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

Town House,
ABERDEEN 9 February 2010

EDUCATION, CULTURE AND SPORT COMMITTEE

The Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in Committee Room 2 - Town House on **THURSDAY, 18 FEBRUARY 2010 at 2.00 pm.**

RODERICK MACBEATH
ACTING HEAD OF DEMOCRATIC SERVICES

BUSINESS

MINUTE, COMMITTEE BUSINESS AND MOTIONS LIST

- 1.1 Minute of previous meeting of 7 January 2010 (Pages 1 - 14)
- 1.2 Committee Business Statement and Motions List (Pages 15 - 42)

PERFORMANCE MANAGEMENT AND SERVICE WIDE REPORTS

- 2.1 Interim Report on 5-14 year old attainment - Oral report
- 2.2 Performance and Inspection Report (Pages 43 - 60)

- 2.3 2009/10 Revenue and Budget Monitoring (Pages 61 - 74)
- 2.4 Capital Budget Progress Report (Pages 75 - 82)
- 2.5 Single Equality Policy and Action Plan 2009-2012 (Pages 83 - 116)

MOTIONS

- 3.1 Motion by Councillor Ironside, referred by Council on 16 December 2009 – Background Report (Pages 117 - 120)

“That this Council expedites its plans to demolish the old Greenfern School site which is currently a haven for vandalism and anti social behaviour causing the residents of the area great concern.”

EDUCATION

- 4.1 Kaimhill School to Braeside School - Decant - Oral update
- 4.2 Learning Estate Strategy (Schools) (Pages 121 - 142)
- 4.3 Inspection of Education Authorities (INEA2) Quality Improvement Framework (Pages 143 - 150)
- 4.4 Effective Moving Protocol (Pages 151 - 176)
- 4.5 Analysis of Scottish Index of Multiple Deprivation 2009 (Pages 177 - 190)
- 4.6 More Choices More Chances and School Leaver Destinations Report (Pages 191 - 206)
- 4.7 Removal of Vacated Educational Property - Former Carden School (Pages 207 - 210)

CULTURE

- 5.1 Museums and Galleries Current and Future Storage Needs (Pages 211 - 218)

SPORT

- 6.1 Sports Grants (Pages 219 - 222)

- 6.2 Grant Support for Interim Travel Arrangements (Pages 223 - 226)
- 6.3 Bookings and Lettings Review (Pages 227 - 246)
- 6.4 A Games Legacy for Scotland (Pages 247 - 260)

HUMAN RESOURCES

- 7.1 Managing Redundancy Policy (Pages 261 - 270)
- 7.2 Early Retirement/Voluntary Severance for Teachers (Pages 271 - 302)
- 7.3 Essential Car Users Scheme (Pages 303 - 308)
- 7.4 Business Case - Cook Post for Cromdale Outdoor Centre (Pages 309 - 312)

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

REFERRALS

- 8.1 Partnership Performance Monitoring - 'Following the Public Pound Reporting' - Satrosphere Ltd (Pages 313 - 350)
Referred by the meeting of the Culture and Leisure Trust monitoring Working Group of 18 January, 2010.

HUMAN RESOURCES

- 9.1 Business Case - Redesign of Post (Pages 351 - 356)

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Agenda Item 1.1

EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 7 January, 2010. - Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor May, Convener; Councillor Greig, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Cormack, Crocket (as substitute for Councillor Laing), Dunbar (as substitute for Councillor Corall), Farquharson, Leslie, McCaig, Noble (as substitute for Kirsty West for part of the meeting), Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and Kirsty West (for part of the meeting). External Members:- Mrs. M. Abdullah, Mr. G. Bruce, Mr. P. Campbell, Mr. S. Duncan and Mr. M. Vicca.

COMMUNITY LEARNING HUBS AND REVIEW OF LEARNING IN THE WIDER COMMUNITY – ECS/09/079

1. The Convener advised the Committee that it was his intention to defer consideration of this item for two cycles and to not consider this item at this meeting.

The Committee resolved:-

- (i) to defer the item for two cycles, to allow officers more time to consult with relevant groups and to thank officers for the work which they had undertaken to date;
- (ii) to request that a report be submitted to the next meeting of the Committee outlining the issues which the local groups would be consulted on; and
- (iii) to request that all public meetings and consultations be advertised widely and to note that officers were willing to meet with any local group who wished to discuss the issues.

REQUESTS FOR DEPUTATIONS

2. The Committee had before it requests for deputations from (1) Mr. Ian Fryer of the Portal Community Centre; (2) Mr. Paul O Connor on behalf of Inchgarth Community Centre; (3) Ms. Jennifer Butler on behalf of Ashley and Broomhill Community Council; and (4) Mr. David Henderson on the subject of Woodside Library. These requests related to article 1 and had been submitted in accordance with Standing Order 10. A further request had also been submitted by Mr. Gregor McAbery and Mr. Lewis Bainbridge of Ruthrieston Community Council, which had been received after the deadline.

A further request had also been received from Mr. Paul O'Connor on behalf of Inchgarth Community Centre in relation to article 13, which had been submitted in accordance with Standing Order 10.

The Committee resolved:-

- (i) not to hear the deputations relating to article 1 due to the item being deferred and to convey apologies to the individuals in attendance at the meeting for the purposes of requesting a deputation; and

- (ii) to hear the deputation relating to article 13 of the minute, at the appropriate point in the meeting.

ANNOUNCEMENTS AND FILM

3. The Convener highlighted aspects of the Education, Culture and Sport Service ebulletin, and drew the attention of Members to the Committee Information Bulletin which contained a number of informative reports.

The Committee also agreed to view a short film, produced by the Community Learning Team which highlighted areas of good practice in relation to young people, sport, adult learning and capacity building.

The Committee resolved:-

to instruct officers to ensure that all Members of the Council received the Service ebulletin.

MINUTE OF PREVIOUS MEETING

4. The Committee had before it the minute of its previous meeting of 24 November, 2009.

The Committee resolved:-

- (i) to note that in relation to article 1, the new Head Teacher at Mile-end School was Eleanor Shepherd;
- (ii) to note that the school referred to in article 8 was Oldmachar and not St. Machar;
- (iii) to request officers to ensure that the capital bid for the repair of heating and ventilation at Oldmachar Academy would be included in discussions at the forthcoming budget challenge meeting; and
- (iv) to otherwise approve the minute.

COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST

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

The Committee resolved:-

- (i) to defer the oral update relating to item 7 (SQA Examination Results) until the next meeting of the Committee, as the recent school closures resulting from snowy weather had prevented officers from obtaining the necessary information;
- (ii) to remove items 9 (Curriculum for Excellence Implementation) and 18 (UK City of Culture) from the Business Statement;
- (iii) to note that the report on the current agenda relating to item 11 (Review of Branch Libraries) had been deferred for two cycles;

- (iv) to request that a detailed report be brought back to the Committee on item 16 (Tied Tenancies) after officers in the Education, Culture and Sport and Enterprise, Planning and Infrastructure services had confirmed which property account the properties were aligned to, and that a short report explaining the background on tied tenancies also be submitted;
- (v) to note that in relation to item 21 (Additional PE Needs in Schools) the reduced provision of PE at Walker Road had been due to the refurbishment work taking place at the school, and that officers would advise Members of the date on which PE would be fully provided again;
- (vi) to note that in relation to Councillor Cormack's motion on parental involvement, consultation with parent councils was due to begin next week; and
- (vii) to otherwise note the statements.

DECLARATION OF INTEREST

During consideration of the following item Councillor Cormack declared a non-pecuniary interest as a member of Aberdeen City Heritage Trust, but did not consider it necessary to withdraw from the meeting.

GRANITE'S CONTRIBUTION TO THE ECONOMIC AND CULTURAL LIFE OF ABERDEEN – NOTICE OF MOTION BY COUNCILLOR CORMACK

6. Reference was made to article 15 of the minute of Council of 18 November, 2009 wherein the undernoted motion by Councillor Cormack had been referred to this Committee for consideration:-

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

The Committee had before it a background report on the motion by the Director of Education, Culture and Sport which, in summary, advised that (a) the Aberdeen granite industry had developed since the 18th century, and throughout the 19th century the industry had expanded and became a world-renowned producer of granite, (b) the industry was very important to the local economy with much of the city constructed from granite (c) many granite quarries existed in and around Aberdeen and the industry had employed 2500 men and boys in 90 firms during the peak of the trade in 1900; and (d) many buildings in Aberdeen were made from granite with Marischal College being the second largest granite building in the world.

The report went on to advise that many books had been produced on the impact of the granite industry in the North East of Scotland and work had been carried out by the Council in regards to bringing the granite trade to the attention of the public.

Attached to the background report was information on the granite trail which detailed the buildings around Aberdeen that had been built using granite.

The Committee resolved:-

- (i) to agree the terms of the motion; and
- (ii) to note that a full report would be submitted to the next meeting which would contain details of the potential links with local geology, oil companies and the Curriculum for Excellence and would look at partnership working with Aberdeenshire Council to promote the history of granite in the wider area.

PERFORMANCE AND INSPECTION REPORT – ECS/09/078

7. With reference to article 6 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport which provided an update on the performance of the service as at October 2009. Attached as an appendix to the report was a performance scorecard for the original 23 key performance indicators, together with three additional measures of performance. The scorecard showed recent performance trends as at October 2009, in relation to areas of resources management, impact, business processes and organisational development and also provided targets, where available. The report provided details of the highlights of the month's performance report which included positive feedback from HMIE and Care Commissions inspections as well as feedback on attendances at sports facilities, reflecting a downturn in relation to day facilities although swimming pool admissions were expected to meet targets.

Attached as a further appendix to the report, was more detailed information in relation to the targets noted on the performance scorecard which provided a definition of each measure, an analysis of what each performance meant and recommended actions to be taken for improvement.

Sarah Gear then provided the Committee with additional information in relation to the ranking of the Education, Culture and Sport Service in respect of specific statutory performance indicators, and indicated that targets would be reviewed in due course.

The report recommended:-

that the Committee –

- (a) note the trends in performance; and
- (b) instruct that quarterly reports be presented to Committee as part of the Education, Culture and Sports Public Performance Reporting Framework.

The Committee resolved:-

- (i) to request officers to ensure that the outturn 2008/09 figures were reflected in the next report and that the current position also be provided;
- (ii) to request that officers use primary colours in the pie charts in future performance reports; and
- (iii) to note that all targets were to be reviewed.

REVENUE BUDGET MONITORING – ECS/09/085

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

The report noted that at the present time, areas of risk and potential overspend had been highlighted as:- Out of Authority Placements; Pupil Support Assistants; Pupil Roll Changes; the Sports Trust; and Sports Income. The forecast overspend, combining these three areas, was £1.528m, an increase of £177,000 since the last report.

The report recommended:-

that the Committee –

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

The Committee resolved:-

- (i) to request that officers ensure that the additional staffing resources for accounting in relation to Education, Culture and Sport be put in place as soon as possible and that the Committee be advised when this exercise had been completed; and
- (ii) to request that officers advise Committee members in writing on the Out of Authority placements outturn for 2009/10.

CAPITAL BUDGET PROGRESS REPORT – ECS/09/084

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

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

The report recommended:-

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

The Committee resolved:-

- (i) to thank officers for including the total spend for each project in the report;

- (ii) to note that the overspend on Music School accommodation was due to unforeseen land contamination issues and to support officers in their proposed action to resolve the matter;
- (iii) to note that the overspend in relation to the 3Rs furniture was due to the initial budget allocations being low;
- (iv) to request that a report on the Bucksburn/Newhills new school be submitted to the next meeting of the Committee; and
- (v) to request that a report be submitted to a future Committee on the revenue spend in future years on the 3Rs schools.

INTENSIVE COMMUNITY SUPPORT AND LEARNING SERVICE – SPEND TO SAVE INVESTMENTS – SCW/09/036

10. The Committee had before it, upon a remit from the Social Care and Wellbeing Committee of 1 December, 2009 (article 9 refers), a request for approval of additional teaching staff within the Education, Culture and Sport service as part of the establishment of an Intensive Community Support and Learning Service for young people as a direct alternative to residential care. The initiative had been approved by the Social Care and Wellbeing Committee, with the revenue and capital costs for the project subsequently approved by the Finance and Resources Committee on 10 December, 2009 (article 11 refers). The report which had been before the Social Care and Well Being Committee was again before members and indicated that four posts of Teacher would be established as part of the project, at a cost of £168,598.

The Convener moved:-

that the Committee approve additional staffing of four teaching posts within the Education, Culture and Sport service.

Councillor Cooney moved as an amendment:-

that the revenue costs associated with the teaching posts be sanctioned only after the accuracy of the figures quoted, by way of expenditure and savings, had been shown to the satisfaction of the Education, Culture and Sport Committee to be realistic.

The Convener, upon advice from the Head of Democratic Services, and the Directors of Education, Culture and Sport and Social Care and Wellbeing, ruled that this was not a competent amendment.

The Committee resolved:-

to approve the establishment of four posts of Teacher within the Education, Culture and Sport service, as part of the intensive community support and learning initiative.

GRANT SUPPORT APPLICATIONS FOR INTERIM TRAVEL ARRANGEMENTS – ECS/09/074

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

Activity/Applicant	Nature of Support	Amount Requested
Diane Michie	Travel costs involved in attendance at supported coaching sessions in Elgin by two junior athletes (April – October 2009)	£300

The report outlined that should the application be approved, a total of £14,840 from the annual travel grants budget would now be allocated, leaving a balance of £10,160.

The report recommended:-

that the Committee approve the travel funding application.

The Committee resolved:-

to approve the recommendation.

KAIMHILL SCHOOL TO BRAESIDE SCHOOL - DECANT

12. With reference to article 12 of the minute of its previous meeting, the Committee received an oral update from the Head of Service (City-wide Lead for Schools) on the transporting of pupils as a result of the Kaimhill School to Braeside School decant. The Committee was advised that due to the current time of year and the snowy weather conditions, the school was unable to greatly reduce the number of buses being used, although a reduction from four to three had been implemented, and officers were optimistic that further reductions would be possible as the school year progressed. The Committee was further advised by the Director of Education, Culture and Sport that she was continuing to undertake interviews with relevant members in relation to this matter and that the financial details relating to the use of the buses would be confirmed and reported to the Committee at its next meeting.

The Committee resolved:-

to note the information.

CONSULTATION OUTCOMES WITH LEASED COMMUNITY CENTRES - ECS/09/080

13. With reference to article 13 of the minute of its meeting of 8 October, 2009, the Committee had before it a report on the outcome of consultation which had been undertaken on options for improved support for leased community centre

management committees and also clarification of their relationship with the Council. The report advised that there were 23 community centres in Aberdeen which were leased to their respective management committees in a variety of different ways and on leases that, by modern standards, were very out of date. It was noted that of the many hundreds of property leases granted by the Council to third parties, none were similar to the present leases to community centre management committees. Unusual features of the current leases were highlighted as being that the Council paid all heating and lighting bills and that the Council also paid all line rental charges for telephones.

The proposed new model community centre lease, which was attached as appendix A to the report, had been devised after taking the advice of Brodies, and was a much more comprehensive legal document including many terms and conditions not included in the original community centre leases. The report advised that the new model lease was similar to the Council's standard Full Repairing and Insuring lease (FRI) which would require individual management committees to have legal responsibility for fully repairing and insuring their community centre and to meet all normal property costs, including utilities bills. The report went on to advise that with this model lease, it was intended that each community centre management committee would receive an annual grant from the Council to cover the property costs of their lease plus provide further funding for their core community centre activities through a development grant

The report advised that a consultation had taken place with leased centre management committees in October to outline the content of the report and to obtain views from the community centre management committees. Various areas for concern had been expressed at the meeting, namely that leased centres and community learning and development centres were two very different centres; leased centres wanted minimum changes; and that centres cannot operate as businesses and therefore a commercial lease and financial model were seen as being inappropriate. A full repairs and maintenance lease was not seen as being an option and so as a result of this meeting a further meeting had been arranged and an alternative lease had been prepared by officers for further consideration. At a further meeting, the community centre management committees had agreed that the new version of the lease (version B) was a great improvement which would be acceptable with some other changes which were requested at the meeting, however concern was raised with regards to volunteers being required to take on responsibility for maintenance of fire safety equipment and public liability insurance, and the issue was raised as to whether or not the Council could take this on and act on behalf of the management committees. A copy of version B of the lease was attached as a further appendix to the report.

The report advised that a new model constitution had also been produced to address areas of concern which had been identified previously by both centre management committees and Council officers. The new constitution included updated clauses on equal opportunities, termination of membership, youth membership, staff membership on the management committee and various other issues. The report noted that centres had made representation that they had not been allowed sufficient time to consider the new constitution and it was hoped however that areas of previous concern had been addressed and that the second revision of the constitution could be adopted subject to any further minor amendments as required.

The report recommended:-

that the Committee –

- (a) approve version A as the model lease and management agreement to be offered to all leased community centre management committees with version 2 of the finance model as the most compatible with this lease;
- (b) instruct officers to obtain a detailed quotation for remedial works required to bring all leased centres up to an acceptable grade B standard;
- (c) agree, in principle, the adoption of the standard Constitution for Leased Community Centres and to authorise officers to finalise this document in liaison with the community centre management committees referring back to the Committee if there was no agreement on the same;
- (d) instruct officers to undertake a social capital analysis of leased community centres providing a further report on the outcomes to Committee;
- (e) agree that leased community centre management committees have, subject to their individual capacity, a role in delivering learning activity programmes, and/or providing venues for learning activity in the wider community as potential members of learning partnerships and learning communities;
- (f) refer a request for funding in relation to the remedial works required on Altens leased community centre to the Finance and Resources Committee for the reasons outlined in the report;
- (g) approve closure of Dyce (Carnegie Hall) Community Centre on the basis of the activity level of the centre and the costs of remedial repairs;
- (h) approve that the vacant Cairnfield Community Centre is declared surplus to the requirements of the Education Culture and Sports Directorate; and
- (i) approve the circulation of a handbook for leased community centres once completed.

As agreed at the beginning of the meeting (article 1 refers), the Committee received a deputation from Mr. Paul O'Connor of Inchgarth Community Centre. Mr. O'Connor advised the Committee that while he was there representing Inchgarth Community Centre, he also spoke on behalf of all leased community centres across the city. Mr. O'Connor noted his thanks to officers for taking forward the issues of community centre leases and management committees and noted that consultation had been carried out and that points which had been raised had been listened to but had not been acted upon. During his presentation, Mr. O'Connor outlined issues such as the impact of community centre management committees being responsible for the full repairs costs of buildings and noted that there was no feasibility for this to be done. In relation to the matter of liability insurance, the Committee were advised that no volunteer was willing to take this matter on due to the high level of personal risk involved in taking on such a responsibility. Issues such as the annual grant which was given for heating and fuel costs were also raised as was the question of whether or not the grant would increase along with the expected fuel price increases in future years. The possibility of having a maximum three year term for office bearers was also raised as a potential issue by Mr. O'Connor as there was a general feeling that this would increase the risk of losing valuable volunteers and would provide no real benefit to the community centre management committees. In summary, Mr. O'Connor advised the Committee that the general feeling of leased community centres was that the review of leases and other such documentation was required, however, the documents which had been drawn up were seen as being overly complex and more suited to commercial operations, which the leased community centres were not.

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

- (1) that recommendations (b), (c), (e), (h) and (i) as outlined in the report be approved;
- (2) that Version B be approved as the model lease and the management agreement to be offered to all leased community centre management committees, with Version 2 of the finance model as the model most compatible with this lease; and that Woodside Community Centre Management Group are offered an adapted lease with pro rata service charge payments under Version 2 of the finance model due to multiple occupancy arrangements at Woodside Customer Access Point, referring back to this Committee if no agreement is reached with management committees in this regard;
- (3) that officers be instructed to undertake a social and financial capital analysis of leased community centres providing a further report on the outcomes to Committee;
- (4) that a request for funding in relation to remedial works required on Altens Leased Community Centre and Dyce (Carnegie Hall) Community Centre be referred to the Finance and Resources Committee for reasons outlined in the report, and that the future of Carnegie Hall be included as part of the report back to the Education, Culture and Sport Committee on community learning hubs; and
- (5) to note that public liability insurance had previously been arranged by the Council on behalf of Community Centre Management Committees and that this would continue and would be recharged to the Management Committees, with this issue being included as part of the negotiations.

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

- (1) that recommendations (b), (c), (e) and (h) as outlined in the report be approved;
- (2) that Version B be approved as the model lease and the management agreement to be offered to all leased community centre management committees with Version 1 of the financial model, and that Woodside Community Centre Management Group are offered an adapted lease with pro rata service charge payments under Version 1 of the finance model due to multiple occupancy arrangements at Woodside Customer Access Point, referring back to this Committee if no agreement is reached with management committees in this regard;
- (3) that officers be instructed to undertake a social and financial capital analysis of leased community centres providing a further report on the outcomes to Committee;
- (4) that a request for funding in relation to remedial works required on Altens Lease Community Centre and Dyce (Carnegie Hall) Community Centre be referred to the Finance and Resources Committee for reasons outlined in the report, and that the future of Carnegie Hall be included as part of the report back to the Education, Culture and Sport Committee on community learning hubs;
- (5) to note that public liability insurance had previously been arranged by the Council on behalf of Community Centre Management Committees and that this would continue and would be recharged to the Management Committees, with this issue being included as part of the negotiations referred to at (2) above; and
- (6) that recommendation (i) in the report be not agreed.

On a division, there voted:- for the motion (16) – the Convener; the Vice-Convener; and Councillors Cormack, Dunbar, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and Kirsty West; and Mr. G. Bruce, Mr. P. Campbell, Mr. S. Duncan and Mr. M. Vicca; for the amendment (6) – Councillors Allan, Boulton, Collie, Cooney, Crockett and Farquharson; absent from the division (1) – Mrs. M. Abdullah.

The Committee resolved:-
to adopt the motion.

