused and committed triathlete who follows a structured training plan geared towards her specific goals. She has been competing as a triathlete since 1999 and has won a variety of different titles. Ashley took time out of competing from 2006-2011 due to family commitments however returning to competition in 2012 saw her win the Deeside Duathlon and break the course record and in 2013 came first in the Monikie winter duathlon series, first in the Deeside Duathlon and first in the L'etape Caledonia cycle sportive.

This year Ashley enters the 'Veteran' age category and she has set a number of goals for upcoming competitions. She aims to win the Scottish Veterans Championships at all standard distances in triathlon and duathlon. Her plan then is to compete at the equivalent British Championships in 2015 and represent Great Britain in Masters Competition in world and European

championships.

Ashley is looking for financial support to help her cover costs associated with travel, costs of lodging and equipment.

Funding Requested	Funding Recommended
£2000	£700

5.3.4 Allocation of Talented Athlete Grant funding

A panel was developed in order to assess the application forms which were received. This panel consisted of a Scottish Institute of Sport Manager, a Performance Lifestyle Advisor and two officers from the City Council. In addition all applicants had to provide a supporting statement from the governing body for their specific sport. The applications were then reviewed against the set criteria and consideration was given to the level at which the athlete was performing and the associated costs to their training and competition.

A high proportion of the athletes applied for the full amount of £2,000 however the panel felt that given that we are part way through the financial year and season that in certain instances following review of the costs submitted that the athletes did not require this full amount in order to develop to their full potential.

5.4 Commonwealth 2014 – Community Games Fund

The Aberdeen City Community Games fund criteria was agreed by the Culture and Sport Sub Committee on the 1st July 2013 and was developed to help local communities in Aberdeen to celebrate Glasgow 2014 at a grassroots level. To qualify organisations and groups must meet the following criteria:

- The event project or activity must take place between 23rd July and 3rd August 2014
- The event must have a sport and physical activity aspect to it
- The event must take place with the Aberdeen City Council boundary and be for the benefit of a community
- Organisations must provide a brief report and receipt of all expenditure and submit them to the council within one month of the event taking place
- The funding must be for the benefit of the community
- Event organisers are responsible for ensuring that they comply with all regulations such as entertainment licences and health and safety.
- The maximum that can be awarded per project is £1,000

6. IMPACT

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

- We will promote and improve opportunities for physical activity and sport to enable Aberdeen's citizens to lead more active, healthier lives.

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an "Active City".

The report relates closely to the objectives of "Fit for the Future, the sport and physical activity strategy for Aberdeen City (2009-2015)". These objectives are:

- Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
- Provide a comprehensive and high quality range of sports facilities in Aberdeen.
- Maximise social, educational, health and economic benefits of sport and physical activity in Aberdeen.
- Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
 - Raise the profile of sport in Aberdeen.

7. MANAGEMENT OF RISK

Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council.

All successful applicants are expected to agree to terms and conditions which mitigate any risk of exposure to the Council and that all supported activity meets Council Policies, processes and the Following the Public Pound guidelines.

8. BACKGROUND PAPERS

The application forms and business plan will be available in the members lounge prior to the Education, Culture and Sport committee.

9. REPORT AUTHOR DETAILS

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Appendix 1

Summary Table of Financial Assistance Sports Awards 2013/14

Organisation	Funding Awarded	Committee Approval
Development Grants		
Grampian Institute of Sport	£8,000	Education, Culture & Sport 30/05/13
Games for Scotland (match funding for council application to Event Scotland)	£5,000	Education, Culture & Sport 30/05/13
Aberdeen Synchronized Ice Skating Club	£5,000	Culture and Sport Sub Committee 01/07/13
Auchmill Golf Club	£5,000	Culture and Sport Sub Committee 01/07/13
Bryon Amateur Boxing Club and Fitness Club	£2,000	Education, Culture & Sport 21/11/13
Cove Boys Football Club	£2,000	Education, Culture & Sport 21/11/13
Aberdeen Amateur Athletics Club	£4,000	Education, Culture & Sport 30/01/14
Dyce Boys Football Club	£1,214	Education, Culture & Sport 30/01/14
Granite City Wanderers Hockey Club	£1,131	Education, Culture & Sport 30/01/14
Northfield Academy	£1,000	Education, Culture & Sport 30/01/14
Scottish Gymnastics	£1,500	Education, Culture & Sport 30/01/14
School of Football – St Machar Academy	£978	Culture & Sport Sub Committee 19/02/14
Aberdeen Rough Necks American Football Club	£2,000	Culture & Sport Sub Committee 19/02/14
Games for Scotland – a day to	£5,000	Culture & Sport Sub