OUTDOOR LEARNING AND EDUCATIONAL EXCURSIONS POLICY AND GUIDANCE - ECS/09/053

14. The Committee had before it a report by the Director of Education, Culture and Sport, which advised that two existing Council policies, namely Safety and Good Practice in Outdoor Education and Aberdeen City Council Educational Excursions Policy had been combined to form a new “Aberdeen City Council Outdoor Learning and Education Excursions Policy and Guidance”. The report explained that the Council’s Safety Policy for adventurous activities had not been reviewed for 10 years and therefore required updating to reflect current best practice and developments in outdoor activities. Whilst the review of this document was being undertaken, it became apparent that updating and incorporating the Council’s Educational Excursions Policy (2003) at the same time would be beneficial as this would remove any confusion and duplication between the two policies. The importance of outdoor learning and educational excursions to young pupil’s learning was highlighted in the report, however it was noted that there had been a reduction in the amount of activity over recent years, for a variety of reasons including concerns about health and safety, liability and cost.

The report advised that the new policy aimed to underline the benefit of outdoor learning and education excursions, and that the associated guidance provided positive support for staff and establishments which would help them build staff confidence and also provided detailed advice and guidance. It was also intended that the policy would help to simplify the administrative process which was associated with running excursions and therefore make it easier for establishments to provide activities and experiences away from the classroom. Attached as appendices to the report were (1) the draft introductory pages of the policy document which set out its purpose, aims and rationale; and (2) the draft contents page of the policy and guidance document.

The report recommended:-

- (a) that the Aberdeen City Council Outdoor Learning and Educational Excursions Policy and Guidance be adopted and implemented in all City Council educational establishments for excursions taking place after 1 April, 2010;
- (b) that the Committee agree the policy statement that:-
‘Aberdeen City Council believes that all children and young people should have experience of the outdoors and that, within the purposes and principles of Curriculum for Excellence, learning outside and excursions beyond learning establishments are key elements of the curriculum’; and

- (c) that the Council actively encourages educational establishments and learning providers to expand the amount of outdoor learning and educational excursions provided, taking account of available resources.

The Committee resolved:-

to approve the recommendations.

REVISION OF SCHOOL CAPACITIES - ECS/09/083

15. The Committee had before it a report by the Director of Education, Culture and Sport which detailed a revised methodology to evaluate capacities in primary schools and the preferred option from a range of potential methodologies to evaluate capacities in secondary schools.

The report advised that occupancy was a measure of pupil numbers divided by the capacity of each school and converted to a percentage. Currently the capacity of each school had been evaluated using an Aberdeen City Council methodology which had been derived from (1) The School Premises (General Requirements and Standards) (Scotland) Regulations, 1967; (2) Management Circular No 19, Glasgow City Council, January 1999; and (3) Circular 3/2004 - Guidance on Determining School Capacities - Scottish Executive, Education Department, 10 December, 2004 (Appendix 1).

The report noted that the implementation of a Curriculum for Excellence was likely to impact upon the current models, as more flexibility would be required and so the proposed methodologies for Primary Schools and the recommended methodology for Secondary Schools allowed for flexibility.

In relation to primary schools, the report advised that the current methodology was not appropriate for delivering a modern curriculum, as it was based on an equation which identified a minimum room size for a maximum class size. All primary schools had been visited in June 2009 to establish an accurate evaluation of available space, and details of how the capacity and occupancy figures of each individual school had been calculated were attached as an appendix to the report. Also attached as an appendix to the report was a blank pro forma used to record the identified spaces within the schools as well as completed pro formas for each school, other than those in the 3Rs Project. The aspirations which were trying to be achieved in investigating the capacities of schools included ensuring energy efficiency, disability awareness and community involvement. Details of the guidelines for building new schools in the briefing framework for primary school projects (Building Bulletin 99) were also included in an appendix to the report and expanded on the aspirations detailed in the report. Due to the wide range of factors which needed to be taken into account for calculating capacity in primary schools, it was not possible to provide a straightforward equation for calculating capacities.

In relation to secondary schools, the report advised that the functional capacity of a secondary school was the number of pupils for whom it could provide adequate and suitable accommodation for an appropriate range of educational experiences bearing in mind the pupils' curricular, vocational and social needs. Details of how theoretical capacities and functional capacities for secondary schools were calculated were set out in the report and it was noted that for a school with a

theoretical capacity of 1,000, this would mean that an acceptable functioning efficiency would be 61%. Various methodologies which the Council could implement were set out in the report and the proposals which the Council were being advised to accept included (a) each secondary school being provided with an accurate schedule of its accommodation and schools being responsible for maintaining this schedule on an annual basis; (b) a school's theoretical capacity being calculated on the basis of the number of practical and non practical units in the building, with a practical unit having adequate space for 20 pupils and a non-practical unit for 30 pupils, with adequacy of space being calculated on the basis of an agreed minimum floor area per pupil for the activity concerned, which would be equivalent to the 3Rs specification; and (c) a games hall being considered as two practical units.

The report advised that in general, the revised methodologies to evaluate capacities in primary and secondary schools throughout Aberdeen, indicated that there was still significant over capacity in Aberdeen schools. The proposed revised capacities and occupancies therefore indicated that a more efficient management of the estate could be achieved by rationalisation, and decisions to refuse parental placing requests would now have to be justified on grounds other than physical space within existing buildings.

The report recommended:-

that the Committee –

- (a) note the content of the report, appendices and background information, including the revised capacities and the maintenance of a schedule of accommodation for each school;
- (b) endorse the methodologies for the evaluation of primary and secondary school capacities and the revised capacities of schools in both sectors; and
- (c) agree to the implementation of the revised methodologies for the evaluation of capacities in primary schools and secondary schools.

The Committee resolved:-

- (i) to request that a report on demountable units and the deprivation factors used in the report be submitted to the Committee as soon as possible; and
- (ii) to otherwise approve the recommendations.

OPENING CEREMONIES PROTOCOL - ECS/09/081

16. The Committee had before it a report by the Director of Education, Culture and Sport, which set out a protocol to guide for all stakeholders on the format and arrangements for ceremonies to commemorate events such as the opening of new buildings by formal and/or informal ceremonies. It was noted that the protocol could also be used in ceremonies to commemorate the closure of establishments, as and when this was deemed as being appropriate. A copy of the protocol was attached to the report and guidance on the timing, format and programme, guest list, pupil participation, additional participation, invitations, adherence to corporate protocols and notifications for both formal and informal events were included in the procedure.

The report recommended:-

that the Committee –

- (a) note the content of the report and the protocol contained within it; and
- (b) endorse the implementation of the protocol with immediate effect.

The Committee resolved:-

- (i) that officers amend the protocol to ensure that members of relevant reference groups should be invited to all opening and/or closing ceremonies as well as group leaders; and
- (ii) to otherwise approve the recommendations.

ANTI-POVERTY STRATEGY

17. With reference to article 9 of the minute of meeting of the Corporate Policy and Performance Committee of 10 September, 2009, the Committee had before it, by way of remit, a copy of the Anti-Poverty Strategy “Achieving Our Potential: Tackling Poverty and Income Inequality in Aberdeen City”. The report advised that whilst the strategy had been considered by the Corporate Policy and Performance Committee, all service committees had been requested to consider and comment on the strategy.

The Director of Education, Culture and Sport, provided an oral update to the Committee in relation to the Directorate action on addressing poverty and the strategy in general. The Director advised that various on-going initiatives within the Education, Culture and Sport Service would help to take forward the Anti-Poverty Strategy, namely (1) closing the gap; (2) on-going joint working with Social Care and Wellbeing with the most vulnerable families; (3) the development and provision of the learning strategy; (4) ensuring access to learning and community development; (5) the review of the inclusion policy; and (6) the review of the indicators and performance reports. Overall, the Director emphasised that the statutory indicators of multiple deprivation figures were strongly affected by education training and attainment and that this was a key target for improvement in the draft learning strategy and for the service as a whole.

The Committee resolved:-

- (i) to note that officers would ensure that the Anti-Poverty Strategy was central to the work of the service, as overseen by the Committee; and
- (ii) to note the information.

- **ANDREW MAY, Convener**.

EDUCATION CULTURE AND SPORT COMMITTEE

COMMITTEE BUSINESS

18 February, 2010

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

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
2.	Area North Committee 18 November, 2008 Article 7	<p><u>Library Home Service Development</u></p> <p>The Committee requested that the current fortnightly street site at Kingswells be maintained until January 2011, thereafter officers in Culture and Leisure, Neighbourhood Services (North Area) be instructed to report to Committee concerning the provision of a library service within the Kingswells community.</p>	A report on the Kingswells service will be submitted in 2011.	Head of Service, (Citywide lead for Culture, Communities and Sport)	Early 2011	
3.	Continuous Improvement 11.09.07 Article 5 Policy & Strategy (Education) 28 April 2009 Article 8	<p><u>INEA2 Action Plan</u></p> <p>The Continuous Improvement Committee agreed to receive regular six-monthly reports on progress with the INEA2 Action Plan over the next two years.</p> <p>The Policy and Strategy (Education) Committee, amongst other things, requested that specific references to the Single Outcome Agreement be included in the report and requested that an update be received on GIRFEC training to a future meeting, including training undertaken to date with education and social work staff</p>	<p>The Continuous Improvement Committee on 11 March 2008 requested that the next six-monthly report investigate the possibility of a resource external to the service but not external to the Council being made available to independently verify action plans produced as a result of external inspections. The Head of PM&QA has agreed in principle that this role be taken on by his team. Consideration is currently being given to a resource, particularly given the staff difficulties within Internal Audit.</p> <p>At its meeting on 2 June, 2009 the Continuous Improvement Committee considered the 3rd</p>	Head of Service (Planning, Policy and Performance)	07.01.10	18.02.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>progress report against the key objectives and main points for action required to address the areas for development as identified by HMIE. The next INEA2 progress report, due to be submitted to the Education Committee in October 2009, will be restructured to reflect the Single Outcome Agreement and the Aberdeen Learning Strategy. An update on GIRFEC will be provided to the Committee in due course.</p> <p>The INEA2 progress report has been restructured to reflect the Learning Strategy and combined reports will be taken as part of quarterly updates, with traffic-light signposting. It is intended that a full, final report will be submitted late 2009/ early 2010 prior to the INEA2 follow-through. Officers are preparing a report for the Committee meeting in February, 2010 as due to a meeting with HMIE taking place after the Committee report deadline officers were unable to prepare a report for January.</p> <p>A report is on the current agenda and it is therefore recommended that this item be removed.</p>			

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4.	Continuous Improvement 9 September 2008 Article 8	<p><u>Reporting School Performance Measures</u></p> <p>The Committee resolved:-</p> <p>(i) to instruct officers to implement the revised quality improvement guidance which had been developed as part of the overall quality improvement framework and ensure Education Officers provide appropriate support and challenge to schools; and</p> <p>(ii) to request that a report be brought back to the relevant Committee with information and recommendations on the performance management arrangements around the 3-18 curriculum for excellence</p>	<p>At its meeting on 9 December, 2008, the Committee (i) noted that officers were still awaiting guidelines on the new reporting school performance measures from the Scottish Government; Building the Curriculum5 (BtC5) was anticipated to be published by the Scottish Government by July 2009 – this has been delayed. A report will be prepared following the publication of BtC5 – the Assessment and Curriculum for Excellence group will review BtC5 and report to Committee); and (ii) requested officers to provide regular information bulletin reports on the progress with the change in reporting. (Arrangements for public performance reporting will be included in the above report). A report is anticipated to be submitted to the Committee on 15 April, 2010.</p> <p>At its meeting of 8 October, 2009, the Committee (a) noted that a report on progress at Northfield Academy would be submitted, prior to the return visit by HMIE and it is anticipated that an update will be included in the information bulletin for the 15 April, 2010</p>	Head of Service (Planning, Policy and Performance)	18.02.10	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>Committee; (b) requested attainment and achievement figures for each school and each year group to be submitted to the Committee individually; (c) requested the breakdown of the educational budget, showing the separate spend on education and facilities; and (d) requested that a target be set in relation to the proportion of school leavers in positive and sustained destinations for mainstream and for special schools (item 12).</p> <p>At its meeting of 24 November 2009, the Committee noted that information regarding the impact of the opening of Aberdeen Sports Village in relation to the usage levels of indoor facilities would be circulated before Christmas and that local members would be kept up to date with progress on Tullos swimming pool. Officers will provide an oral update on the impact of the opening of the Sports Village at the Committee meeting on 18 February, 2010 and it is therefore recommended that this part of the item be removed. The Committee also (i) requested that a target be set in relation to item 6.1 (% of Internal Audit</p>			

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			<p>recommendations completed); (ii) requested that the target for item 1 (Average Number of Days Lost Through Sickness Absence) be altered to 10, in line with the decision of other Committees; and (iii) in relation to item 12 (Proportion of School Leavers in Positive and Sustained Destinations) requested that reasons be provided for those who were not in positive and sustained destinations and that there also be included a breakdown by ASG. A report on School Leaver Destinations is on the current agenda and it is therefore recommended that this part of the item be removed.</p> <p>At its meeting of 7 January, 2010, the Committee requested officers to ensure that the current positions and the outturn figures for 2008/09 were reflected in the report and requested that primary colours be used in pie charts in future reports. This issue has now been superseded by changes in the performance report and it is therefore recommended that this part of the item be removed.</p>			

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

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			<p>school leaver destinations which was due to be published in December has not yet been received. Officers are now intending to submit a report to the Committee in February, subject to the necessary information being received.</p> <p>A report is on the current agenda and further information will be included in the performance report which will be submitted to the Committee on 15 April, 2010.</p>			
6.	<p>Education, Culture and Sport 8 October, 2009 Article 16</p>	<p><u>Learning Estate Strategy</u> At its meeting of 8 October, 2009, the Committee, amongst other things:- (a) considered whether in the medium term (3 – 5 years) delineated areas should be amended to reduce the number of associated schools groups in line with projected school roles; (b) approved further development of a co-ordinated learning estate strategy, linked to the Council-wide asset management strategy, the requirements of community learning and development, social care and wellbeing and other services of the Council, noting that all factors</p>	<p>(a) A report was considered by Committee on 8 October, 2009, and this will be included in the co-ordinated Learning Estate Strategy (b) Development of a co-ordinated Learning Estate Strategy is underway, to include other council services and Structure Plan/Local Development Plan implications.</p>	<p>Head of Service (Planning, Policy and Performance)</p>	<p>18.02.10 18.02.10</p>	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		<p>impacting upon the learning estate should be taken into account, including the emerging new Aberdeen Local Development Plan, resulting in a sustainable and responsive strategy, relating to developments in the medium (3 – 5 years) and long term (6 – 15 years and beyond);</p> <p>(c) instructed officers to develop the concept of learning communities to facilitate delivery of learning opportunities to all learners; and</p> <p>(d) instructed officers to contribute to a policy on developer contributions by planning and infrastructure colleagues.</p>	<p>(c) This issue is to be incorporated into item (b).</p> <p>(d) Discussions with the Planning Team took place in autumn 2009 and maximum planning gain is to be included in item (b).</p> <p>A report is on the current agenda and it is therefore recommended that this item be removed.</p>		<p>18.02.10</p> <p>18.02.10</p>	
7.	<p>Policy & Strategy (Education) 2 December, 2008 Article 4</p>	<p><u>SQA Examination Results, Attendance, Exclusions and Violent Incidents in Aberdeen City Schools</u></p> <p>The Committee resolved that in respect of reported incidents of violence against school staff that a short-life working group be established comprising one member of each political group to be chaired by Councillor Kirsty West,</p>	<p>At the meeting of 3 March, 2009, the Committee agreed to:- endorse the strategic approach being taken, which locates Exclusions Policy and Procedures within an inclusive practice approach; instruct officers to liaise with the short-life Working Group on Violent Incidents on the revised Exclusion Policy and Procedures; and instruct officers to present the revised Exclusion Policy and</p>	<p>Director of Education, Culture and Sport</p>	<p>18.02.10</p>	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		<p>appropriate officers to be appointed by the Corporate Director (Lead for Culture and Learning) and appropriate teaching staff to examine the current procedures, consider areas of good practice and risk assessment and report to Committee on 9 June with recommendations to be available to schools for the academic year 2009/10.</p>	<p>Procedures to the April meeting of the Committee.</p> <p>The short-life working group has met and discussed specific tasks to concentrate on over the next few months. These tasks include consistency issues; ensuring flexible support provision to children, young people and adults; and a positive behaviour policy. A progress report was submitted to the 9 June meeting of the Committee. Revised Policy and Procedures on Exclusions have now been issued to schools. A revised Violent Incident form has also been finalised and trialled. The short-life working group is now chaired by Councillor May.</p> <p>An oral update on the 2009 SQA results was presented at Committee on 27 August, with a more in-depth analysis due to be submitted to Committee in October. Information on the SQA results was included in the performance report which was considered by the Committee on 8 October, 2009.</p> <p>An oral update on mid-year progress was to be presented to the Committee at its meeting</p>			

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			<p>on 7 January, 2010, but due to school closures as a result of bad weather, officers had been unable to obtain the necessary information. As an alternative, an oral report on 5-14 year olds will be provided at the February meeting and further information will be included in the performance report which will be submitted to the Committee on 15 April, 2010.</p> <p>Attendance, exclusions and violent incidents data will be included in the Performance Reports on a regular basis and will also be included in the mid-year reports to Committee. It is therefore recommended that this item be removed.</p>			
8.	<p>Policy & Strategy (Education) 3 March 2009 Article 7</p>	<p><u>Improving Educational Outcomes in Aberdeen within a Strategic Framework</u></p> <p>The Committee resolved, amongst other things, to instruct officers to bring an update report to the Committee at its June meeting and quarterly progress reports thereafter.</p>	<p>A report was considered by the Committee on the development of an Aberdeen Learning Strategy and officers were requested to implement the consultation and engagement process.</p> <p>Informal Consultation was completed on 3rd July 2009 and analysis of consultation feedback and questionnaires undertaken during July and August 2009. A consultation summary booklet will</p>	Head of Service (Planning, Policy and Performance)	15.04.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>be submitted to the Education Culture and Sport Committee in October, 2009. At its meeting on 27 August, 2009, the Committee received a report on the draft Learning Strategy which provided details on the consultation which had been undertaken to date.</p> <p>A report was considered by the Committee on 8 October, 2009 and the Committee (a) agreed the principles, vision and priorities which had already been consulted on and which had met with wide approval among stakeholders; (b) agreed the short term objectives set out in the draft strategy and instruct officers to include these in future service plan objectives and to take forward work to see these objectives implemented; (c) instructed officers to carry out further work to widen out the strategy to better address learning to include school education and wider life long learning; (d) instructed officers to publish to stakeholders, the consultation results to date and the arrangements for taking forward the learning strategy; and (e) instructed officers to consult further on this and bring back a report to the Committee by April,</p>			

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
9.	Policy & Strategy (Education) 9 June, 2009 Article 11	<u>Strategic Music Partnership</u> The Committee approved the recommendations in the report and requested that officers report back on potential links with Sistema Scotland.	2010, a long term strategy for implementing the vision for Aberdeen: City of Learning, including medium and long term proposals for the learning estate. A report was considered by the Committee on 8 October and the Committee, amongst other things (a) noted the costs, timescale and actions involved in being a Sistema Scotland orchestra centre; (b) instructed relevant officers to consider feasibility of the development of the Sistema Children's orchestra centre in Aberdeen as part of an integrated approach to community regeneration and to report to future committees as appropriate; and (c) requested a further report within 18 months, by which time the strategic music partnership would have been operational, on the feasibility of developing a Sistema Children's orchestra centre in Aberdeen as part of an integrated approach to community regeneration, with regular progress reports submitted to the Committee as appropriate.	Head of Service, (Citywide lead for Culture, Communities and Sport)	26.08.10	
10.	Resources Management Committee 5 February,	<u>Community Learning Hubs - Review of Branch Libraries - Budget 2009/10</u>	A report was considered by the Committee on 8 October, 2009, with an oral update being presented to the Committee on 24	Head of Service, (Citywide lead for Culture, Communities and	15.04.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
	2009 Article 12	<p>The Committee instructed officers to develop the concept of Community Learning Hubs, in which public libraries would be a key component with the aims of improved access to individuals and the wider community to knowledge, learning and cultural opportunities, providing value added service delivery, being more efficient and effective and achieve ongoing savings for the Council and report back in June 2009.</p>	<p>November, 2009 and the outstanding issues from the October report were considered in the report which was submitted on 7 January, 2010. At the meeting of 7 January, a report on the proposed lease and constitution for community centres was considered by the Committee and it was resolved to (i) instruct officers to obtain a detailed quotation for remedial works required to bring all leased centres up to an acceptable grade B standard; (ii) agree, in principle, the adoption of the standard Constitution for Leased Community Centres and to authorise officers to finalise this document in liaison with the community centre management committees referring back to the Committee if there was no agreement on the same; (iii) agree that leased community centre management committees have, subject to their individual capacity, a role in delivering learning activity programmes, and/or providing venues for learning activity in the wider community as potential members of learning partnerships and learning communities; (iv) approve that the vacant Cairnfield Community Centre is declared</p>	Sport)		

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			<p>surplus to the requirements of the Education Culture and Sports Directorate; and (v) approve the circulation of a handbook for leased community centres once completed; (vi) that Version B be approved as the model lease and the management agreement to be offered to all leased community centre management committees, with Version 2 of the finance model as the model most compatible with this lease; and that Woodside Community Centre Management Group are offered an adapted lease with pro rata service charge payments under Version 2 of the finance model due to multiple occupancy arrangements at Woodside Customer Access Point, referring back to this Committee if no agreement is reached with management committees in this regard; (vii) that officers be instructed to undertake a social and financial capital analysis of leased community centres providing a further report on the outcomes to Committee; (viii) that a request for funding in relation to remedial works required on Altens Leased Community Centre and Dyce (Carnegie Hall) Community Centre be referred to the Finance</p>			

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			<p>and Resources Committee for reasons outlined in the report, and that the future of Carnegie Hall be included as part of the report back to the Education, Culture and Sport Committee on community learning hubs; and (ix) to note that public liability insurance had previously been arranged by the Council on behalf of Community Centre Management Committees and that this would continue and would be recharged to the Management Committees, with this issue being included as part of the negotiations. As requested at the previous meeting in January, officers have prepared revisions to the version of the lease, management agreement and constitution and have prepared budget sheets indicating the potential finance arrangements for the forthcoming financial year. These are to be consulted upon and a workshop has been arranged with leased centres for Friday 5 March at Woodside Community Centre. The social capital analysis approved by committee is also to be undertaken in February and the outcomes will be reported to April committee. Members have</p>			

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			<p>been kept notified of all these developments.</p> <p>A report on Community Learning Hubs was deferred for 2 cycles by the Committee at its meeting of 7 January, 2010. Officers are progressing consultation with leased community centres and are planning the next stage of consultation on Community Learning Hubs. At the previous meeting in January, an update advising of the issues which local groups will be consulted on was requested. Work is ongoing to identify options for alternative service provision in areas where service relocation is an option under consideration and this information will be contained within a further report to April committee. Officers were awaiting guidance on the options for the second round of consultation following a decision to defer the report at January committee. Consultation with adequate notice and in line with the national guidelines for community engagement, was therefore not possible in February.</p>			

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11.	Resources Management Committee 5 May, 2009 Article 53 & 16 June, 2009 Article 41	<p><u>50m Pool – Procurement of Design Team</u></p> <p>At its meeting of 16/06/09, the Resources Management Committee resolved:- to request officers to report to a future Committee on the preferred construction timescale for the pool.</p>	<p>At its meeting of 27 August, 2009, the Committee were advised that a design team and project team had been appointed and that a detailed report would be submitted to its next meeting. A report was considered by the 50m Pool Working Group at its meeting on 17 September, but clarification and further decisions are still required. An update was included in the information bulletin for the Committee of 24 November, 2009.</p> <p>A report was considered by the 50m Pool Working Group on 4 December, 2009 and referred to Council on 16 December, 2009. The Council agreed:- (i) that officers progress and submit a Stage 2 funding application to SportScotland; (ii) that the 50m pool be procured through the traditional route; (iii) that the management of the project is transferred to Aberdeen Sports Village (a) subject to the provision of legal and financial advice and (b) as soon as other partners have confirmed their contribution to the project; (iv) requests that a report be brought back in 4 months on how the project will be moved forward; (v)</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	08.10.09	24.11.09

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>approved the draw down of the agreed budget for the procurement of additional project specialists; and (vi) agreed to the appointment of a preferred tenderer to undertake detailed Ground Investigation of the Linksfield site.</p> <p>An update is included in the current information bulletin. It is recommended that this item be removed, on the understanding that reports will be submitted to the relevant Committees as and when required.</p>			
12.	Education, Culture and Sport 27 August, 2009 Article 10	<p><u>Kaimhill School – Braeside School - 3Rs project Decant</u></p> <p>At its meeting on 27 August, 2009, the Committee resolved, amongst other things to agree to the provision of school transport for all nursery and primary 1 – 7 pupils, on an exceptional basis, due to the particular circumstances of the decant proposal, which this provision to be reviewed by officers on a weekly basis with reports to the Committee each cycle.</p>	<p>The Committee received an oral update on 8 October, 2009 and noted that success of the decant and requested officers to write to staff at the school to express thanks for the work which had gone into the decant. The Committee received a further oral update at its meeting of 24 November, 2009 and information relating to the uptake of the buses was circulated to members after the meeting. At the meeting of 7 January, 2010, the Committee received a further update and noted that officers were optimistic of a reduction in</p>	Director of Education, Culture and Sport	18.02.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>the number of buses being used, later in the year.</p> <p>An oral update will be provided to the Committee and an update is also included in the information bulletin.</p>			
13.	<p>Education, Culture and Sport 27 August, 2009 Article 15</p>	<p><u>Review of Sports Grant Criteria</u></p> <p>The Committee resolved to approve the principal of re-aligning the criteria for the Sports Grants against the objectives of the new sport and physical activity strategy and instructed officers to develop the detail of the criteria and report back to the Committee in October 2009.</p>	<p>The Committee considered a report on 8 October, 2009, and approved the criteria proposal and the timescale of April 2010 for implementation of the criteria against the grant applications.</p> <p>The Committee also requested a report back with information on the Shared Education Trust being run in Aberdeenshire and on issues surrounding the geographical boundaries for applications.</p> <p>An update is included in the information and it is therefore recommended that this item be removed.</p>	<p>Head of Service, (Citywide lead for Culture, Communities and Sport)</p>	18.02.10	
14.	<p>Corporate Policy and Performance 10 September, 2009 Article 9</p>	<p><u>Anti-Poverty Strategy</u></p> <p>At its meeting on 10 September, 2009, the Corporate Policy and Performance Committee agreed to remit the draft anti poverty strategy to the other committees of the Council for consideration and</p>	<p>The Anti-Poverty report which was considered by the Corporate Policy and Performance Committee was considered by the Committee at its meeting on 7 January 2010 and the Committee noted that officers within the Education, Culture and Sport</p>	<p>Director of Education, Culture and Sport / Director of Housing and Environment</p>	07.01.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		comment, accompanied by the service Director's advice on action from the service to address poverty.	Directorate would ensure that the Strategy was central to the work of the service, as overseen by the Committee. It is now recommended that this item be removed.			
15.	Audit and Risk 8 September, 2009 Article 5	<u>Property Sales Investigation – Follow-up Report</u> The Committee instructed each Director to report to their Service Committee in the next cycle on how many tied houses were still in existence, where they were located and with a statement explaining the justification for being tied houses, and requested the Finance and Resources Committee to take a corporate overview by producing a corporate register for reporting back to the Audit and Risk Committee.	A report was requested by the Committee on 24 November, 2009, to be submitted to the next meeting. At its meeting of 7 January, 2010, the Committee request officers to submit a report to the Committee, which would include details of all janitorial houses and confirmation of the property account which the properties were aligned with.	Director of Education, Culture and Sport	27.05.10	
16.	Education, Culture and Sport 8 October, 2009, Article 7	<u>Vibrant Aberdeen – Draft Cultural Strategy</u> The Committee approved and endorsed the consultation draft strategy and approved public consultation on the draft documents, subject to minor amendments and the incorporation of the strategy into a designed publication. The Committee also instructed officers to	Online surveys have been issued, the strategy has been circulated to all the consultees and sessions have been set up with the Civic Forum etc. There is also the opportunity to consult through the Creative Cultures social networking site. As requested, the list of consultees was circulated to Councillors for additions but no comments were	Director of Education, Culture and Sport	18.02.10	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		<p>report progress on the development of the final strategy and the outcomes of the public consultation. It was also requested that the list of consultees be circulated to members, to allow them to add any additional relevant groups.</p>	<p>received.</p>			
17.	<p>Audit and Risk 3 November, 2009 Article 7</p>	<p><u>RM-RDD/CT/0802 – Walker Road Primary School Refurbishment Contract</u></p> <p>To instruct the Director for Education, Culture and Sport to report to the Education, Culture and Sport Committee explaining the reasons for the delay in completing the contract, which incurred additional costs as a result.</p>	<p>A report was requested by the Committee on 24 November, 2009, to be submitted to the next meeting.</p> <p>Officers are preparing a report which will be submitted to the February Committee.</p> <p>This issue was an outstanding action arising from the Audit and Risk Committee and has been dealt with by the Education, Culture and Sport Director and Convener – current arrangements allow the relevant Director and Convener to discuss issues and consider whether issues are still relevant. Due to the service involved in this issue no longer being in existence it is felt that this issue is no longer relevant and so it is recommended that this item be removed.</p>	<p>Director of Education, Culture and Sport</p>	<p>07.01.10</p>	<p>18.02.10</p>

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
18.	Education, Culture and Sport 24 November, 2009 Article 7	<p><u>2009/10 Revenue Budget Monitoring</u></p> <p>The Committee (i) requested that a report on the pooling of the Education, Culture and Sport and Social Care and Wellbeing Budgets in relation to Out of Authority placements be submitted to Committee in January, with a full report including options on how to provide suitable facilities within Aberdeen to be submitted to the Committee in February; (ii) requested that details of the 7.7% projected variances in the budget of the Operational Support Manager be circulated to the Committee by the end of the week; and (iii) requested details of how projected variances in the 2009/10 budget were to be dealt with to be submitted to the next Committee.</p>	<p>At its meeting of 7 January, 2010, the Committee requested that officers ensure that additional staffing resources for accounting in relation to Education, Culture and Sport be put in place as soon as possible and that the Committee be advised when this exercise had been completed; and that officers advise the Committee in writing of the outturn for Out of Authority placements for 2009/10.</p> <p>A report was also considered by the January Committee which outlined proposals for an Intensive Community Support and Learning Service to be established as an alternative to residential care.</p> <p>A report is on the current agenda.</p>	Director of Education, Culture and Sport / City Chamberlain	18.02.10	18.02.10
19.	Education, Culture and Sport 24 November, 2009 Article 17	<p><u>Additional PE Needs in Schools</u></p> <p>The Committee requested officers to investigate and report back on:- (i) the provision of PE at Walker Road Primary School; and (ii) the low uptake of Active Schools activity from girls, relative to boys.</p>	<p>At its meeting of 7 January, 2010, the Committee noted that the reduced provision of PE had been due to the refurbishment work taking place at the school. Information advising that all pupils at Walker Primary Road were receiving both curricular PE and opportunities for Physical Activity in a range of extra-</p>	Director of Education, Culture and Sport	15.04.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
20.	Education, Culture and Sport 24 November, 2009 Article 3	<p><u>Services in the Community – Next Steps</u></p> <p>The Committee agreed to transfer the main responsibility for this item to the Corporate Policy and Performance Committee. A report on the Scottish Index of Multiple Deprivation is being considered by the Committee on 8 December, 2009.</p> <p>The Education, Culture and Sport Committee requested that a report on the Education aspects of the issues would be submitted to a future meeting, once the analysis has been undertaken and this report would include post appeal SQA data.</p>	<p>curricular options were circulated to members, following the Committee meeting. It is therefore recommended that part (i) of the outstanding business be removed. It is intended that a report on part (ii) of the outstanding business will be submitted to the Committee on 15 April, 2010.</p> <p>The Corporate Policy and Performance Committee considered a report on the Scottish Index of Multiple Deprivation on 8 December, 2009, and noted with concern the rise in education, skills and training deprivation figures and requested that a report on how to tackle this issue be submitted to a future meeting of the Education, Culture and Sport Committee.</p> <p>A report is on the current agenda and references to and analysis of relevant statutory performance indicators is routinely included in the performance reports which are submitted to the Committee each cycle. It is therefore recommended that this item be removed.</p>	Director of Education, Culture and Sport	18.02.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
21.	Audit and Risk 3 December, 2009	<p><u>Report to Members and Controller of Audit - Report by Henderson Loggie</u></p> <p>The Committee requested the Corporate Policy and Performance Committee and the Education, Culture and Sport Committee to review performance in relation to Statutory Performance Indicators under the heading of Cultural and Community Services as detailed in section 5.4.7 of the report.</p>	<p>Reference to and analysis of relevant statutory performance indicators is routinely included in the performance reports which are submitted to the Committee each cycle. It is therefore recommended that this item be removed.</p>	Director of Education, Culture and Sport	15.04.10	
22.	Education, Culture and Sport 7 January, 2010 Article 15	<p><u>Revision of School Capacities</u></p> <p>The Committee endorsed the methodologies for the evaluation of primary and secondary school capacities and the revised capacities of schools in both sectors agreed to their implementation. The Committee also requested that a report on demountable units and the deprivation factors used in the report be submitted to the Committee as soon as possible.</p>	<p>An update is included in the information bulletin. It is therefore recommended that this item be removed.</p>	Head of Service (Planning, Policy and Performance)		
23.	Corporate Policy and Performance 21 January, 2010 Article 7	<p><u>Catering Services</u></p> <p>The Corporate Policy and Performance Committee noted that the scheme utilised at Cults Academy where S1 and S2 pupils are not allowed to leave the school at lunchtime had resulted in an</p>		Head of Schools and Education Establishments	26.08.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		<p>uptake of pupils having school meals, and requested that officers prepare a report for the Education, Culture & Sport Committee, with a follow-up report to Corporate Policy & Performance Committee for information, advising on the possible benefits to all schools of the Cults scheme and of the pilot to introduce the same menu in all schools.</p>				
24.	<p>Finance and Resources 10 December, 2009 Article 4</p>	<p><u>Financial Strategy Review Budget 2010/11</u> The Finance and Resources Committee resolved that in respect of non statutory education matters (1) to note that there would be a 20% reduction in the budget for nutrition; and (2) to instruct that a report be submitted to the relevant committee on the music teaching service and the balance of income generation in relation to these items.</p>		<p>Head of Schools and Education Establishments</p>	<p>26.08.10</p>	

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

18 February, 2010

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

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
2.	<p><u>Motion by Councillor Cormack</u></p> <p>“That in the light of the restoration and reuse of Marischal College, the second largest granite building in the world, and in recognition of the central role that the granite industry has played in the city’s economic development and in its cultural identity, that this Council agrees to the production of a report with options on how the Council and its partners can properly acknowledge the key contribution that the use of granite has made to the environment of Aberdeen and the wider North East region.”</p>	18/11/10	<p>At its meeting of 7 January, 2010, the Committee agreed the terms of the motion and noted that a full report would be submitted to the a future meeting which would contain details of the potential links with local geology, oil companies and the Curriculum for Excellence and would look at partnership working with Aberdeenshire Council to promote the history of granite in the wider area.</p>	<p>as set out in proposal 1 of the report, through the organisation of Parent Council elections, with a report back to a future meeting on the running of the elections, following consultation with parents.</p> <p>Officers are meeting with Councillor Cormack at the beginning of February to progress the issue.</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	26/08/10	No

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture & Sport Performance Report December 2009
REPORT NUMBER	ECS/10/12

1. PURPOSE OF REPORT

The purpose of this report is to:

1. Provide to Members an update on Education, Culture and Sports Performance as at December 2009.
2. The report outlines key indicators of performance in Resources Management, Impact and Business processes across Education, Library and Information Services and Sports, Culture and Heritage Services. Additional tables and spreadsheets are included at Appendix 1 and 2 outlining detailed performance and trends. The following additional information is also included in the Information Bulletin: Briefing notes on Teacher Census 2009, Attendance in Aberdeen City Schools 2009.

2. RECOMMENDATION(S)

It is recommended that the Committee:

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

3. FINANCIAL IMPLICATIONS

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

4. SERVICE & COMMUNITY IMPACT

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

5. OTHER IMPLICATIONS

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

6. REPORT

6.1 Background

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

6.2 Performance Scorecard: Measures and Improvement Targets

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

The scorecard shows:-

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

Highlights of this month's performance report are:

- **Indicator 6 – Health and Safety Matrix** – good performance of 92%
- **Indicator 6.1 – Completed Internal Audit Recommendations** - good performance of 92%
- **2008/2009 ranking information for Statutory Performance:**
Education & Children's Services (13 SPIs)
9 SPIs ranked green, 4 SPIs ranked amber, 0 SPIs ranked red
10 SPIs improved, 0 SPIs remained the same, 3 SPIs worsened
Cultural and Community Services (12 SPIs)

5 SPIs ranked green, 3 SPIs ranked amber, 4 SPIs ranked red
1 SPI improved, 3 SPIs remained the same, 8 SPIs worsened

- **Indicator 10: Mid Year performance data for 5-14 and prelim results**

6.3 Detailed performance: December 2009

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

Detailed performance in this report is summarised below:

- HMle reports (Schools) December 2009- January 2010
- Admissions to Museums and Galleries (up to end December 2009)
- A summary of Library and Information Services Statistics (up to end December 2009)
- Attendances at Sports Facilities (up to end December 2009) - Please note admissions to Aberdeen Sports Village (ASV) are included up to November 2009 figures.

6.4 Target Setting

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

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

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

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

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
Resources Management					
1.	Average number of days lost through sickness absence	Total for EC&S staff 4.11 days	Total for EC&S staff 3.73 (Dec 09)*	10 days	Corporate 09/10 target for this SPI is 11.3 days. Sickness absence is a Statutory Performance Indicator. The corporate outturn figures for Local Government workers is provided as the required level of detail for Education, Culture & Sport is not available for previous years as this is a new service. This will be measured on a monthly basis in future from PSE (Employee Record/Payroll System)
6.	Score for compliance with health & safety matrix	93%	92% (Dec 09)*	100%	100% indicates that we have complied with the key elements of health & safety. This is a cumulative total and 100% would be anticipated by the year-end. As far as we are aware, Aberdeen City Council is the only Scottish Council which operates a scored matrix for health and safety, which allows for internal benchmarking.
6.1	% of Internal Audit recommendations completed	92%	92%* (Dec 09)		This performance measure is reported regularly to Education, Culture and Sports SMT and is anticipated to form regular reports to Audit and Risk Committee

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
Impact					
7.	The proportion of schools receiving positive inspection reports	Primary:96% (10) Secondary:90% (2) Special:95% (4) Total:93.6%	Primary – 100% (3) Secondary – 0% (1) Special – 0% (0) Total: 75% so far	Improvement	This cumulative update reflects 4 school inspection reports (Northfield 25/08/09, Raeden Centre 01/12/09, Airyhall 12/01/10 and Seaton 19/01/10) for the academic session 2009/2010 so far. Data for the 2008/2009 session across all sectors showed performance at 93.6%, surpassing the 2007/08 target of 83%. This has been included in the 2009/10 SOA. This measure is not yet ranked nationally
7.1	Positive inspections of Local Authority pre-school settings by HMie and Care Commission	92% (HMie) 100% (Care Commission) baseline	No further updates	Improvement	This update reflects the outcome of inspections in Local Authority pre-school settings for the academic session 2008/2009 and for the first quarter of the 2009/2010 session. This has been included in the 09/10 SOA. This measure is not yet ranked nationally.
7.2	Positive inspections of partner provider pre-school settings by HMie and Care Commission	100% (HMie) 94% (Care Commission)	No further updates	Improvement	This update reflects the outcome of inspections in partner provider pre-school settings for the academic session 2008/2009 and for the first quarter of 2009/2010 session. This has been included in the 09/10 SOA. This measure is not yet ranked nationally.

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
8.	HMIe inspections of learning communities result in positive reports in relation to Q.I. 2.1 Impact on young people and adults as participants	100% (2)	100% (1) No further updates	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally
9.	Positive reports from HMIe Inspections in relation to Quality Indicator (QI) 4.1 Impact on Communities over the year	100% (2)	100% (1) No further updates	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
10.	Primary & Secondary pupil attainment for reading, writing & maths.	Primary: Reading:79% Writing:74% Maths: 82% Secondary: Reading:67% Writing:51% Maths: 58%	*Mid year predictions: Reading:80% (improvement but below target & below consortium) Writing:84% (improvement & exceeded target & above consortium) Maths:77% (decrease & below target & below consortium) Secondary: Reading:69% (improvement but below target & slightly below consortium) Writing:58% (improvement & exceeded target & above consortium) Maths:62% (improvement but below target & slightly below consortium)	Primary: Reading:87% Writing:79% Maths:90% Secondary: Reading:74% Writing:55% Maths:69% Targets to be revised for 2010-2013	Included within 0809 & 09/10 SOA and reported in detail at E, C&S Committee October 2009. Actions so far: Attainment data circulated to Committee 5-14 & STACS seminar held on 7/12/09 Mid-year performance data included and verbal update to Committee in February 2010. Members should note that this will, in time, be superseded by Curriculum For Excellence age and stage measures, with benchmarking as appropriate. Building the Curriculum 5 was published 20/01/10 and is available online at http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc5/index.asp . A full report will be available in April 2010.

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
11.	Cumulative attainment of National Qualifications by all pupils in publicly funded secondary schools for S4 and S5.	<u>English and Maths at level 3 by the end of S4</u> 94%	*Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>English and Maths at level 3 by the end of S4</u> 96%	This has been included in the 2009/10 SOA as a directional target & reported in detail at October 2009 ECS Committee. Actions so far: STACS seminars – 17/09/09 & 07/12/09 STACS challenge visits held in 5 schools so far. Members should note that these qualifications will, in time, be replaced with a new qualifications framework which recognises literacy & numeracy skills, replaces Standard Grades & Intermediates & revises Highers & Advanced Highers.
		<u>5 or more level 3 awards by the end of S4</u> 91%	*Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>5 or more level 3 awards by the end of S4</u> Improvement	
		<u>5 or more level 5 awards by the end of S5</u> 42%	*Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>5 or more level 5 awards by the end of S5</u> 47%	
12.	Proportion of school leavers in positive and sustained destinations	Outturn 07-08 Young people aged 16-19 85.75% in total 51.4% of school leavers from special education in positive destinations	*2008/2009 data Young people aged 16-19. 82.6% in positive destinations in total 43.6% of school leavers from special education in positive destinations 50% of School leavers who are Looked After Children in positive destinations	91% in positive destinations	Included as outcome within 0809 & 0910 SOA. The SOA sets a target of 9% outwith positive destinations by 2011. The SOA target is for a year on year improvement of 5% from the 2006/07 baseline of 82% positive destinations. Please also refer to separate More Choices More Chances and School Leaver Destinations report on the agenda.