celebrate		Committee 19/02/14
Volunteer for Sport	£10,000	Education, Culture and Sport 27/03/14 (pending)
Riverbank School Kayak Club	£800	Education, Culture and Sport 27/03/14 (pending)
Aberdeen Life Saving Club	£2,000	Education, Culture and Sport 27/03/14 (pending)
Aberdeen Schools Rowing Association	£10,000	Education, Culture and Sport 27/03/14 (pending)
Physical Activity Research Project	£5,000	Education, Culture and Sport 27/03/14 (pending)
AFC/SFA School Football and Coach Mentoring Programme	£10,000	Education, Culture and Sport 27/03/14 (pending)
Kingswells Boxing Club	£1988	Education, Culture and Sport 27/03/14 (pending)
Stoneywood Dyce Cricket Club	£4082	Education, Culture and Sport 27/03/14 (pending)
Significant Sports Events Grants		
Commonwealth Water Polo Championship 2014 Organising Company Ltd	£30,000	Education, Culture & Sport 12/09/13
The Northern Trophy Day – Dancesport Scotland	£850	Education, Culture & Sport 12/09/13
Scotland v England Cricket International – Cricket Scotland	£30,000	Education, Culture & Sport 30/01/14
Pre Games Training Camp - Cameroon	£15,000	Education, Culture and Sport 27/03/14 (pending)
Coach and Volunteer Workforce Development Grant		
Colin Sim – Aberdeen Wheelers Cycling Club	£150	Education, Culture & Sport 12/09/13
David Fraser – Table Tennis	£80	Culture & Sport Sub Committee 19/02/14
David Webster - Trampolining	£130	Culture & Sport Sub Committee 19/02/14

Ashley Pearson - Cycling	£147.50	Culture & Sport Sub Committee 19/02/14
Talented Athletes Grants		
Findlay Bremner (Freestyle Snowboarding)	£2,000	Education, Culture & Sport 21/11/13
Iona Riley (Rowing)	£1,800	Education, Culture & Sport 21/11/13
Lewis McCue (Rowing)	£1,500	Education, Culture & Sport 21/11/13
Gary Wilson (Rowing)	£1,500	Education, Culture & Sport 21/11/13
Yifel Fang (Table Tennis)	£1,156	Education, Culture & Sport 21/11/13
Joe Yeoman (Swimming)	£700	Education, Culture & Sport 21/11/13
Ross Soutar (Gymnastics)	£1,500	Education, Culture & Sport 21/11/13
Angus Rennie (Rugby)	£700	Education, Culture & Sport 21/11/13
Zoey Clark (Athletics)	£1,500	Education, Culture & Sport 21/11/13
Rebecca Bees (Rhythmic Gymnastics)	£1,500	Education, Culture & Sport 21/11/13
Richard Hollins (Squash)	£1,500	Education, Culture & Sport 21/11/13
Mark Speed (Waterpolo)	£700	Education, Culture & Sport 21/11/13
Andrew McGovern (Swimming)	£850	Education, Culture & Sport 30/01/14
Katie Knowles (Modern Pentathlon)	£1000	Education, Culture & Sport 30/01/14
Emily Merry (Hockey)	£200	Education, Culture & Sport 30/01/14
Christine Cahu (Hockey)	£300	Education, Culture & Sport

		30/01/14
Sofia Gambro (Hockey)	£200	Education, Culture & Sport 30/01/14
Millie Skidmore (Hockey)	£200	Education, Culture & Sport 30/01/14
Siobhan Cowie (Hockey)	£875	Education, Culture & Sport 30/01/14
Rebecca Kelsey (Curling)	£1500	Education, Culture & Sport 30/01/14
Suleman Butt (Swimming)	£2000	Education, Culture & Sport 30/01/14
Grant Donald (Skiing)	£2000	Education, Culture & Sport 30/01/14
Rebecka Tippling (Archery)	£850	Education, Culture & Sport 30/01/14
Julie Erskine (Cycling)	£200	Education, Culture & Sport 30/01/14
Shaun Barnes (Football)	£70	Education, Culture & Sport 30/01/14
Pamela Gillespie – (Touch Rugby)	£247	Culture & Sport Sub Committee 19/02/14
Lewis Thomson – (Weightlifting)	£690	Culture & Sport Sub Committee 19/02/14
Jamie Steel – (Rowing)	£1,000	Culture & Sport Sub Committee 19/02/14
Ashley Pearson (Triathlon)	£700	Education, Culture and Sport 27/03/14 (pending)
Total Grant Funding Awarded if recommendations approved	£192,988.50	
Grant Funding Remaining	£37,011.50	

Appendix 2

Sports Grants – Please find below frequent reasons for resubmission, deferral or rejection of funding applications

- Application forms not fully completed or illegible
- The benefits of the initiative do not clearly show the primary benefit is to residents of the City, but to a wider demographic
- Projects do not have clear outputs or outcomes
- Match funding is either not confirmed (in which case an application is deferred) or indicated.
- There is no evidence of need ascertained, of wider benefit, and/or there is evidence of duplication of services already supported by Aberdeen City Council
- The organisation or Club has outstanding debt with Aberdeen City Council
- The club cannot meet FPPP (Following the Public Pound) guidance and/or has not submitted reports against previous grant allocations
- The group or club is not constituted as required by the grants criteria
- The group or club does not have a bank account with two authorised signatories
- Applications for transport represent a significant proportion of the grant with no evidence of participants subsidising travel
- Requests to visit or train at facilities out with the City may be rejected if similar facilities are available locally
- Projects or requests for staffing do not evidence any forward planning recognising future stability
- Standards of coaching or volunteering do not meet acceptable standards
- There are inadequate or no monitoring and evaluation plans

Feedback and additional support

Council Officers from a variety of backgrounds and knowledge work together to assess the wider value to the sports sector of each application.

Where time permits, Aberdeen City Council staff will contact organisations on receipt of their applications to seek clarification or further information. This is not always possible when applications are received very close to the deadline for Committee reports. Organisations are offered a telephone call or a face to face meeting to help improve their applications.

Where applications are recommended for deferral or rejection, organisations are contacted and offered verbal or written feedback to support a resubmission.

In addition, Officers provide advice and support to sports organisations with application to Awards for All, and other small sports grants funding streams.