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
13.	Academic achievement: the number and percentage of young people ceasing to be looked after, who achieved SCQF level 3 or better in English and Maths or other subjects	Outturn 08/09 Eng & Maths All (55.6%) At home (59.3%) Away from home (52.8%) SCQF level 3 All (82.5%) At home (74.1%) Away from home (88.9%)	*SPI ranks Eng & Maths All (7 th) At home (7 th) Away from home (17 th) SCQF Level 3 All (9 th) At home (16 th) Away from home (7 th)	72.2%	Data for this SPI refers to academic performance for the 07/08 session and is collected in the financial year 2008/09. It is intended that 2008/2009 data for this indicator will be reported in the next performance report in April 2010. Included as a 0809 & 0910 SPI. The SOA sets the target as a progressive improvement in the outcome to improve the life chances of looked after children. This measure is not ranked nationally.
13.1	Violent Incidents against School staff in Primary, Secondary and Special Schools	Outturn 08/09 Primary- 122 Secondary - 156 Special – 231	Figures to be updated in July 2010	Primary – 256 Secondary – 190 Special - 190	Data for this indicator refers to incident reporting for the 08/09 session. Indicative figures show all targets have been met for all sectors. 3 year targets to be set 2010-2013.
13.2	% occupancy of Primary and Secondary schools	Outturn 08/09 Primary Below 60% - 31% 61-100% - 69% Secondary Below 60% - 8% 61-100% - 92%	School capacity figures revised January 2010. Revised occupancy figures to be available April 2010	60% capacity as minimum	Data for this Statutory Performance Indicators (SPI) refers to the pupil census undertaken in September 2008 and was collected in the financial year 2008/09. Ranking data was not published for 2008/2009. It is anticipated that 2009/2010 data for this indicator will be reported, using the September 2009 census data, in the next performance report in April 2010.

Business Processes					
	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
15.	CC 1 Sport and Leisure management – the number of attendances per 1,000 population for all pools	2710 (target 2895)	*SPI rank: 2007/2008 18 th 2008/2009:27 th	2,940	Pool maintenance issues and re-instatement of Tullos pool have had a negative impact on admissions for this SPI. Difficult to estimate the impact of Trust status. Please also refer to detailed performance in Appendix 2 where performance for January 2010 reflects a positive and improving admissions trend.
16.	CC 2 Indoor facilities – the no.of attendances per 1,000 population for other indoor sports & leisure facilities, excl pools.	3,994 (target 4196)	*SPI rank: 2007/2008 14 th 2008/2009:25 th	5,272	It is hoped that the re-instatement of Linx Ice Arena and the opening of the Aberdeen Sports Village will impact positively on admissions figures for this SPI. Difficult to estimate the impact of Trust status. Please also refer to Appendix 2 where performance for January 2010 reflects this positive & improving admissions trend.
17.	CC 3 (b) Museum services – the number of visits to/usages of council funded or part funded museums that were in person per 1,000 population	1,561 (target 1539)	*SPI rank: 2007/2008 4 th 2008/2009:4 th	1,539	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non-holiday Mondays. Please also refer to Appendix 2 where performance of virtual visitors has significantly increased.

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
18.	CC 3 (a) Museum services – the number of visits to/usages of council funded or part funded museums per 1,000 population	3,246 (target 3010)	*SPI rank: 2007/2008 4 th 2008/2009:2 nd	3,010	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non-holiday Mondays. Please also refer to detailed performance in Appendix 2 where performance of virtual visitors has significantly increased.
19.	CC 5 (a) Use of libraries – the number of visits to libraries per 1,000 population	5,841 (target 6000)	*SPI rank: 2007/2008 10 th 2008/2009:14 th	6,000	The decrease in opening hours will impact significantly on this SPI. Estimated visit figures will decrease by at least 10%. 09/10 Target reflects 1.7% decrease. Please also refer to detailed performance in Appendix 2
20.	CC 5 (b) Use of libraries – the number of borrowers as a percentage of the resident population	27.6% (target 28%)	*SPI rank: 2007/2008 4 th 2008/2009:5 th	28.0%	No longer an SPI requirement but we will continue to report. Includes WiFi statistics which help balance the decrease in hard wired PC access where at least 10% decrease expected. Please also refer to detailed performance in Appendix 2.
21.	CC 6 (a) Library Learning centre & learning access points – number of users as a percentage of the resident population	18.2% (target 17%)	*SPI rank: 2007/2008 6 th 2008/2009:6 th	17.0%	This is no longer an SPI requirement but we will continue to report. We now include WiFi statistics which help balance the decrease in hard wired PC access where as above for CC5(a) at least 10% decrease expected. Please also refer to detailed performance in Appendix 2

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
22.	% of success in dealing with written queries & complaints within 15 working days	88%	No further update	95%	It is likely that throughout the year we will receive a small number of enquiries which, due to their complexity or through other factors, may take more than 15 working days to resolve. A target of 95% is considered challenging, but deliverable. The January 2009 position was 93%. Corporately we have researched the standard in setting a 15 working day limit and this is similar to our peers
Organisational Learning & Improvement					
23.	% eligible staff appraised in past year	-	Not yet available from PSE	100%	The Education, Culture and Sports Service is committed to Appraisal and Performance Review and Development and recognises the importance of these key elements of individual performance management. Arrangements will be put in place to measure this indicator on a monthly basis from PSE in 2010.

Full HMle School Inspections up to end January 2010		
The Raeden Centre Nursery School – published 1st December 2009		
The Raeden Centre Nursery School	Quality Indicator	Evaluation
	Improvements in performance	Very good
	Children’s experiences	Very good
	Meeting learning needs	Good
	The curriculum	Good
	Improvement through self-evaluation	Satisfactory
Areas for improvement	<ul style="list-style-type: none"> • The nursery should develop more effective self-evaluation procedures and ensure that any improvements have an observable impact on the quality of children’s learning. • The education authority and the nursery should clarify roles and responsibilities of all staff involved in transitions, including split placements to ensure continuity in children’s learning 	
Airyhall School and Nursery Class – published 12th January 2010		
Airyhall School and Nursery Class	Quality Indicator	Evaluation
Primary School	Improvements in performance	Very good
	Children’s experiences	Very good
	Meeting learning needs	Good
Nursery class	Improvements in performance	Good
	Children’s experiences	Good
	Meeting learning needs	Good
School & Nursery	The curriculum	Very good
	Improvement through self-evaluation	Very good
Areas for improvement	<ul style="list-style-type: none"> • In the nursery, continue to improve opportunities for children to develop skills in early literacy and numeracy • In nursery and primary classes, ensure that lessons are always suitably challenging and that children progress fast enough in their learning 	

Seaton School and Nursery Class – published 19th January 2010		
Seaton School and Nursery Class	Quality Indicator	Evaluation
Primary School	Improvements in performance	Good
	Children's experiences	Very good
	Meeting learning needs	Good
Nursery class	Improvements in performance	Good
	Children's experiences	Good
	Meeting learning needs	Good
School & Nursery	The curriculum	Very good
	Improvement through self-evaluation	Very good
Areas for improvement	<ul style="list-style-type: none"> • Increase nursery children's opportunities to make decisions and take for responsibility for their own learning. • Improve children's attainment further in English language and mathematics. • Continue to support staff through a period of change, both in terms of a new leader and the move back to the refurbished school. 	

Aberdeen City Council : Education, Culture and Sport (Source: Library and Information Services)

Performance Indicators: December 2009

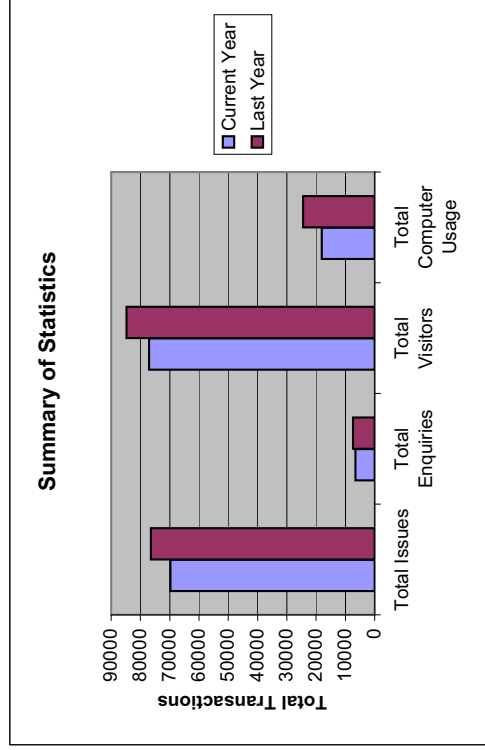
Summary of Use

	Current Year	Last Year	Variance
Total Issues	69799	76485	-6686
Total Enquiries	6532	7385	-853
Total Requests and Reservations	1342	1417	-75
Total Visitors	77024	84795	-7771
Total Computer Usage	18088	24462	-6374
Total Library Webpage Hits	*	19394	*
Total WI FI Minutes Used	*	980 hrs	*
Total WI FI New Customers	*	72	*

* Not supplied at time of submission

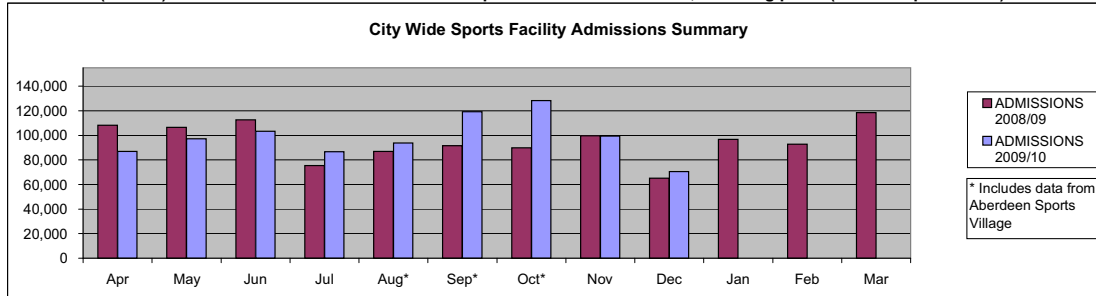
Summary of System Statistics

	Current Year	Last Year	Variance
Arts Equipment Issues	698	654	44
Total Monthly Issues	69101	75831	-6730
Days Open	23	24	-1



Mobile Library off road for MOT 8 & 9 December
 Linksfield Library closed 22 December 2 pm - 5 pm due to staff shortage caused by severe weather
 Woodside Library closed 22 December 2 pm - 5 pm due to staff shortage caused by severe weather
 Tillydrone Library closed 22 December 3 pm - 5 pm due to staff shortage caused by severe weather
 Mobile Library off road 22 December 2.30 pm - 5 pm due to severe weather
 Mobile Library couldn't visit all the sites due to weather conditions on 23 December
 Mobile Library off road 29 & 30 December due to maintenance
 2 Aberdeen College PCs broken all month in Media Centre and Cults

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



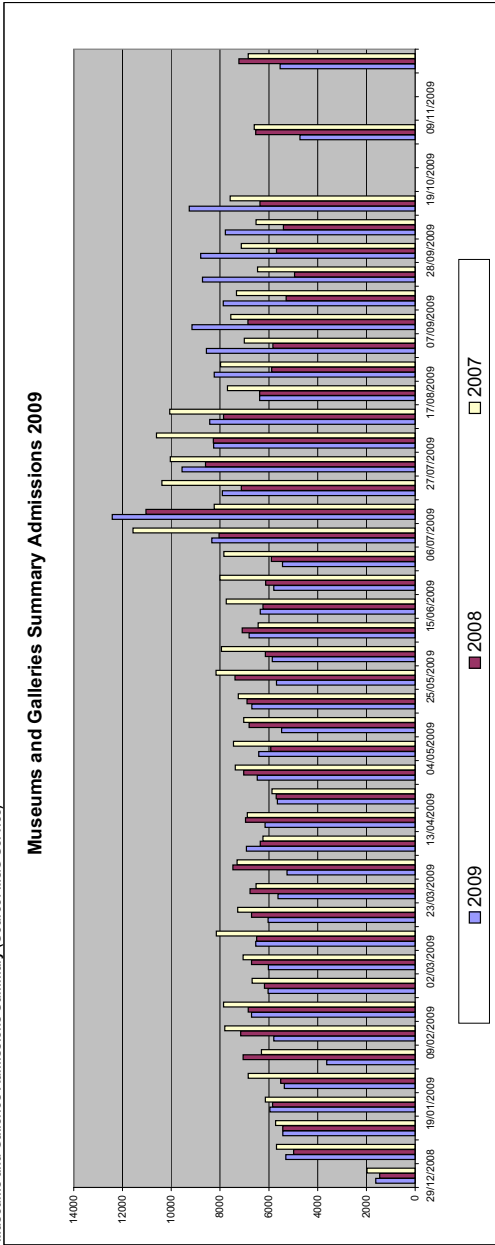
Definition CC1 and CC2		Number of admissions to City Wide Sports Facilities							
MONTH	ADMISSIONS 2008/09	CUMULATIVE 08/09	ADMISSIONS 2009/10	CUMULATIVE 09/10	MONTHLY VARIANCE	CUMULATIVE VARIANCE	ANNUAL TARGETS		
Apr	108,343	108,343	86,882	86,882	-21461	-21,461	2008/09	1,146,241	
May	106,629	214,972	97,258	184,140	-9371	-30,832	2009/10	1,174,897	
Jun	112,566	327,538	103,225	287,365	-9341	-40,173	2010/11	1,203,553	
Jul	75,488	403,026	86,663	374,028	11175	-28,998	2011/12	1,232,209	
Aug*	86,856	489,882	93,667	467,695	6811	-22,187	2012/13	1,260,865	
Sep*	91,542	581,424	119,315	587,010	27773	5,586	2013/14	1,289,521	
Oct*	89,925	671,349	128,396	715,406	38471	44,057	2014/15	1,318,177	
Nov	99,591	770,940	99,399	814,805	-192	43,865			
Dec	65,196	836,136	70,488	885,293	5292	49,157			
Jan	96,828	932,964	0	0	0	0			
Feb	92,827	1,025,791	0	0	0	0			
Mar	118,438	1,144,229	0	0	0	0			
Total			Total				TARGET - 15% INCREASE BY 2015 (BASELINE 2008/09)		
1,144,229			885,293						

Analysis: Dry Sports Centres:
 With the re-opening of the Linx Ice Arena for a proportion of the month, admission levels for December at Council operated facilities is 6.6% above 2008/09 levels. Whilst Peterculter and Kincoth Sports Centres experienced reductions in attendances in comparison with 2008/09, the remaining facilities were able to demonstrate performance on a par with the previous year and the fluctuations which several facilities encountered in October/November, potentially as a result of the opening of the Aberdeen Sports Village, appear to have corrected themselves. N.B. ASV admissions are not currently available for December 2009 and are not reflected in the graph above but have been included for August - October

Analysis: Pool Facilities:
 For the sixth consecutive month admission totals are exceeding that recorded in 2008/09 with the cumulative figure now some 9.4% above the previous year's figure which equates to +12.9% when the loss of Tullos swimming Pool is incorporated. The majority of facilities are performing above December 2008/09 levels despite the impact that the poor weather conditions towards the month's end has created. However, it is noticeable that pools where the programme is heavily dependant on admissions from club and lesson provision have experienced reducing numbers as result of the loss of this programming in part due to the pattern of the festive calendar.

Actions: SSports admission figures for December in Council operated facilities are some 8.1% ahead of 2008/09 levels reflecting the strength of performance of Swimming Pool facilities and an improved position in regards to Dry Sports Centres. Given that these numbers exclude Aberdeen Sports Village data which is available quarterly, this indicatively maintains facilities on course to exceed the 2009/10 Key Indicator Target above and, in all likelihood, the wider comparative SPI figures for the previous year. Cumulatively, the City wide performance, including ASV data for August to October, has gained 5.8% against 2008/09 and, on projection, it is currently estimated that this will rise to a year end level of between 10-15%.

Museums and Galleries Admissions Summary (Source: M&G Service)



Analysis:
 The number of actual (physical) visits to our venues decreased in 2008/9 in comparison to 2007/8, but there has been a very significant uplift in virtual visitors to our various web-based facilities. In addition, participants at outreach visits and events, such as talks and walks, rose from 2007/8 to 2008/9. Public demand for talks to community groups is increasing in some areas of the collections. These increases demonstrate a continued public interest in our collections and activities even though people, for various reasons, have found it less possible to visit us in person. The decrease in footfall within our venues can be attributed to three main factors: 1. Reduction in opening hours, 2. Economic downturn and 3. Reduction in programming. Despite the fall in numbers, the VisitScotland Visitor Barometer for calendar year 2008 shows that the service's venues are still amongst the top attractions in the Aberdeen and Grampian area - Aberdeen Art Gallery is now 3rd after the David Welch Winter Gardens, and Aden Country Park, Mintlaw, Aberdeen Maritime Museum is 4th and Provost Skene's House is in 6th place, above Crathes Castle and well above other high profile attractions such as the Gordon Highlanders' Museum and Castle Fraser.

Week Commencing	Date	2009	2008	2007
Week Commencing	29-Dec-08	1613	1457	1978
Week Commencing	05-Jan-09	5309	4994	5691
Week Commencing	12-Jan-09	5428	5427	5728
Week Commencing	19-Jan-09	5960	5845	6139
Week Commencing	26-Jan-09	5365	5519	6849
Week Commencing	02-Feb-09	3624	7057	6308
Week Commencing	09-Feb-09	5789	7150	7802
Week Commencing	16-Feb-09	6706	6841	7662
Week Commencing	23-Feb-09	6032	6184	6687
Week Commencing	02-Mar-09	6017	6713	7057
Week Commencing	09-Mar-09	6541	6495	8159
Week Commencing	16-Mar-09	6031	7275	8159
Week Commencing	23-Mar-09	5627	6768	6531
Week Commencing	30-Mar-09	5255	7471	7301
Week Commencing	06-Apr-09	6920	6349	6242
Week Commencing	13-Apr-09	6157	6951	6877
Week Commencing	20-Apr-09	5654	5700	5867
Week Commencing	27-Apr-09	6473	7030	7377
Week Commencing	04-May-09	6414	5918	7446
Week Commencing	11-May-09	5480	6812	7028
Week Commencing	18-May-09	6697	6889	7258
Week Commencing	25-May-09	5686	7390	8169
Week Commencing	01-Jun-09	5862	6145	7943
Week Commencing	08-Jun-09	6804	7097	6438
Week Commencing	15-Jun-09	6350	6241	7747
Week Commencing	22-Jun-09	5793	6135	8009
Week Commencing	29-Jun-09	5445	5899	7841
Week Commencing	06-Jul-09	8338	8037	11570
Week Commencing	13-Jul-09	12421	11045	8244
Week Commencing	20-Jul-09	7904	7132	10389
Week Commencing	27-Jul-09	9558	8603	10041
Week Commencing	03-Aug-09	8266	8274	10611
Week Commencing	10-Aug-09	8427	7857	10060
Week Commencing	17-Aug-09	6375	6374	7692
Week Commencing	24-Aug-09	8241	5884	7976
Week Commencing	31-Aug-09	8555	5834	7007
Week Commencing	07-Sep-09	9150	6863	7556
Week Commencing	14-Sep-09	7864	5291	7332
Week Commencing	21-Sep-09	8721	4951	6468
Week Commencing	28-Sep-09	8797	5682	7127
Week Commencing	05-Oct-09	7785	5399	6531
Week Commencing	12-Oct-09	9267	6360	7585
Week Commencing	19-Oct-09	0	0	0
Week Commencing	26-Oct-09	0	0	0
Week Commencing	02-Nov-09	4726	6533	6600
Week Commencing	09-Nov-09	0	0	0
Week Commencing	16-Nov-09	0	0	0
Week Commencing	23-Nov-09	5538	7225	6850
Week Commencing	30-Nov-09	2966	3403	4059
Week Commencing	07-Dec-09	0	0	0
Week Commencing	14-Dec-09	0	0	0
Week Commencing	21-Dec-09	2089	3778	4212

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 February 2010
REPORT BY:	Director and City Chamberlain
TITLE OF REPORT:	2009/10 REVENUE BUDGET MONITORING
REPORT NUMBER:	ECS/10/18

1. PURPOSE OF REPORT

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

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee:
- i) consider and note this report and the information on management action and risks that is contained herein; and
 - ii) instruct that officers continue to review budget performance and report on service strategies as required to ensure a balanced budget.

3. FINANCIAL IMPLICATIONS

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

4. SERVICE & COMMUNITY IMPACT

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

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

5. OTHER IMPLICATIONS

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

6. REPORT

- 6.1 This report informs members of the current year revenue budget performance to date, for the service's budget and provides high level summary for the consideration of Members, to period 9 (end to 5 January 2010). The exception to this is the more recent movement in respect of the Out Of Authority Placements budget, where it was felt important to reflect the most up to date position.
- 6.2 Work is also on-going on refining Planned Budget for the period looking at previous trends. It also outlines whether or not there are any cost pressures that are immediately identifiable from the expenditure incurred to date and actions being undertaken to manage these.
- 6.3 The service report and associated notes on progress towards achievement of the 2009-10 savings targets are attached at Appendices A and B.

2009-10 Approved Savings

There are 46 approved savings, for 2009-2010 totalling £7,928,000. These are listed at Appendix A. Against each of the savings is a narrative detailing the progress to date on each of these. The current forecast is that the service is on target to achieve £7,210,000 of these savings. The main exception to this is in relation to Out Of Authority placements which is referred to elsewhere in this report.

Financial Position and Risks Assessment

In overall terms at this stage, analysing Appendix B, the position reflects a potential overspend of £1,278,000. This is a reduction of £379,000 in the forecast overspend since the last report.

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

a) Out Of Authority Placements

This is an aligned budget with Social Care and Wellbeing which funds those costs associated with educating and accommodating children in Specialist Schools and Homes not run by Aberdeen City Council. The total aligned budget is £7,119,000, the Education Culture and Sport part of this budget totals £2,814,000

The latest estimate as at 29 January 2010 is that the total aligned budget has an anticipated overspend of £1,302,000. The Education, Culture and Sport element of the aligned budget is likely to be over-committed in the region of £558,000. The approved saving for 2009-10 is £1,100,000 which means that to date, 49% of the target saving has been achieved.

A rigorous review of placements led by the Head of Service with Service managers is ongoing to review placements to implement packages of support to facilitate return to home or alternative care within Aberdeen. One additional place has been made available at the Willows childrens Unit from October November which will contribute to this saving Projected overspend at present is £1,302,000 across the two services and the development of the proposed Intensive community support service will have an impact on this budget in the year 2010/11. New screening, resource and authorisation arrangements are being implemented in January 2010 which is designed to impact on the numbers of children being accommodated and going to residential school

b) Pupil Support Assistants

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

c) Pupil Roll Changes

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

d) Sports

Due to concluding the due diligence process, the budgeted sports saving of £400,000 which was to be achieved through efficiencies via the transfer of facilities to Sport Aberdeen, has been delayed and the budgeted saving will not now be achieved.

In addition, the budgeted income figure for sports of £4.2 million is unlikely to be achieved. Historical performance suggests a more realistic figure of £3.3million, slightly higher than the 2008/09 final income figure of £3.2million. This leaves an under achievement of £900,000 and the anomalies in income are being addressed through the establishment of Sport Aberdeen. Sport Aberdeen's financial projections suggest a more realistic and achievable income target.

In order to address these deficits, effective cost management of the sports service has led to a projected underspend of £315,000 leaving a net deficit of £985,000.

Additional savings of £393,000 have been identified through cost management of the culture, heritage and communities team.

7. AUTHORISED SIGNATORY

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8. REPORT AUTHOR DETAILS

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9. BACKGROUND PAPERS

Financial ledger data extracted for the period;

Traffic Light Icon	Short Term Trend Arrow	Code	Short Name	Full Year Budget Saving £	Full Year Projected Value £	Latest Note	Managed By
		L01	Staffing Adjustments due to Roll Reduction	288,000	288,000	Mary Bowie 21 December 2009 This saving will not now be achieved from roll reductions. As per ECS committee report 24 November 2009. Savings to be identified from other budgets. Email requesting update to value in projected saving sent 21/12/09.	David Leng
		L05	Reduction in overall staff costs for new and combined schools	185,000	185,000	Mary Bowie 20 November 2009 Six month delay in Mile End because of necessity to refinance is the main reason for anticipated £91,000 slippage for 3R's. Fully offset through alternative savings from management of vacancies and uncommitted budget.	David Leng
		L12	Efficiencies from Non-statutory Education Services	313,000	313,000	Mary Bowie 10 November 2009 Arts Ed contribution towards this saving is complete	David Leng
		SP01	Beach Leisure Centre	17,000	17,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP02	Westburn Tennis Centre	8,000	8,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP04	Kings Links	8,000	8,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP05	Westburn Outdoor Centre	1,000	1,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP06	St Machar Outdoor Centre	22,000	22,000	Mary Bowie 28 October 2009 COMPLETE	Graham Wark
		SP07	Hilton Outdoor Centre	1,000	1,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP08	Northfield Pool	7,000	7,000	Mary Bowie 28 October 2009 COMPLETE	Graham Wark
		SP10	Bucksburn Swimming Pool	20,000	20,000	Mary Bowie 28 October 2009 COMPLETE	Graham Wark
		SP11	Kincorth Sports Centre	40,000	40,000	Mary Bowie 28 October 2009 COMPLETE	Graham Wark
		SP13	Aulton Pavilion	1,000	1,000	Mary Bowie 28 October 2009 Still on target for full completion.	Graham Wark
		SP14	Sports Posts	75,000	75,000	Mary Bowie 03 July 2009 Savings proposal is on target. To be reflected in budgets at point of transfer to Trust.	Graham Wark

		SP17	Peterculter Sports Centre	40,000	40,000	Mary Bowie 28 October 2009 complete	Graham Wark
						There is currently a predicted overspend of £200,000 against school transport. Overall transport costs are forecast to be £300,000 less than in 2008-09 despite a 2% increase on pupil numbers being transported. Any savings arising from re-tendering have been set against budgeted procurement targets. Options for further reductions to reduce costs are currently being examined but are unlikely to be in place within the current financial year.	
		L02	School Transport - efficiency saving	160,000	0	Mary Bowie 28 October 2009 The new Cleaning contract has been awarded and will be implemented in all schools from August. In addition the new janitorial arrangements are also being implemented in the same timescale, with subsequent efficiencies. Managed by Environment and Infrastructure who advise the saving is on target.	David Leng
		L04	Catering, cleaning and Janitorial Services – Efficiency	700,000	700,000	Mary Bowie 28 October 2009 Reviewing which central service costs and which back office costs can be removed and make the saving. Cost Centres to be adjusted for September report.	Jim Stephen
		L06	Rationalisation of Culture & Learning Support Teams across the city	200,000	200,000	Mary Bowie 28 October 2009 Measures in place to achieve year on year savings of £60k due to disestablished posts. Vacancies will be managed to achieve the further saving required in 2009/10.	Jim Stephen
		N01	4 vacancies held pending outcome of VS/ER and restructuring	97,000	97,000	Mary Bowie 28 October 2009 On target to be achieved by 31/03/10.	Jim Stephen
		N02	Efficiencies from streamlining of processes e.g. through Infosmart	10,000	10,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C01	Reductions to sports and cultural grants	159,000	159,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C02	6% Reduction in Culture & Learning grants to Community Projects	43,000	43,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong

		C03	6% reduction in grants to leased community centres	33,000	33,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C04	Reduction of opening hours of libraries	110,000	110,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C05	Reduce Central Library opening hours	36,000	36,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C06	Closure of Branch Libraries	50,000	50,000	Mary Bowie 28 October 2009 Report on Community Hubs to be submitted to Education, Culture & Sport Committee in October.2009/10 savings will be achieved. Still on target for full completion.	Mark Armstrong
		C08	Community Training Unit - Staff Reductions	27,000	27,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C09	CKIS limited centralist model	12,000	12,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C10	Staff Reduction of NCPO Posts	150,000	150,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C11	Reduction in Staffing - Museums & Galleries	100,000	100,000	Mary Bowie 21 December 2009 Redesign of Service at final stage. Report to ECS Committee on 24 November 2009 was agreed and the streamlined job matching process has begun. Only essential spend is now being authorised. Budget already reduced by value of savings and the service is on target to achieve required savings.	Mark Armstrong
		C12	CLD Staff reductions	228,000	228,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C13	Citywide Creche Income Increases	13,000	13,000	Mary Bowie 28 October 2009 Still on target for full completion.	Mark Armstrong
		C14	Deliver arts development service through neighbourhood based facilities	10,000	10,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C15	City Moves Service reduction	17,000	17,000	Mary Bowie 10 November 2009 COMPLETE	Mark Armstrong
		C90	Aberdeen Performing Arts	50,000	50,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C91	Powis Community Centre	40,000	40,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		L90	NPAF Further Efficiencies	600,000	600,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong

		L03	Pre School Nursery Restructuring	73,000	73,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L07	Schools Estate Strategy	0	0	Mary Bowie 28 October 2009 COMPLETE The latest position as at 29 January is an anticipated overspend of £1,302k split £744k to Social Work and £58k to Education.	Rhona Jarvis
		L09	Out of Authority Placements	1,100,000	542,000	This means that ECS have made savings of £542,000 against the budget saving target of £1,100,000	Rhona Jarvis
		L10	2% efficiency saving across special schools	78,000	78,000	Mary Bowie 09 October 2009 COMPLETE - Budget adjusted	Rhona Jarvis
		L11	2% ASN Efficiency	402,000	402,000	Mary Bowie 09 October 2009 COMPLETE - Budget adjusted	Rhona Jarvis
		L13	Review Of Breakfast Provision	600,000	600,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L14	Review Of Additional PE Teachers	304,000	304,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L15	Reconfiguration of School Week	0	0	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L16	Review Pupil Support Assistant (PSA) provision	1,500,000	1,500,000	Mary Bowie 28 October 2009 COMPLETE - Workforce reduced therefore salary costs have reduced proportionately to achieve saving	Rhona Jarvis
				7,928,000	7,210,000		

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

DIRECTORATE : Education, Culture & Sport

AS AT	05 January 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 9									
Head of Service	Mark Armstrong	27,150	16,686	15,472	(1,214)	27,741	591	2.2%	(136)
Head of Service	David Leng	131,744	97,819	95,532	(2,287)	131,919	176	0.1%	70
Head of Service	Rhona Jarvis	11,807	8,311	3,982	(4,329)	12,248	441	3.7%	(190)
Support Services Manager	Jim Stephen	3,693	2,776	3,827	1,051	3,763	70	1.9%	(239)
TOTAL BUDGET		174,394	125,592	118,813	(6,779)	175,671	1,278	0.7%	(495)

For notes on variances, please see detailed sheets.

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

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

AS AT	05 January 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 9		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		17,563	13,104	12,515	(589)	17,349	(214)	-1.2%	(84)
PROPERTY COSTS		5,058	3,753	3,062	(691)	4,915	(143)	-2.8%	0
ADMINISTRATION COSTS		877	657	239	(418)	836	(41)	-4.7%	(27)
TRANSPORT COSTS		275	202	142	(60)	260	(15)	-5.5%	(5)
SUPPLIES & SERVICES		3,898	2,903	1,884	(1,019)	3,720	(178)	-4.6%	(20)
COMMISSIONING		865	658	519	(139)	865	0	0.0%	0
TRANSFER PAYMENTS		2,809	2,107	2,545	438	3,072	263	9.4%	0
CAPITAL FINANCING		4,799	0	0	0	4,799	(0)	0.0%	0
GROSS EXPENDITURE		36,144	23,384	20,906	(2,478)	35,816	(328)	-0.9%	(136)
LESS: INCOME									
GOVERNMENT GRANTS		(146)	(119)	(1,135)	(1,016)	(146)	0	0.0%	0
OTHER GRANTS		(103)	(77)	(178)	(101)	(103)	(0)	0.5%	0
FEES & CHARGES		(6,029)	(4,464)	(3,286)	1,178	(5,109)	920	-15.3%	0
RECHARGES		(365)	(274)	0	274	(365)	0	0.0%	0
OTHER INCOME		(2,352)	(1,764)	(835)	929	(2,352)	0	0.0%	0
TOTAL INCOME		(8,995)	(6,698)	(5,434)	1,264	(8,075)	920	-10.2%	0
NET EXPENDITURE		27,150	16,686	15,472	(1,214)	27,741	591	2.2%	(136)

VIREMENT PROPOSALS
None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

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

PROJECTED VARIANCE £'000

CHANGE £'000

(214)

(84)

Property Costs

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

(143)

0

Administration

Library and Information services are forecasting savings of approximately £5,000 within this heading relating to stationery costs. There is also forecasted to be a reduction of £9,000 in respect of Sports Administration costs. Community learning and Development are also projecting a saving of £27,000 in admin costs.

(41)

(27)

Transport

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

(15)

(5)

Supplies & Services

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

(178)

(20)

Commissioning Services

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

263

0

Government Grants

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

0

0

Fees & Charges

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

900

0

20

0

591 (136)

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

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

AS AT	05 January 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE	%	
ACCOUNTING PERIOD 9		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		108,269	81,202	79,714	(1,488)	107,982	(287)	-0.3%	(287)
PROPERTY COSTS		16,197	12,145	10,033	(2,112)	16,595	398	2.5%	177
ADMINISTRATION COSTS		375	286	300	14	375	0	0.0%	0
TRANSPORT COSTS		2,758	2,066	1,891	(175)	2,958	200	7.3%	200
SUPPLIES & SERVICES		5,104	3,813	2,331	(1,482)	5,104	0	0.0%	0
COMMISSIONING		3,602	2,702	3,074	372	3,602	0	0.0%	0
TRANSFER PAYMENTS		1,269	951	732	(219)	1,269	0	0.0%	0
CAPITAL FINANCING		5,710	0	0	0	5,710	0	0.0%	0
GROSS EXPENDITURE		143,284	103,165	98,075	(5,090)	143,595	311	0.2%	90
LESS: INCOME									
GOVERNMENT GRANTS		(293)	(219)	(361)	(142)	(293)	(0)	0.1%	0
OTHER GRANTS		(130)	(98)	0	98	(130)	0	-0.3%	0
FEES & CHARGES		(620)	(465)	(368)	97	(755)	(135)	21.8%	0
RECHARGES		(5,901)	(1,117)	(984)	133	(5,901)	0	0.0%	0
OTHER INCOME		(4,597)	(3,447)	(830)	2,617	(4,597)	0	0.0%	0
TOTAL INCOME		(11,541)	(5,346)	(2,543)	2,803	(11,676)	(135)	1.2%	0
NET EXPENDITURE		131,744	97,819	95,532	(2,287)	131,919	176	0.1%	90

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

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

PROJECTED VARIANCE	CHANGE
£'000	£'000

(287)	(287)
-------	-------

Property Costs

The lower than planned expenditure to date reflects charges and Contributions to the Central Repairs Fund which have still to be made. (£2.48 m) The estimated overspend forecast for the year relates to an underprovision in relation to Refuse Collection costs. The majority of the annual property rates charges have now been received. There is a forecast overspend of £264,000 against this budget which has been slightly offset by estimated savings of £87,000 in water charges.

398	177
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Transport Costs

The lower than planned expenditure mainly reflects invoices being received in arrears from suppliers, plus provision for the additional costs relating to the decant at Kaimhill School. The Public Transport Unit are forecasting a £200,000 overspend against this budget. This is £300,000 lower than the 2008-09 outturn, despite a 2% increase in pupil numbers.

200	200
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Supplies & Services

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

0	0
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Agencies

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

0	0
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Recharges

This relates to an internal recharge in respect of Music Instructors which was not completed until after this report period was closed, and therefore appears to be below budgeted income..

0	0
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Other Income

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

(135)	0
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176	90
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**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

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

AS AT	05 January 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 9		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		7,828	5,871	2,214	(3,657)	7,749	(79)	-1.0%	(79)
PROPERTY COSTS		158	154	155	1	158	0	0.0%	0
ADMINISTRATION COSTS		332	246	111	(135)	332	0	0.0%	0
TRANSPORT COSTS		122	92	95	3	122	(0)	-0.4%	0
SUPPLIES & SERVICES		1,720	1,267	1,009	(258)	1,683	(37)	-2.1%	(37)
COMMISSIONING SERVICES		1,774	1,330	1,179	(151)	2,332	558	31.5%	(74)
TRANSFER PAYMENTS		47	35	9	(26)	47	(0)	-0.5%	0
CAPITAL FINANCING COSTS		738	0	0	0	738	0	0.0%	0
GROSS EXPENDITURE		12,720	8,995	4,772	(4,223)	13,161	441	3.5%	(190)
LESS: INCOME									
GOVERNMENT GRANTS		(761)	(571)	(682)	(111)	(761)	(0)	0.0%	0
OTHER GRANTS		0	0	(40)	(40)	0	0	0.0%	0
FEES & CHARGES		(80)	(60)	(36)	24	(80)	0	-0.1%	0
OTHER INCOME		(72)	(53)	(32)	21	(72)	(0)	0.7%	0
TOTAL INCOME		(913)	(684)	(790)	(106)	(913)	(0)	0.0%	0
NET EXPENDITURE		11,807	8,311	3,982	(4,329)	12,248	441	3.7%	(190)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE	MONITORING	VARIANCE	NOTES	PROJECTED VARIANCE £'000	CHANGE £'000
Staff Costs			There is currently forecast to be a small saving against budget in respect of this budget head.	(79)	(79)
Administration Costs			Administration costs are slightly behind expected expenditure as charges in respect of course expenses and any associated cover are still awaited.	0	0
Supplies & Services			Expenditure is mainly behind expected planned expenditure due to delays in the billing of meal charges.. There is currently forecast to be a small saving against budget in respect of this budget head.	(37)	(37)
Commisioning Services			The projected outturn reflects the current estimated commitments as at 29 January 2010 in respect of the aligned budget for Out Of Authority Placements.	558	(74)
Government Grants			The higher than budgeted Grant Income reflects grants with an element of advance payment of grants made within 2008-09 which relates to the current year..	0	0
				442	(190)

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

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

AS AT	05 January 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 9		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		3,789	2,843	3,680	837	3,936	147	3.9%	(162)
PROPERTY COSTS		14	14	15	1	14	0	0.0%	0
ADMINISTRATION COSTS		547	410	54	(356)	514	(33)	-6.0%	(33)
TRANSPORT COSTS		26	20	9	(11)	26	(0)	-0.2%	0
SUPPLIES & SERVICES		140	105	70	(35)	96	(44)	-31.4%	(44)
GROSS EXPENDITURE		4,516	3,392	3,828	436	4,586	70	1.6%	(239)
LESS: INCOME									
OTHER GRANTS		(62)	(46)	0	46	(62)	0	0.0%	0
RECHARGES		(658)	(493)	0	493	(658)	0	0.0%	0
OTHER INCOME		(103)	(77)	(1)	76	(103)	(0)	0.5%	0
TOTAL INCOME		(823)	(616)	(1)	615	(823)	(0)	0.1%	0
NET EXPENDITURE		3,693	2,776	3,827	1,051	3,763	70	1.9%	(239)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

Since last reported, it has been agreed that the Lump Sum element of Teachers Pension costs will be set against the corporate provision for Early Retirement/Voluntary Severance. This leaves the additional annual pension cost element which is a form of Spend To Save in future years.

PROJECTED VARIANCE
£'000

CHANGE
£'000

70 (162)

Administration Costs

The main reason for the favourable variance to date relates to charges which will not now be made until near the end of the financial year. Savings within Administration cost of £33,000 are likely to be achieved.

(33) (33)

Supplies & Services

Forecast savings of £44,000 are expected within this range of budgets.

(44) (44)

Income - Recharges

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

0 0

(7) (239)

Glossary

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

Staff Costs

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

Property Costs

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

Administration Costs

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

Transport Costs

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

Supplies & Services Costs

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

Commissioning Services

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

Transfer Payments

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

Capital Financing Costs

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

Income - Fees & Charges

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

Income - Other Income

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

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 February 2010
REPORT BY:	Director and City Chamberlain
TITLE OF REPORT:	Capital Budget Progress Report
REPORT NUMBER:	ECS/10/16

1. PURPOSE OF REPORT

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

2. RECOMMENDATION(S)

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

3. FINANCIAL IMPLICATIONS

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

4. SERVICE & COMMUNITY IMPACT

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

5. OTHER IMPLICATIONS

- 5.1 Failure to invest adequately in the Council's asset base may lead to the Council not complying with current health and safety requirements nor capturing the benefits that can be derived from, for example, improved design and construction practices.
- 5.2 If the continuation of close budgetary control is not exercised and maintained the Council may operate out-with the capital control mechanisms laid down by the Scottish Government in relation to the Prudential Code for the 2009/2010 Non Housing Capital Programme.

6. REPORT

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

7 AUTHORISED SIGNATURE

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9 BACKGROUND PAPERS

Financial ledger data, extracted for the period.

Non-Housing Capital Projects - Education, Culture and Sport

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 31/12/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000		
SCHOOLS ESTATE										
371 School Development Plans	300	0	300	1	299	300	0	0	0	0
Project Description/Project Cost										
Programme of works to schools.										
611 Hanover Street Primary School Refurbishment	7,946	7,742	204	150	54	204	0	0	0	7,946
Project Description/Project Cost										
Refurbishment of Hanover Street Primary.										
651 Aberdeen Grammar School - Games Hall Replacement	2,357	2,299	31	58	0	58	0	0	0	2,357
Project Description/Project Cost										
Retention payment for the Aberdeen Grammar School Hall, completed in 2007/08.										
674 Walker Road Primary School - Refurbishment	4,765	4,364	401	129	272	401	0	0	0	4,765
Project Description/Project Cost										
Payment of outstanding retention as approved by the Finance and Resources Committee as of 9th December 2009										
680 3R's Temporary Accommodation	948	930	18	2	16	18	0	0	0	948
Project Description/Project Cost										
Provide temporary accommodation for schools to permit demolition and redevelopment work on existing school sites under the 3R's project.										
682 Music School Accommodation	4,041	1,154	2,529	2,644	243	2,887	0	0	0	4,041
Project Description/Project Cost										
To provide for the boarding requirements of 40 boarders at the Music School. The estimated overspend relates to contaminated land not identified during survey. A claim will be lodged against the surveyor to recoup the additional costs.										

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 31/12/09 £'000	Commitments £'000	Forecast Output 2009/10 £'000	2010/11 £'000	2011/12 £'000		
742 Outdoor Education Move to Kingswells	504	54	450	237	213	450	0	0	504	0
Project Description/Project Cost										
To convert the old school at Kingswells to accommodate the Outdoor Education Services, this will enable the service to move out of Summerhill.										
754 Bridge of Don Alterations	260	40	220	204	16	220	0	0	260	0
Project Description/Project Cost										
Works to address HMIE Inspectors concerns.										
755 Northfield Academy Transformation Plan	155	7	148	0	0	148	0	0	155	0
Project Description/Project Cost										
To enable the school refurbishment to be completed.										
759 School Estates Strategy	2,028	1,722	306	179	127	306	0	0	2,028	0
Project Description/Project Cost										
This was approved at Urgent Business Committee on 12 May 2008 for work to be complete on Westerton, Donbank, Walker Road, Cornhill and Skene Square Schools.										
772 Renovate Sunnybank School	1,000	0	800	0	800	600	400	0	1,000	0
Project Description/Project Cost										
New project to renovate Sunnybank School. About to go to tender.										
773 Bucksburn/Newhills New School	250	0	250	0	250	60	190	0	250	0
Project Description/Project										
New project to look at the options for a new school.										
776 Provision for Children with Complex Needs (Initial Allocation)	150	0	150	0	150	76	74	0	150	0
Project Description/Project Cost										
Kingswells Primary School Extension - Retention										
184	159	3	22	25	0	184	0	0	184	0
Project Description/Project Cost										
Retention Payment plus final fees.										

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/12/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SCHOOLS - ICT											
710 Curricular PC Replacement Programme	6,105	1,472	1,183	40	1,143	1,183	1,150	1,150	1,150	6,105	0
Project Description/Project Cost											
To establish a curricular ICT refresh project to procure, image and install PC's & monitors, to improve connectivity within school establishments, to ensure servers and interactive whiteboards are installed in schools and generally to improve ICT provision in schools.											
744 3R's New Schools ICT Provision	3,150	144	2,506	1,627	879	2,506	500	0	0	3,150	0
Project Description/Project Cost											
Provision of wireless network, telephone systems, servers, classroom and departmental provision of ICT for the new campuses, both primary and secondary.											
750 Information Communication Technology Connectivity	700	0	700	54	211	265	435	0	0	700	0
Project Description/Project Cost											
Procurement of consultancy resource to carry out a comprehensive investigation of the Council's future options for connectivity and to implement the preferred solution.											
751 Upgrade to Management Information System	120	0	120	0	120	120	0	0	0	120	0
Project Description/Project Cost											
Project currently at tender stage, estimated date of approval of award of contract, February 2010.											
SCHOOLS - OTHER EQUIPMENT											
581 Science & Technology Equipment	9	0	0	9	0	9	0	0	0	9	0
Project Description/Project Cost											
Residual expenditure from 2008-09.											
774 Adequate Funding for TASSCC Equipment & Advisory Service	120	0	30	10	20	30	30	30	30	120	0
Project Description/Project Cost											
New budget to provide adequate funding.											
778 3R's Furniture, Fittings & Equipment and Other Works	3,881	0	3,000	1,395	1,512	2,907	974	0	0	3,881	0
Project Description/Project Cost											
Culls and Bucksburn Academy's now complete. Remaining schools to be delivered between January and April 2010. Since the contracts were drawn up in 2007, it has become apparent that the original provision is insufficient to meet their requirements of the current service provision. Any additional expenditure for future years will require to be an additional funding bid.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10				Future Years Budget Profiles				Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 31/12/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000	2012/13 £'000				
SPORTS													
556 Rubislaw/Harlaw Playing Fields	3,803	3,311	492	392	100	492	0	0	0	0	0	3,803	0
Project Description/Project Cost Improving the pavilion and changing accommodation at Rubislaw and Harlaw. The 2009/10 budget carry forward has been approved by the Finance and Resources Committee as of 9th December 2009.													
653 Inchgarth Community Facilities	343	340	0	3	0	3	0	0	0	0	0	343	0
Project Description/Project Cost This is a retention payment for previously completed work.													
655 Changing Facilities Upgrade - Aulton/Hazlehead	6,912	4,840	1,195	174	1,017	1,191	881	0	0	0	0	6,912	0
Project Description/Project Cost Replacement of the Aulton and Hazlehead changing facilities and pitches. Pavilions complete and further work to be done on pitch improvement.													
656 Regional Sports Facility - Phase 1	10,577	10,058	519	534	2	536	0	0	0	0	0	10,594	17
Project Description/Project Cost Development of a regional standard indoor and outdoor sports facility, which is a partnership with University of Aberdeen and Sports Scotland. This project is complete and the centre is now open with minor snagging problems. The centre has a nine court badminton sports hall, full sized astroturf pitch, an athletics track, a hockey pitch and a fitness suite.													
717 Regional Sports Facility - 50m Pool	23,000	40	560	142	418	560	6,000	10,000	6,400	23,000	0	0	0
Project Description/Project Cost To develop a 50m pool to adjoin the Regional Sports Facility. This is the government grant which is offset by expected funding contribution from the Scottish Government and Aberdeen University.													
741 Links Ice Arena Refrigeration Plant	1,477	102	1,451	932	412	1,334	41	0	0	1,477	0	0	0
Project Description/Project Cost Replacement of Linx Ice Arena refrigeration plant.													
747 Regional Sports Facility - Phase 2	2,500	0	50	0	0	0	0	2,500	0	2,500	0	2,500	0
Project Description/Project Cost Development of a mix of external pitches on the Linksfield site to complement the Regional Sports Facility Phase 1. This has been deferred to 2011/12 due to the 50m pool development.													
760 Sports Strategy	356	256	100	54	46	100	0	0	0	0	0	356	0
Project Description/Project Cost This project provides for the development of facilities for the provision of rugby, specifically pitch improvements at Harlaw Academy playing fields.													
CULTURE AND LEISURE													

Project	Total Approved Project Cost (from 2009/10 for rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles				Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 31/12/09 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000	2012/13 £'000		
681 Aberdeen Arts Centre Refurbishment	462	418	0	44	0	39	5	0	0	462	0
Project Description/Project Cost											
To carry out works on central heating, mechanical and water services in the Aberdeen Arts Centre. This is part of a project retention figure to be established on provision of additional completion information.											
763 Music Hall Ceiling & Roof Space	395	1	400	367	14	381	13	0	0	395	0
Project Description/Project Cost											
Refurbishment work to the ceiling and roof space.											
767 Peacock Visual Arts	3,000	0	170	0	170	170	500	1,300	1,030	3,000	0
Project Description/Project Cost											
Contribution towards a new centre. The budget for further architectural plans is required pending committee decision on City Square/Northern Lights development.											
770 Beach Ballroom Floor Replacement	610	0	610	44	550	594	16	0	0	610	0
Project Description/Project Cost											
Replace the floor and floor coverings.											
OTHER											
706 Woodside Customer Access Point	1,943	597	1,402	973	347	1,320	26	0	0	1,943	0
Project Description/Project Cost											
Work now completed. Building opened October 2009. Expenditure includes additional work approved at Finance Resources Committee on 17th September 2009.											
727 Rosemount Community Education Centre	0	0	25	0	0	0	0	0	0	0	0
Project Description/Project Cost											
Retention monies on completed contract.											
Total - Education, Culture and Sport	94,351	40,050	20,323	10,401	9,423	19,493	11,235	14,980	8,610	94,368	17

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

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18th February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Aberdeen City Council Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012.
REPORT NUMBER:	ECS/10/19

1. PURPOSE OF REPORT

This report seeks approval for the Education, Culture & Sport Single Equality Policy and Action Plan for 2009-2012.

The Single Equality Policy Action Plan includes the review of the Race, Disability and Gender Action Plan over the past 3 years. It outlines what we need to do across the service over the next 3 years to ensure continuous improvement and to effect change where necessary to make life better for all staff, children and young people with a variety of needs.

This report comprises the updated Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012 and forms part of the Aberdeen City Council Single Equality Scheme.

2. RECOMMENDATION(S)

It is recommended that the Committee:

1. Notes the progress made during the life of the Race, Disability and Gender Policies.
2. Approves the new Single Equality Policy and Action Plan 2009-2012
3. Agrees that it is included in the Aberdeen City Council Single Equality Scheme published in December 2009.
4. Instructs officers to implement the actions within the Action Plan 2009-2010

3. FINANCIAL IMPLICATIONS

Equality and Human Rights legislation places a statutory duty on Aberdeen City Council and specific duties on Education, Culture & Sport to resource and deliver this action plan. This will be resourced from the existing budget.

4. SERVICE & COMMUNITY IMPACT

Aberdeen aspires to be a City which is leading the way in tackling all forms of disadvantage and unfair discrimination, and is a city ready to play a full part in the knowledge economy that is required to meet the needs of a modern, successful Scotland.

Aberdeen City Council is committed to working towards a secure and pleasant environment and sound economy for individuals, families and the wider community who live and work in the City and for those who visit the City.

The best possible education for all our children is essential if we are to ensure that Aberdeen and its citizens have a prosperous future. We must therefore:

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

From the Scottish Government National Performance Framework we aspire to provide for the following in our National Outcomes:

- We are better educated, more skilled and more successful, renowned for our research and innovation.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- They live longer and healthier lives.
- We have tackled the significant inequalities in Scottish Society.
- We have improved the life chances for children, young people and families at risk.

These aims and ambitions are key to developing a culture where equalities are mainstreamed and integrated into the fabric of Education, Culture and Sport. The Council's Single Outcome Agreement with the Scottish Government recognises this concept and the outcomes articulated in the action plans will only be achieved where we promote equality and eliminate discrimination in all our functions.

The Single Equality Policy underpins the Education, Culture and Sport Service's work towards delivering the Single Outcome Agreement. It forms part of the strategy to promote equal educational opportunities for all children and young people and will help to develop inclusive educational practices that encourage fuller participation while securing best value, through lifelong learning which

brings real benefits to society as well as to the individual, to the employer and those employed.

An Equality and Human Rights Impact Assessment has been carried out and identified no disproportionately adverse effects on any staff, children or young people. The Policy sets out what Education, Culture & Sport will do to eliminate unlawful discrimination. The Action Plan is the delivery vehicle for the Policy.

5. OTHER IMPLICATIONS

The Diversity and Equality Development Officer leads and supports the Single Equality Policy. The Director and Heads of Service execute delivery of the Action Plan. Responsibility for the overview of and reporting on the implementation of the Education Single Equality Policy lies within the Education, Culture and Sport Service. The Diversity and Equality Development Officer is a member of the Council's Equalities Action Network and ensures equalities are addressed and progress is reported on the operation of Policy.

In order to address the requirements of the Single Equality Policy, there is a continuing need to provide adequate employee development and training to raise awareness of the different equalities issues and the requirements and responsibilities of staff and services.

Plans are in place and are currently being implemented to provide the awareness training in both generic and specialised areas to meet the needs of the front-line staff and their pupils in schools. The continuing needs of bilingual pupils and staff require to be recognised whilst support for migrant children and young people will continue to be closely monitored. In this respect there is a need to support the English as an Additional Language (EAL) Service and Gypsy/Traveller Education Service; the latter group now regarded as an ethnic minority under Race Equality legislation.

The monitoring and collection of anonymised data on ethnicity and attainment will be published annually in reports to the Education, Culture and Sport Committee. The effectiveness of the policy will be monitored by the established quality assurance procedures.

Through the Disability Discrimination Act (DDA) the Council has the responsibility to ensure that all learners have access to and can participate in a full curriculum.

The Council has the responsibility to eradicate incidents where learners and staff experience discrimination, harassment or victimisation. Staff within the Education, Culture and Sport Service and its establishments are aware of the current requirements within the Aberdeen Racist Incident Partnership's Reporting procedures. Heads of establishments and officers have responsibility to ensure that all new staff receive Equalities Awareness training.

The Head of Planning and Policy for Education is ultimately responsible for ensuring that Equalities legislation is fully implemented.

The reporting of incidents has implications for all services and establishments. There is also the possibility of adverse publicity where the policy has not been appropriately applied.

Sustainability and social cohesion includes ensuring fairness and equality of opportunity for all. This means developing learning and teaching practices that are fair, equal, available to all and, above all lawful. These actions should lead to an inclusive and sustainable learning environment.

6. REPORT

The Equalities and Human Rights legislation places a statutory duty on the Council to produce schemes on all strands of equalities which must be published and revised on regular basis. The Disability Equality Scheme was published in 2006. The Gender Equality Scheme and Race Equality Scheme were published in June 2007 and November 2008 respectively.

With the UK government's Equality Bill soon to become law, which will bring the different equalities strands together, we have taken the opportunity at this stage to develop a Single Equality Policy, which covers the existing statutory policies for all the strands: Disability, Gender, Race, Age, Faith/Religion/Belief and Sexual Orientation.

The Single Equality Policy reinforces the statutory duty on the Council to promote equalities. When carrying out our functions under these duties we must:

1. Ensure the effective management of all strands of equalities in schools across Aberdeen City promote equal opportunities and prevent discrimination through admission and retention.
2. Ensure an inclusive approach to all learning and to the provision of high quality services, as set out in the entitlement framework of the City's values statement.
3. Ensure and maintain the highest level of achievement and attainment, which is open to all pupils and young people of Aberdeen, reflecting the diversity of our population.
4. Ensure that the aspirations of all children and young people to be successful learners, confident individuals, responsible citizens and effective contributors to society and work are met through a robust Curriculum for Excellence.

The Education, Culture and Sport Single Equality Policy fully supports and promotes the Council's commitments to Human Rights / Equalities / Diversity.

The Policy in terms of schools further promotes the principles of:

- A Curriculum for Excellence
- Getting it Right for Every Child
- Education (Additional Support for Learning)(Scotland) Act 2004
- How Good Is Our School 3 (2007)
- How Good Is Our Community Learning & Development 2 (2006)
- National Priorities in Education (2002)

- The Child At the Centre (1999)
- International Education

The Policy plays an integral part in promoting equalities, inclusion and diversity in 21st century Education in Scotland.

Its key aims are to:

- Increase schools and services involvement in both local and national initiatives on diversity and equalities
- Review learning and teaching materials for bias and discriminatory undertone
- Improve knowledge and skills in reporting and dealing with any form of discriminatory incidents
- Increase the involvement and participation of parents from ethnic minority backgrounds in school activities
- Challenge gender stereotyping and promote wider choices in education
- Improve knowledge and awareness of sexual orientation issues amongst children and young people.

See the enclosed Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Age

Employment Equality (Age) Regulations 2006

Disability

Disability Act 1995

Disability Discrimination Act 2005

Education (Additional Support for Learning) (Scotland) Act 2004

Count Us In: Achieving Inclusion In Scotland Schools (2002)

Faith/Religion/Belief

Employment Equality (Religion or Belief) Regulations 2003

The Equality Act 2006

Gender

Sex Discrimination Act 1975

The Equality Act 2006

Gender Equality in Education 2007

Race

Race Relations (Amendment) Act 2000

Inclusive Services; Access to Mainstream Services in Aberdeen (2002)
Inclusive Education Approaches for Gypsies and Travellers within the context of interrupted learning: Guidance for Local Authorities and Schools (2003)

Sexual Orientation

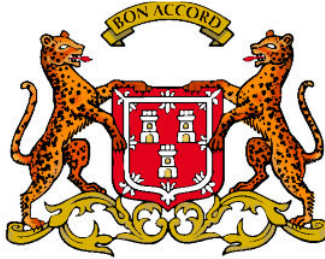
Employment Equality (Sexual Orientation) Regulations 2003
Equality Act (Sexual Orientation) Regulations 2007
Dealing with Homophobia & Homophobic Bulling in Scottish Schools (2008)
Holocaust Memorial Trust Resources

Human Rights

The Human Rights Act 1998
Articles: 3, 14
UN Convention on the Rights of the Child
Articles: 19, 20, 22, 23, 29, 30, 32,39, 40.

Mainstreaming all Equalities in Education, Culture & Sport.

Aberdeen Learning Strategy



ABERDEEN CITY COUNCIL

ABERDEEN CITY COUNCIL

**EDUCATION, CULTURE AND SPORT
SINGLE EQUALITY POLICY
AND ACTION PLAN**

2010-2013

February 2010

ABERDEEN CITY COUNCIL

EDUCATION, CULTURE & SPORT SINGLE EQUALITY POLICY

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EDUCATION, CULTURE & SPORT SINGLE EQUALITY POLICY

INTRODUCTION

Aberdeen City Council, Education, Culture and Sport is opposed to all forms of discrimination including those forms directly affecting individuals and groups on the grounds of their colour, racial groups, ethnic, cultural, religious, gender, age, sexual orientation, disability, linguistic or natural origins, gypsy/traveller and refugee status and asylum seekers.

- Education, Culture and Sport is committed to eliminating unlawful discrimination and to the promotion of equal opportunities and good relations in all aspects of education within a culturally diverse Aberdeen.

This Single Equality Policy is the embodiment of these aspirations. Aberdeen City Council will be working to meet these aspirations over the period 2009-2012, at the end of which the policy will be reviewed. An Action Plan which details how Education, Culture & Sport will improve its services to all stakeholders supports this Policy.

1 LEGAL FRAMEWORK

The legal framework underpinning all strands of equality includes a general duty, which requires all the services of Aberdeen City Council to:

- eliminate unlawful discrimination
- eliminate harassment
- promote equality of opportunity

Further to legislative requirements of the Race Relations (Amendment) Act 2000, are the responsibilities of the Education, Culture & Sport to respond to the national policies and guidelines such as:

- Curriculum for Excellence
- Getting it Right for Every Child
- How Good Is Our School³ (2007)
- How Good Is Our Community Learning & Development² (2006)
- Local Government in Scotland Act (2003)
- Education (Additional Support for Learning) (Scotland) Act 2004
- National Priorities in Education (2002)
- Standard in Scotland's Schools etc. (Scotland) Act 2000
- The Child At the Centre (1999)

The provisions set out in Single Equality legislation is explicitly referred to in each of the above documents and requires the Education, Culture & Sport and its establishments, a response, which will be monitored by the education, culture and sports through HMle.

The main provisions are that it:

- outlaws all forms of discrimination in the carrying out of all public functions; this includes private sector bodies to the extent that they are carrying out public functions

- places a general duty on local authorities and other specified public bodies, including Her Majesty’s Inspectorate of Education, to eliminate any form of discrimination and promote positive equality and good relations amongst all people.
- gives powers to Government to impose specific duties on public bodies as are considered appropriate to ensure the better performance of their general duties
- gives power to the Equality and Human Rights Commission (EHRC) to enforce these special duties.

Aberdeen City Council has gone beyond its legislative requirements and produced Single Equality Scheme, which set out how we will fulfil our legal duties in terms of the Race, Disability and Gender Equality strands which includes strands of Age, Faith/Religion/Belief and Sexual Orientation. However, Education, Culture & Sport Services is required to produce a Single Equality Policy (SEP) that applies to all schools under its management.

2 VISION, VALUES & AIMS

MISSION STATEMENT

"Aberdeen City Council is committed to working for a secure and pleasant environment and sound economy for individuals, families and the wider community who live and work in the City and for those who visit the City. The Council is committed to the provision of a coherent set of high quality services through the most economic use of finite resources within particular financial constraints and based on the principles of partnership, equity and accountability. This will require a corporate approach to planning and operation, which transcends traditional Department boundaries. Aberdeen City Council will be led by its elected members, driven by its officers, supported by and supportive of its staff and accountable to its community.

FOUNDING PRINCIPLES:

In delivering the above we will apply the following:

- Equality
- Partnership
- Accountability
- Economy
- Coherence
- Quality

CONTEXT

Education, Culture and Sports in Aberdeen aims to promote achievement, social inclusion and lifelong learning. An inclusive approach encourages the widest possible participation, irrespective of age, gender, disability, religion, ability and background, and seeks to provide a high quality educational experience for all learners.

In realising our vision, values and aims - we will deliver Best Value. We will consult on and publish improvement plans and performance results on a regular basis to reflect local and national priorities.

VISION

Services to Children and Young People in Aberdeen have a shared vision with its partners to make Aberdeen a **"City for Learning"** - ready to play a full part in the knowledge economy required in meeting the needs of a modern, successful Scotland. We want Aberdeen to be recognised locally, nationally and internationally as a place where learning is highly valued and contributes significantly to the wellbeing of the city and its people.

VALUES

We share a set of values and principles which underpin our vision and inform our aims and action

- we believe in an **inclusive** approach to all services
- we are committed to ensuring the maximum **participation** of learners, staff and the public in Learning, in developing the service and in the communities of Aberdeen
- we believe that all citizens are entitled to a range of high quality services which can be set out in an **entitlement** framework
- we believe in promoting **achievement**
- we believe that experiences of learning and leisure activities should be planned with **progression and continuity** towards educational, vocational, social and personal goals
- we believe that the highest levels of achievement should be open to all the people of Aberdeen reflecting the **diversity** of our population.

AIMS

Our overarching aims reflect our values as we set out to raise achievement for all, ensuring social inclusion and encouraging lifelong learning for our citizens.

We therefore aim to:

- provide high quality learning environments
- ensure that learning and teaching of the highest quality is provided
- ensure that learners of all ages develop confidence, are well motivated, literate and numerate
- equip learners to participate as full citizens of a modern democracy, possessing core skills and Information & Communication Technology awareness, to work flexibly and to embrace change.

3 SCOPE OF THE SINGLE EQUALITY POLICY

The Single Equality Policy amends and replaces the Race Equality Policy of 2008 in line with the Race Relations (Amendment) Act 2000.

In all equality strands education is for all in preparation for a diverse society. The parameters of injustice and inequality inherent in our society can manifest itself in prejudice, racism & discrimination. All equality strands Education acknowledges these aspects and seeks to address them actively.

The Education, Culture & Sport Single Equality Policy applies to all educational establishments, services, and educational programmes under the management of the Education, Culture & Sport. It contributes to the Single Outcome Agreement, of which gender equality, race and faith, LGBT and disability are six distinct but complementary elements. It has been developed in tandem with Aberdeen City Council's Single Equality Scheme and contributes to the learning challenges within '*Aberdeen – A City of Cultural Diversity – a plan for Single Equality in Aberdeen*'.

The aims of the amended Single Equality Policy remain:

- the preparation of young people for a diverse society
- the enrichment of the educational curriculum for all
- the equality of educational opportunity for all
- the fostering of respect for, and dignity of, all cultures as integral parts of society
- the eradication of racism and xenophobia.

This Policy applies to all aspects of the Education, Culture and Sport:

- the personal development and pastoral care of all learners including:
- partnership with parents, carers, guardians, partners and communities
- learning and teaching
- the curriculum

- progress, achievement and assessment
- staff recruitment and professional development
- behaviour, discipline and exclusions.

4 BACKGROUND

4.1 Education, Culture and Sport

Education, Culture and Sport is responsible for 66 schools and 30 community centres (48 primary schools including nursery, 12 secondary schools and 6 special education and Additional Support Needs (ASN) bases) across the city. Pre-school education is provided for over 5,000 children in 47 Education Service centres. Services to Children and Young People works in partnership with 54 partner centres and 6 Social Work Family Centres. Currently, in an average week, over 15% of the city's population are involved in Community Learning in a range of settings.

4.2 Population

Although the ethnic minority population in Aberdeen is lower than other Scottish cities there were two characteristics which made it distinct. One is that there is little evidence of residential segregation into particular areas of the city but the Polish group is now the dominant ethnic group within the minorities. The sheer diversity of communities in Aberdeen is striking - both in terms of ethnicity and the number of languages represented. In 2008-2009 the English as an Additional Language Service (EAL) for schools recorded approximately 1790 pupils referred from schools to the Service Unit for different levels of language support. Number of countries present and languages spoken as being used as the first languages has increased significantly. In 2009 the number has risen to 80 different countries with over 95 different languages spoken as first language

Population information based on the Census is shown as Appendix 1. It should be noted that Gypsies/Travellers are now considered an ethnic minority.

4.3 Ethnic background of staff, pupils and school students

Details on the ethnic background of all pupils and school students will continue to be collected through the ScotXed project. This information will be held electronically on each school's Phoenix database.

Details on the ethnic background of school staff will continue to be collected through the ScotXed project.

The Scottish Government determined the ethnic categories used. A detail of the current information is shown in Appendix 1.

This information is not currently available for other staff or Community Learning participants within the Services to Children and Young People.

4.4 Reporting on racist incidents

In 2006/07 Aberdeen Racist Incidents Partnership (ARIP) reporting procedure for racist incidents across all agencies in Aberdeen was reviewed and amended in line with other elements of equality strands in compliance with the legislation. In June

2007 the revised standard ARIP reporting format was launched and is now in use by all establishment and partners. Teamwork Against Racist Crime (TARC), based at Grampian Racial Equality Council continues to act as the monitoring agency. The statistical report provides a comprehensive picture of racist incidents across the city and facilitates proactive joint working between agencies to tackle these incidents.

5 IMPLICATIONS FOR AND INSTRUCTIONS TO LEADERSHIP AND MANAGEMENT

Commitments

Education, Culture and Sport is committed to:

- actively tackling all forms of discrimination, and promoting equal opportunities and good community cohesion.
- encouraging, supporting and helping all learners and staff to reach their potentials
- working with parents, carers, partners and with the wider community, to tackle racial discrimination, and to follow and promote good practice
- making sure the Single Equality policy and its procedures are followed

Responsibilities

5.1 Education, Culture and Sport

Aberdeen City Council is legally responsible for ensuring that schools under its management implement the current Single Equality Scheme. Education, Culture and Sports has extended responsibilities to all educational establishments and services under its management.

To comply with this duty it is responsible for:

- providing the necessary support, guidance, training and resources to enable staff to comply with the Policy
- ensuring that Services for Children and Young People under its management have an action plan to implement the policy
- providing information on equality issues including legislation
- making sure that there is a named officer within Education, Culture and Sports who will have strategic responsibility for all the different equality strands
- monitoring the impact of existing policies and policy development on equality issues

- ensuring that the monitoring of ethnic data detailed in Section 6.2 is undertaken and that the results of such monitoring are published on an annual basis, as part of established Quality Assurance procedures e.g. within the Authority's Standards & Quality report
- reporting on a regular basis to the Policy and Strategy (Education) Committee on issues relating to the implementation of the policy.

5.2 Head of Establishment

The Head of Establishment is responsible for:

- preparing and implementing a Single Equality Action Plan within the school improvement planning (SIP) process. Within Community Learning & Development it will be the responsibility of the Community Learning & Development Team Leader to prepare and implement a single equality plan for the team. All future references to establishment plans refer equally to Community Learning Team plans
- ensuring the policy is readily available and that staff, students and pupils and their parents, carers and guardians, members of parent bodies, community centre users, management committee members, partners and contractors are aware of the policy and their responsibilities
- ensuring that the policy is seen as part of the overall development of equal opportunities within the establishment
- ensuring that the establishment's action plan and procedures relating to the policy are implemented and monitored by use of established quality assurance processes
- having in place arrangements to evaluate, as part of an ongoing process, curriculum materials and teaching and learning approaches
- ensuring that the cultural diversity of Aberdeen is acknowledged and celebrated
- monitoring, assessing and reviewing policies in relation to all equality issues as part of school development planning and Community Learning and Development self-evaluation process
- ensuring that the monitoring of ethnic data detailed in section 6.2 is undertaken
- as part of the establishment's Standards and Quality Report, producing regular information for staff, parent bodies and management committee members about the policy and how it is working
- ensuring all staff know their responsibilities and receive training and support in carrying these out
- providing training on the policy, if necessary, for parent bodies and management committee members

- ensuring that pupils, students and learners from all equalities groups have full access to the curriculum
- ensuring bilingual learners have full access to the curriculum
- ensuring sure that, in line with the Education (Additional Support for Learning) (Scotland) Act 2004, the progress of learners whose first language is not English is supported and monitored
- ensuring that the procedures for reporting and monitoring racist incidents which form part of the policy are implemented
- ensuring that there is a named member of staff with specific responsibility for the reporting of all incidents.
- taking appropriate action in association with partners when dealing with any of the incidents.

5.3 All Staff

All staff are responsible for:

- responding to racist incidents and being able to recognise and tackle any bias and stereotyping attitudes or behaviours
- promoting equal opportunities and good community relations and avoiding discrimination against anyone for reasons of race, colour, age religion/beliefs, ethnicity, national origins, gender or sexual orientation and disability.
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- promoting diversity and equality through the curriculum
- actively promoting good relations and community cohesion.

5.4 Named member of staff

The named member of staff has responsibility for ensuring that all incidents are recorded and reported in line with the Aberdeen Racist Incidents Partnership (ARIP) procedure.

5.5 Parent bodies and management committee

Parent bodies have a role in raising the standards of education in the school and have a duty to support the endeavours of those managing the school to secure improvement in the quality of education, which the school provides (Standards in Scotland's School etc Act 2000).

Parent bodies and management committee members are responsible for:

- ensuring that the Single Equality Policy and its procedures are followed in all matters for which they are responsible
- supporting the head of establishment in the implementation of the Single Equality Policy and requesting regular reports on progress
- commenting on issues relating to the Single Equality Policy and its implementation
- reflecting the views of the parent body on the policy and its implementation to the head of establishment.

5.6 Pupil & Student Councils; Youth Committees/Forums

- commenting on issues relating to the policy and its implementation
- reflecting the views of the student body or youth Forum membership on the policy and its implementation to the head of establishment.

5.7 Visitors, partner providers and contractors

Visitors, partner providers and contractors are responsible for:

- being aware of the policy and their responsibilities under it.

6 FULFILLING THE SPECIFIC DUTY

6.1 Planning and developing policy

In order to assess the impact of policy development on all equality issues systems will be developed to:

- build integrated equality impact assessment into all policy development and planning processes
- incorporate equality targets into relevant strategic plans and local improvement objectives as part of the service planning process
- consult and involve all groups of pupils, students, participants, parents, staff and partners in the policy development and planning processes
- assess the impact of the Policy through consultation, evaluation and use of audit tools (e.g. *HMIE and CERES documentation*) to set targets and inform appropriate action.

6.2 Ethnic monitoring

Ethnic monitoring is the process of collecting and comparing data by ethnic group. Assessment, targets setting and monitoring are crucial for knowing which individuals and groups are under-performing and for focusing additional support on those who

most need it. The importance of ethnic monitoring to the process of raising achievement is recognised.

Ethnic monitoring will clearly support a number of aims of this policy. However, it is also important to acknowledge that ethnic monitoring should not be used in a way that breaches the Data Protection Act 1998 or allows individuals or individual establishments to be identified. The Authority will take this into account when undertaking ethnic monitoring and publishing the results of such monitoring.

For pupils, students and staff in schools ethnic monitoring will be undertaken in line with the categories used in the ScotXed programme. Ethnic monitoring for non-school staff will be according to the Council's Single Equality Scheme. For other learners, staff members of management bodies the categories used in the 2001 census will be used. Ethnic monitoring will be undertaken on the basis of self-determination and it is recognised that not all individuals will wish to disclose this information.

6.3 Collecting ethnic data

The following information will be used to monitor attainment and progress:

- Performance Indicators in Primary Schools (PIPS) assessments (P1, P3, P5)
- Middle Years Information System (MidYIS) assessment (S1)
- Scottish Qualifications Authority (SQA) result
- Scottish Survey for Achievement (SSA) by the Scottish Government (5-14)

Ethnic background data will be matched to PIPS, 5-14, MidYIS and SQA results. It is hoped that ethnic monitoring will allow the authority to determine whether the needs of all pupils are being met, or whether some groups of pupils are underachieving. As there are very few minority ethnic pupils in each year group the effectiveness of individual schools may be difficult to measure reliably in terms of that group's educational performance. [Cline et al (2002) *Minority Ethnic Pupils in Mainly White Schools*].

There is a specific dimension within Aberdeen: many children from minority ethnic groups are English learners and this may also impact on performance. The authority aims to analyse whether there are different patterns of attainment across different subject areas and analyse at what stage of schooling, attainment levels start to fall or improve. Small numbers of minority ethnic pupils may make variations in performance between pupils from different minority ethnic backgrounds difficult to analyse. Therefore, contact with minority ethnic groups needs to be included within existing data/evidence collecting systems.

The current 5 categories of language competency in English will be monitored through Phoenix.

6.4 Using ethnicity data for monitoring purposes

Ethnicity will be monitored, analysed and discussed, and used to inform the development and implementation of strategies and actions. It will be used to identify where resources will be targeted to ensure the needs of pupils are assessed, recognised and met.

6.5 Monitoring school related issues

Schools and the Education, Culture and Sport will monitor the following areas by ethnicity:

- **School Performance**
 - attainment and progress
 - behaviour & discipline
 - attendance
 - curriculum
 - personal & social development and pastoral care
 - learning & teaching
 - racial harassment and racist incidents

- **Staff Issues**
 - recruitment & selection
 - pay and rewards
 - training and professional development
 - staff development and review
 - grievance and disciplinary
 - staff ceasing employment
 - other areas, in line with the Single Equality Scheme.

- **Parents', carers' and guardians' involvement in the school**

- **Membership of Parent bodies**

Where permissible within the Data Protection Act 1998, performance in the areas relating to school performance will be reviewed annually through established quality assurance visits to all schools. Where the needs of individuals or groups of pupils are not being met or pupils from ethnic backgrounds are over-represented an action plan will be agreed between the authority and the headteacher. Key findings from this analysis will be presented to the Education, Culture & Sport Committee annually and will inform the education service's planning and resource allocation processes. The authority will ensure that such information is anonymous and aggregated to ensure that individual pupils and individual establishments cannot be identified.

In all cases the authority, school and services will try to find out more about the reasons behind any patterns. For example, in the case of exclusions, the authority will try and determine whether there are any patterns in the types of behaviour leading to exclusion, and whether exclusions are applied disproportionately to any particular ethnic group. This data can be used by schools and the authority to develop prevention strategies and to target interventions.

6.6 Other areas

Education, Culture and Sport will also put in place systems to undertake equalities monitoring of the way in which other learners access and participate in learning and their levels of achievement. Such systems will be developed in line with the Council's Single Equality Scheme.

Performance in these areas will be monitored by the Community Learning & Development quality assurance process.

Membership of Community Learning and Development Committees will also be monitored in line with the Single Equality Scheme.

6.7 Assessing and reviewing policies

Integral to Best Value are regular service reviews. As part of this process all policies and strategies are regularly monitored, reviewed and evaluated. This process will be used to monitor policies that are relevant to all equalities, to see how effective they are in tackling unlawful racial discrimination, and promoting equal opportunities and good community relations. To support this, the following action will be taken:

- regular reviews, monitoring and assessment of all policies and strategies for their effectiveness in
 - Eliminating all forms of discrimination
 - Promoting all the strands of equality
 - Promoting good and positive relations
- the building of all equality issues and the review of the policy action plan into school development planning, community learning and development review and self-evaluation frameworks
- use the results of reviews and assessments to inform planning and decision-making
- Education Officers will review with Heads of Establishments progress on implementing action plans as part of the quality improvement visits. This will take place on a regular basis as part of the quality assurance process. The full implementation of the policy will feature as a local improvement objective.

6.8 Publishing the results of monitoring

The results of equalities monitoring at authority level will be published annually in reports to the Education, Culture & Sport (ECS) Committee, according to the established performance framework and calendar. For example, the results of equalities monitoring of attainment data will be included in the annual report on attainment levels in October/November each year.

Once a year the results of all equalities monitoring will be pulled together in a comprehensive report. This will form a key part of the evaluation of the policy. Year on year comparisons will be made to monitor progress towards any targets set.

6.9 Reporting on the policy

This report will be discussed with Heads of Establishment, who will in turn brief staff on how the policy is working at Authority level and within their own establishment or service.

No data will be published that in anyway makes it possible for an individual person or establishment to be identified.

7. POLICY INTO PRACTICE

7.1 Monitoring the policy

The Equalities Policy Review Group will monitor the effectiveness of the policy by established, evidence based, quality assurance processes.

- The policy will be reviewed in 2011-2012 for implementation from November 2012.
- The effectiveness of the policy will be monitored by established quality assurance procedures
- Education Officers will undertake this on behalf of the Education Authority.

7.2 Training, staff development and continuing professional development (CPD)

Education, Culture and Sports is committed to providing training and development for all staff, parent bodies and management committee members on racial equality issues. A training strategy will be developed to support this in line with corporate plans for diversity training. The training strategy and plan will address the methods to be used and the way in which training will be monitored and assessed.

7.3 Publishing and promoting the policy

The policy which forms part of Aberdeen City Council's Single Equality Scheme will be available to anyone who requests it from:

- the offices of Education, Culture and Sport
- educational establishments and libraries
- the Point, Customer Service Centre and other council information points as they are developed
- the council website.

In addition copies will be sent to parent bodies and management committees. Copies will be available in translation and large print versions in line with the current council policy. Summary copies of the policy will also be available in translation and large print version.

8. DATE OF APPROVAL

The Race Equality Policy was approved by the Policy and Strategy Committee of Aberdeen City Council in 2008 and to be reviewed for update at Education, Culture & Sport (ECS) Committee in November 2011. However the current Single Equality Policy will be presented for approval by February 2010. The policy will be reviewed in 2013.

9. BREACHES OF THE POLICY

Breaches of the policy will be dealt with by established formal procedures for pupils, students, participants and staff.

e.g. Customer Care Procedures
Grievance
Bullying and Harassment
Anti-Bullying
Racist Incident Reporting
Public Interest Disclosure Act (PIDA)
Staff Grievance & Disciplinary Procedures

Breaches of the policy by partner providers and contractors will be dealt with in line with current council practice.

**ABERDEEN CITY COUNCIL
EDUCATION, CULTURE & SPORTS
THE SINGLE EQUALITY POLICY
ACTION PLAN - SESSIONS 2009-2012**

DATE: 2009-2012

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
1. Ensure that Education, Culture and Sport establishments & services comply with all strands of Equality	Ensure that all Equality Policies are implemented	Staff time support from other agencies, parents & partners	Ongoing	Service Managers Heads of Service Culture and Learning Education Officers Development Officer Diversity & Equality in Education Community Safety Officers Community Learning & Development Team Leaders	All establishments will continue to develop good practice in all strands of equality which will be measured by quality assurance processes
2. Review, maintain and monitor the action plans within Single Equality Policy	Establish an agreed cycle for the maintenance of the policy, including planned consultation	Staff time	Ongoing 3 yearly cycle	Equalities Policy Review Group Diversity & Equality Officer Schools Equalities co-ordinators	Policy made available to all stakeholders & included in ACC Single Equality Scheme documentation

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
3. Review progress of the Single Equality Action Plan for 2009- 2011	Systematic review of all Equalities Action Plan by Equalities Policy Review Group Review Audit Tool	Staff time	On annual basis	Equalities Policy Review Group Schools Equalities co-ordinators	Review Audit Annual Audit Report & Updated Action Plan
4. Develop ways of working with children and young people, parents/carers and staff members to use the information gathered to develop and review equalities action plan [DDA]	Group to be representative of staff, learners and parents	Staff time	2010	Heads of Service and Senior Managers Equalities Policy Review Group Diversity & Equality Officer Additional Support for Learning	An Action Plan developed that clearly reflects priorities raised by all stakeholders Continuation of a representative group
5. To review and support Schools & establishments policy and procedures and use of Impact Assessment	Use of School/ Community Learning Development self – evaluation tools.	Staff time	Annual within the establishment development planning cycle	Education Officers Community Learning Team Leaders Heads of Establishment	Consistent policies and procedures produced across all Education, Culture & Sport Services to take forward all equality duties Reports from QA visits
6. Monitor new policies and procedures for impact and compliance	Sampling of policy documentation	Staff time	Annual	Equalities Policy Review Group Diversity & Equality Officer	All new policy developments and plans are compliant.
7. Provide support and training for teachers, staff, nursery assistants, Pupils support staff, community learning and	Newsletters on Diversity & Inclusion. Leaflets, circulars, briefing meetings, website. Training and supports for schools and establishment.	Diversity & Equality Officer (DEO) Staff time	Ongoing	Equalities Policy Review Group Diversity & Equality Officer (DEO)	Feedback of good practice HIMLe Reports Awareness of policy

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
development staff, youth workers, arts and culture staff, librarians learners, parents, elected members and the wider community	Using subject curriculum to reinforce and promote equalities.			Service Managers Community Learning & Sport	amongst target groups and the community Increased awareness of all equalities issues
8. Develop a plan for staff development in all equality strands issues so: (i) all establishments have at least 1 member of staff who has undertaken staff development (ii) all staff continue to receive appropriate staff development within an appropriate timescale (iii) all probationer teachers continue to undertake staff development within their probationary year	Establish authority staff development programme Identification of budget requirements Links to council's diversity staff development programme Tailored CPD to the needs of teachers and pupils Link with later Education/Global needs/Structure	School Focussed Development (SFD) budget and other training budgets.	Ongoing Ongoing Annual training Ongoing	Adviser in Staff Development Curriculum Development Officer (Equalities) Development Officer (Probationers) Human Resources	Continuous expansion of staff development programme Targets for staff development met Development of International Education Programme as integral part of Inclusion & Diversity Awareness of Global Education to Equality & Diversity
9. Ensure that all staff are aware of procedures for reporting all incidents	Briefing programme at authority & establishment level Briefing on effective use of ARIP format and documentation	Staff time Briefing materials Budget	Ongoing	Heads of Service and Senior Managers Education Officers Heads of Establishment	Attendance at briefing programme Inclusion in induction programme More effective reporting of all incidents –

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
				Diversity & Equality Officer (DEO)	monitored in June QA visit
<p>10. Provide establishments with information and advice on curriculum and information resources on all strands of equality issues; esp. on Gender, LGBT, Disability and</p> <ul style="list-style-type: none"> ➤ Provide support in promoting positive images of Gypsies/Travellers and other newcomers. 	<p>Continue to provide information about range of services that are available both locally and nationally</p> <p>Networking with others services to Children's and Young People in other Local Authorities for Good Practice and effective resources</p> <p>Review Education Pack on Inclusion & Diversity (2006)</p> <p>Newsletters on schools Good Practice and course programmes</p>	<p>Curriculum Resources & Information Services (CRIS)</p> <p>Curriculum Development Officer Diversity & Equality Officer (DEO)</p> <p>Websites</p> <p>Montgomery Education Research Services</p>	Ongoing	<p>Curriculum Development Officer (Diversity & Equalities)</p> <p>Curriculum Resources & Information Services (CRIS)</p>	<p>All services and establishments will have a bank of information in effective use</p> <p>Improved practice identified through feedback from parents, pupils, staff and quality assurance</p> <p>Gender issues mainstreamed and embedded into all key learning strategies.</p>
<p>11. Continue to review & update curriculum materials and resources to reflect all strands of Equality</p> <ul style="list-style-type: none"> ➤ Continue to participate in both national, local and international initiatives on all equality issues 	<p>Systematic review and updates of materials at authority and establishment level</p> <p>Show Racism the Red Card Workshops (EIS)</p> <p>Holocaust Memorial Day Event</p> <p>Anne Frank Award Event</p> <p>See Me Enquire</p>	<p>Staff time, audit of resources</p> <p>Replacement materials</p> <p>Staff time National Facilitators</p>	<p>Annual</p> <p>Annual</p>	<p>Curriculum Development Officer (Diversity & Equalities)</p> <p>Co-ordinators in schools</p> <p>Curriculum Resources & Information Services (CRIS)</p> <p>Curriculum Support Staff</p> <p>Heads of Establishment</p>	<p>Materials that reflect all forms of diversity and culture through improved procedures such as monitoring classroom practice</p> <p>Inclusive Curriculum</p> <p>Schools links/initiatives</p> <p>Increased participation</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
12. Continue procedures to collect and publish key school performance data as detailed in the policy e.g. ethnic monitoring of attainment levels, exclusions	Collection of school performance data (Phoenix) Newletter (bi-annually) showcase good practices and achievement	Research & Development Section	Annual	Head of Service, Educational Development, Planning & Improvement Principal Officer - Research & Development Diversity & Equality Officer	Inclusion of data in key performance reporting and statutory indicators
13. Continue procedures to collect and publish key performance data relating to staffing issues as detailed in the policy e.g. ethnic monitoring information	Collection of relevant staffing information Newletter	Research & Development section Personnel section	Annual	Principal Officer Research & Development Heads of Establishment Diversity & Equality Officer (DEO)	Inclusion of data in key performance, reporting and statutory indicators
14. Continue procedures to collect and publish key performance data on uptake of services and membership of management groups	Collection of relevant information	Research & Development section. Elections Unit Community Learning & Development Manager	Annual	Community Learning & Development Manager Community Learning Team Leaders	Inclusion of data in key performance, reporting and statutory indicators Action taken as a result of analysis from the data.
15. Ensure that heads of establishment fulfil their	Quality assurance processes	Staff time	Ongoing	Heads of Service – Education, Culture &	Implementation monitored through QA

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
<p>responsibilities as detailed in the policy.</p> <ul style="list-style-type: none"> ➤ Work in partnership with Special Schools, Social Services and Aberdeen College to review provision for young people affected by a disability 				<p>Sport</p> <p>Education Officers</p> <p>Community Learning Team Leaders</p> <p>Policy Officer Inclusion</p> <p>Diversity & Equalities Officer</p>	<p>visit</p> <p>Review of the quality and range of College experience and opportunities for people with disabilities will have been taken.</p>
<p>16. Continue to ensure all establishments and services acknowledge and celebrate the cultural diversity of Aberdeen and implement existing guidance on diversity issues.</p>	<p>Establishments and offices to display the calendar of Religious Festivals</p> <p>Develop a cross curricular approach to Race Equality</p> <p>Dates of parents' evenings and other events should be organised with sensitivity to religious or cultural festival</p> <p>Encourage the use of interpreters to ensure statutory access</p> <p>Translation to be used where appropriate</p> <p>Establishments take sensitive account of dietary and religious requirements e.g.</p>	<p>Establishments' own resources</p> <p>Resource Centres</p> <p>Montgomery Research Centre</p> <p>ASG Links</p> <p>Partnership with range of communities & cultures</p> <p>Websites</p> <p>Links and networks with other schools and various</p>	<p>Ongoing</p> <p>According to annual calendar of events</p>	<p>Education Officers</p> <p>Heads of Establishment</p> <p>Head of English as Additional Language(EAL) Service</p> <p>Curriculum Development Officer (Equalities)</p> <p>Equalities Policy Review Group</p> <p>Schools Co-ordinators in Diversity & Equalities.</p>	<p>Evidence through self evaluation</p> <p>Increased links between establishments, communities & cultures</p> <p>Increased demand for resources</p> <p>Increased understanding, mutual respect & recognition of cultural diversity by staff and pupils</p> <p>Understand Global dimensions of work and enterprise</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
	providing rooms for religious observance	local and national initiatives			
17. Ensure that parent bodies, Pupil and Student Councils and Youth Committees/Forums are aware of their responsibilities under the policy	Leaflets, meetings, briefing sessions, website Establish social links across city schools Develop awareness programme and mentoring	Staff time & materials Partnership with range of trainers and community	Ongoing Ongoing	Service Managers Diversity & Equality Officer Community Learning & Development Manager Heads of Establishment	Effective communication and participation Increase parental involvement in schools and community Better understanding increased involvement in community activities
18. Ensure that partner providers and contractors are aware of their responsibilities under the policy	Ensure that contract procedures and service agreements meet compliance criteria	Staff time	Ongoing	Education Officer (early years school remit) Pre-School Team Community Learning & Development Manager	HMle and Care Commission Reports Documentation
19. Continue to monitor the reporting format for Teamwork Against Racist Crime(TARC)	Scrutinise the existing format and explore alternative used in other local authorities	Range of documentation including TARC	Reporting format has been reviewed - June 2007	Equalities Review Group Diversity & Equality Officer in Education Aberdeen Racist Incident Partnership (ARIP)	Improved, accurate and efficient recording of all incidents Increase reporting Streamlined reporting procedures

APPENDIX 1

1. BACKGROUND INFORMATION

1.1 Information on Ethnic Minority Population

The 2001 Census shows an ethnic minority population of around 6,000 in Aberdeen City (2.2% of the total city population), with the largest ethnic groups being Chinese followed by Bangladeshi, Pakistani, Indian and African. Almost 35% of the ethnic minority population were born in the UK. Around one fifth of the total were students. The age structure of the ethnic minority population was different to the total population of the city.

Total Population	-	212,125 {2001 census}	
White Scottish	85.67%	(181,727)	
Other White British	7.86%	(16,673)	
White Irish	0.72%	(1,527)	
Other White	2.85%	(6,046)	97.1% (205,973)
Indian	0.39%	(827)	
Pakistani	0.19%	(403)	
Bangladeshi	0.16%	(339)	
Other South Asia	0.22%	(467)	
Chinese	0.57%	(1209)	
Caribbean	0.07%	(149)	
African	0.34%	(721)	
Black Scottish or other Black	0.04%	(85)	
Any Mixed Background	0.41%	(870)	2.39% (5070)
Other Ethnic Group	0.51%	(1082)	

It should be noted that not all members of ethnic minorities were in agreement with the census categories.

It should be noted that Gypsies/Travellers are now considered an ethnic minority.

Ethnic Background Pupils, Staff & School Students

Details on ethnic background of all pupils and school students were collected for the first time at the end of the 2001-02-school session. This information is now held electronically on each school's Phoenix database. The current 2007/08 School Census showed an ethnic minority pupil population of 12.78%. This was made up of the following groups:

ETHNIC GROUP	PERCENTAGE OF TOTAL ROLL
African	1.43
Black - Caribbean	0.02
Black - other	0.04
Asian Indian	1.28
Asian Pakistani	0.56

Asian Bangladeshi	0.55
Asian Chinese	0.58
Asian - other	0.89
Gypsy Traveller	0.10
White -Other	5.62
Mixed	1.71

Details on the ethnic background of school staff will continue to be collected, monitored for Race Relations compliance and for good race equality practice. The following groups were represented: African, Asian, Chinese, German, French, and Eastern European - Other and Other Traveller

This information is not currently available for other staff or Community Learning Participants within the education service.

References

- Williams (2002) Inclusive Services: Minority Ethnic People and their Access to Mainstream Services in Aberdeen
- Count Us In: Achieving Inclusion In Scotland Schools - HM Inspectorate of Education (2002)
- Inclusive Education Approaches for Gypsies and Travellers within the context of interrupted learning: Guidance for Local Authorities and Schools (2003)
- Black & Ethnic Minorities Infrastructure in Scotland (BEMIS): Engagement by Public Sector (2006)
- Grampian Racial Equality Council (2004) Racial Incidents Report, Racist Bullying in Schools – Research.
- Gender Equality in Education: Toolkit for Education Staff (2007).
- The Journey to Excellence 3: HM Inspectorate of Education (2007)
- Dealing with Homophobia & Homophobic Bullying in Scottish Schools : Toolkit for Teachers (2008)
- Holocaust Memorial Trust
- Count US IN- A SENSE OF BELONGING: Meeting the needs of Children & Young People newly arrived in Scotland HMle (2009)
- Aberdeen Racist Incident Partnership Reporting Statistics: (2008/2009
- Aberdeen Learning Strategy -

Appendix 2

RELATED DOCUMENTS

The following are related documents and should be considered to be part of this policy:

- **Aberdeen City Council**

Aberdeen - A City of Cultural Diversity - A Plan for Racial Equality

Launched on 29 April, 2002

Contains targets for key services within the Council, including learning.

- **Aberdeen Race Equality Scheme**

A statutory requirement under the Race Relations (Amendment) Act 2000. Details how the Council as a whole will meet the general and specific duties and applies to the education service. Details how policy assessment and ethnic monitoring will be undertaken.

- **Equality and Human Rights Commission, 2008**

- **The Best Practice Guide on Human Rights and Best Practice on Equality and Human Rights produced by McGrigors Rights for Aberdeen City Council**

- **Calendar of Cultural & Religious Festivals/ Events of the Hindu, Jewish, Muslim and Sikh Communities** – produced by English as Additional Language(EAL)

- **Cultural & Religious Conditions of the Hindu, Jewish, Muslim and Sikh Communities – annual circular as applies.**

Contains guidance to establishments on religious observance e.g. diet, religious festivals, school dress.

- **Aberdeen Racist Incident Procedures**

Circular PP/AEC/045/02 - Issued 20 June 2002

Circular PP/AEC/049/02 - Issued 12 August 2002 (disk included)

Circular PP/AEC/020/07 - Issued 20 September 2007.

This procedure has been revised and adopted by Aberdeen City Council and applies to all services to children and young people across the services and establishments.

APPENDIX 3 USEFUL REFERENCES & CONTACTS

Local (Aberdeen City)

- Curriculum Resources and Information (**CRIS**) Services at Summerhill Centre has a wide range of multicultural and anti racist resources for all stages. (01224 346114)
- **Hilda Smith, Development Officer – Race Equality in Education, Development Officer** Based at Summerhill Centre (01224 346317)
- **English as an Additional Language.** The language and curriculum and access service for bilingual pupils in schools (01224 494272)
Headteacher Maeve McDowall
- **English for the Speakers of Other Language (ESOL)** – a service for adults. Based at Linksfield Campus (01224 497150). Offers both one-to-one and group provision. Contact Rosemary Weir
- **GREC** (Grampian Racial Equality Council) – some educational resources. Organisers of the Anne Frank Award (01224 595505) www.grec.co.uk.

Aberdeen International Centre: Charity organisation for all Ethnic Minorities - supporting International communities on Social Inclusion focusing on positive and cohesive integrative Scottish relations. 41 Union Street Aberdeen (01224 210025/27) www.intercentre.org.uk

- **MeAL** (Multi-ethnic Aberdeen Ltd) – a charity and company catering for the needs of the ethnic community and businesses in the N.E. of Scotland. Activities include cultural awareness programme in schools and MeFE Community Radio (01224 645268) www.multiethnic.co.uk .
- **Montgomery Development Education Centre** – if you want to add a global dimension to your work or play, they can help. Huge number of resources available to establishments. Willing to visit establishments and/or do in-service (01224 620111) www.montgomerydec.co.uk
- **African Women's Group** -c/o GREC
- **Pakistani Women Association** - c/o Aberdeen International Centre
- **CERES** (Centre for Education for Racial Equality in Scotland) – ‘educating and acting for equity and justice.’ Useful Scottish website.
- Race Equality Audit for Schools: A Self – Evaluation Resource www.education.ed.ac.uk/ceres.
- **Holocaust Memorial Day Trust:** Educational resources available free and online. www.holocaustmemorialday.gov.uk.

- **The Scottish Traveller Education Programme (STEP)** advises on Gypsy/Traveller issues www.education.ed.ac.uk/step.
- **The Scottish Development Education Centre** has teaching packs on global issues, human rights, fair trade www.scotdac.org.uk.
- **Scottish Executive - For Nurseries**
ς The Child at the Centre www.scotland.gov.uk/library2/doc16/cac2-09.asp
- **A Curriculum Framework for Children 3-5**
www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf

If you know of any other resources or sources of information please pass on the details to Hilda Smith (01224 346317)

BACKGROUND REPORT

<u>Name of Committee:</u>	Education, Culture and Sport
<u>Date of Meeting:</u>	18 February 2010
<u>Title of Report:</u>	Motion by Councillor Ironside - Former School at Greenfern
<u>Director:</u>	Annette Bruton
<u>Author of Report:</u>	Derek Samson
<u>Report Number</u>	ECS/10/22

Summary of Purpose of Report

To inform Education, Culture and Sport Committee of options available regarding future use of the vacated Education, Culture and Sport property at the former Nursery/Infant School at Greenfern.

Report

Greenfern Nursery/Infant School closed in session 2003/04 as it merged to form Kingsford School on the adjacent site. Since then, it has been held on the Education, Culture and Sport Account, as its future use was to be included in the review of the Learning (School) Estate.

The building does not have currently any proposed use by Education, Culture and Sport and is considered surplus to requirements. Although the review of the Learning Estate is on-going, the condition of neither property would not allow immediate use without significant expenditure to bring it up to a satisfactory standard.

Demolition of the building will address concerns of local residents who have expressed concern at the level of vandalism and instances of anti-social behaviour at the site.

There are no direct financial implications for the Council or any Services of the Council from this Report in itself, other than the need to request to Finance and Resources Committee for funding to meet the costs of demolition.

The site at Greenfern could be the possible location of a new-build school (possibly with Denominational provision), with community facilities.

It would not be financially justifiable to upgrade the existing building, the deterioration in the condition of which is due mainly to vandalism.

If approval is received, tenders could be sought in March and April, with a final Report to Finance and Resources Committee on 8th May 2010. Demolition could be commenced soon after and completed during the school summer holidays, 2010.

Options

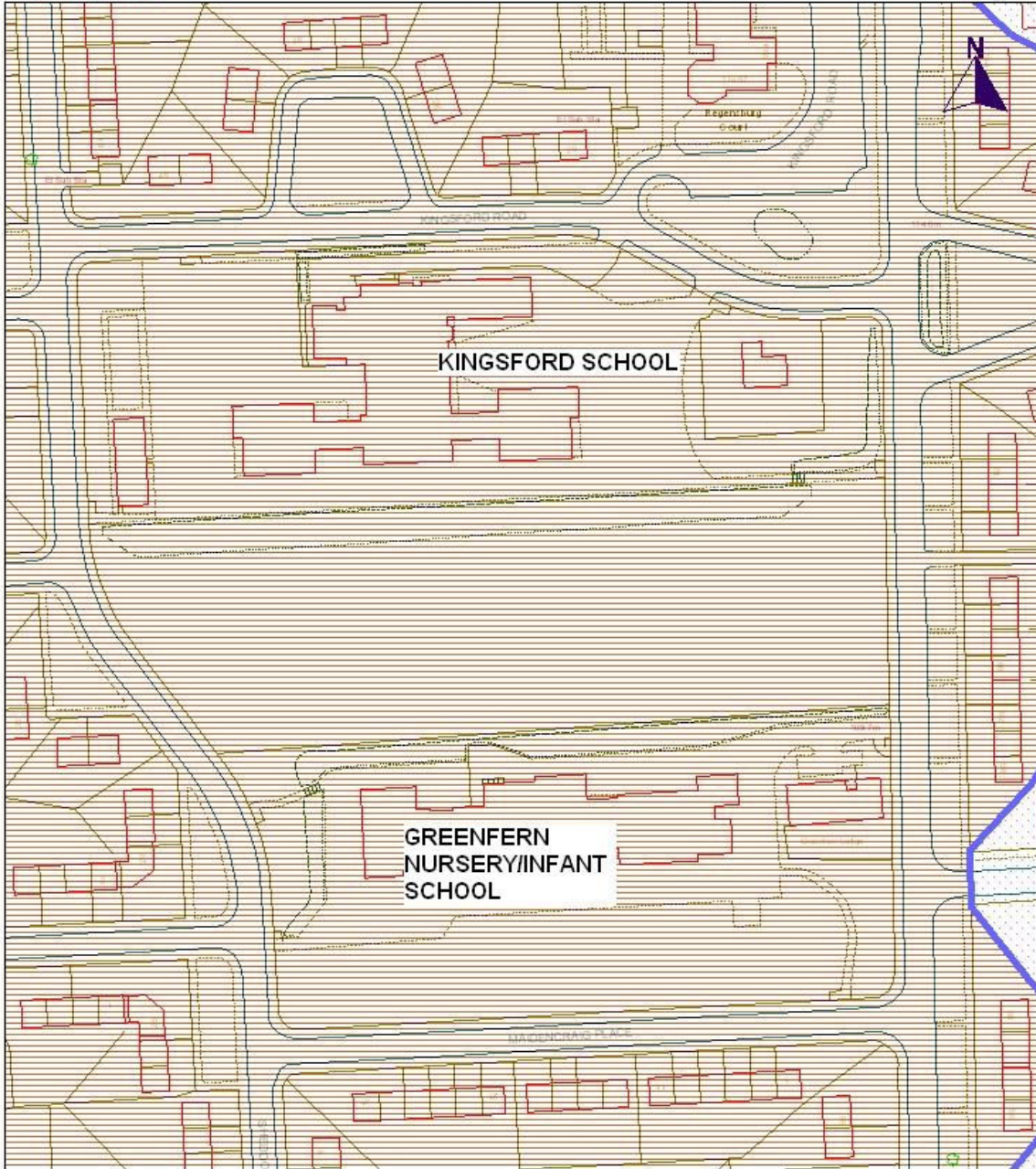
- (i) Consider demolition of the former Greenfern Nursery/Infant School building and request associated funding from Finance and Resources Committee;
- (ii) Consider retention of the cleared site at Greenfern for potential future development to provide Education, Culture and Sport Services;
- (iii) Consider providing Community facilities which may include activities currently delivered at Summerhill Centre¹. It is acknowledged that an options appraisal on providing suitable local facilities is currently being carried out by Community Learning and Development.

REPORT AUTHOR DETAILS

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(01224) 346315

BACKGROUND PAPERS

¹Reference: Minute of Resources Management Committee, 26 February 2008.



Title: Greenfern

Scale: 1:1250

Date: 08 February 2010

Map Ref: NJ8907SE



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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Learning Estate Strategy (Schools)
REPORT NUMBER:	ECS/10/17

1. PURPOSE OF REPORT

Local Authorities have been instructed by Scottish Government to provide an updated School Estate Management Plan by the end of May 2010.

The previous Aberdeen City School Estate Management Plan, published in August 2007, indicated that the future strategy would require to plan for and implement the next phase of managing the School Estate, following on from the completion 3Rs Project.

This report describes the next phase which is planned to bring all schools up to a standard equivalent to that of the 3Rs schools.

In addition, it articulates with a strategy to manage other parts of the estate where learning takes place – the broader Learning Estate as well as with the evolving Learning Strategy currently under development.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- i. notes the contents of this report;
- ii. endorses the principles described in Section 6.4 which underpin the effective management of a sustainable Learning Estate over the short (0-2 years), medium term (3-5 years) and long term (6-10 years and beyond);
- iii. instructs officers to proceed with widespread consultation on the School Estate as described in section 6.4;
- iv. confirms the establishment forthwith of a Schools Review Group as described in section 6.5.1;
- v. confirms the timelines for the development of a Learning Estate Strategy;
- vi. instructs officers to report to Committee on and seek approval for the outcomes of these proposals over the forthcoming two years.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report in itself, other than the development of the Strategy requiring officer time and resource to support effective consultation with all stakeholders as described in Section 6.8.1.

There will, however, be **significant financial implications** over a protracted period of time in implementing the principles described in this report. Each specific proposal, once clearly defined will be brought back to Committee and will include any financial implications.

Officers of Aberdeen City Council will work with the *Scottish Futures Trust* in implementing existing agreements on shared funding of projects and will apply to seek further support from Scottish Government as and when the opportunity arises.

Aberdeen City Council will also work towards securing maximum developers contributions by seeking planning gain from property developers whose plans will lead to a requirement to increase educational provision.

4. SERVICE & COMMUNITY IMPACT

The report fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It is in line with Priorities 1-6 within *Vibrant Dynamic and Forward Looking*. There are likely to be significant implications on communities where there is a **variation to delineated areas of schools (re-zoning)** or other change to provision. There will be a continued intention to provide local schools for local pupils and to give all learners access to learning opportunities in their community as far as is practicable.

This Report fits within the proposed Service Plan Priority 'Fit for Purpose Schools and Learning Centres', whereby all learners will have access to high quality learning environments and facilities supporting them to achieve their full potential. This will include planning for an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need and delivery of Learning Estate Strategy.

5. OTHER IMPLICATIONS

There may be implications on Parental Placing Requests (Out of Zone Requests). There may be significant public opposition to proposals which result in changes to educational provision.

6. REPORT

6.1 Introduction

A Strategy for Learning for Aberdeen is currently being developed. The Learning Estate Strategy will articulate with and be aligned to this broader strategy. The Scottish Government places significant importance to the management of the School Estate, nationally. Whilst Local Authorities have ultimate responsibility for effectively managing these valuable assets In September 2009, Scottish Government published a revised School Estate Strategy, *Building Better Schools: Investing in Scotland's Future (Appendix 1)*. Page 9 of this Strategy describes the aspirations for the school estate, nationally and these aspirations are endorsed by this Council.

The Scottish Government intends to publish two further documents, a *Financial Strategy* and an *Implementation Plan*.

6.2 Vision

Within Aberdeen City Council's corporate vision, there is a clear acknowledgement of the Council's responsibility to deliver modern, effective, efficient and accessible services to the people of Aberdeen, including quality education services. Within *Vibrant, Dynamic and Forward Looking*, there is a commitment to the partnership ensuring Aberdeen's pupils and teachers have school buildings fit for 21st century.

This is a long term vision and includes schools and other places of learning and which will help to inform shorter term objectives such as changes to provision within different parts of the city.

6.3 Aspirations

- 6.3.1 educational: to provide opportunities to raise standards for all by having an appropriate, adaptable and stimulating learning environment.
- 6.3.2 pupils: buildings and the environment should support good behaviour and self esteem and, ultimately, the learners' willingness and ability to learn. Pupils should be aware that their capacity to learn is highly valued and they should be given every opportunity to do so within an appropriate learning environment.
- 6.3.3 community involvement: an important consideration to make the school part of the community and maximise the use of facilities.
- 6.3.4 disability awareness: access and space in all areas should meet current Disability and Discrimination legislation.
- 6.3.5 staff: there is appropriate space for all staff to plan activities and work together – vital for the recruitment and retention of the school's most important resource.
- 6.3.6 energy efficiency: well maintained, eco friendly and cost efficient establishment are required.

The guidelines for the building of new schools in the Briefing Framework for Primary School Projects (Building Bulletin 99) are included as **Appendix 2** and this expands upon the aspirations listed above.

6.4 Principles

The Scottish Government's revised School Estate Strategy includes a number of guiding principles and objectives for future planning and action (**Appendix 3**). Informal Consultation in 2009 in Aberdeen raised a number of issues from which local Principles were drawn (6.2.1). There is a significant connection between the national and local Principles but additional local Principles have been identified (6.2.2).

6.4.1 Local Principles (cross referenced with national principles)

- 1) All stakeholders (staff, learners, parents/carers, the local community and partner agencies) should be engaged with when considering changes to the Learning Estate. This includes the planning/design process for new/refurbished schools and/or facilities as well as proposals to close, amalgamate or otherwise change provision (**NP1**).

- 2) Each learning community should develop its particular model of delivery to best meet the needs of the community but uphold the principles within the Learning Strategy for Aberdeen City, including effective delivery of the new curriculum and life-long learning **(NP9)**.
- 3) New schools/establishments should be, as far as practicable, environmentally sound. They should use modern building materials and techniques and use renewable energy. Their location should take account of maximising opportunities to walk/cycle and reduce need for vehicle transport as well as minimise need for school pupils to cross major arterial roads **(NP2 and NP6)**.
- 4) Relationships with housing developers should ensure contributions towards services within new communities, including new schools, are provided **(NP7)**.
- 5) Opportunities should be made available to a wide range of learners, from early years to adult learners. Each learning community should arrange provision of vocational or specialist education (e.g. vocational training etc.) appropriate to their circumstances and utilise opportunities to link with local companies to provide local solutions **(NP9)**.
- 6) Agreement should be reached with Aberdeenshire Council regarding inter-authority arrangements. This should be a priority to reassure communities on effective planning (taking into account recent legislation amendment Bill to the Education (Additional Support for Learning) (Scotland) Act 2004 which was enacted in 2009 and the cost of out of authority placements) **(NP1 and NP7)**.
- 7) There should be opportunities to involve learners, teachers and other staff as well as members of the community in creation of an effective, inclusive learning and teaching environment **(NP9)**.
- 8) Schools and other learning establishments and opportunities should be planned, designed and developed to ensure that sustainability and energy efficiency is maximised and they are suitable for delivery of an appropriate curriculum **(NP2, NP4 and NP6)**.
- 9) All accommodation in each learning community should include opportunities for appropriate outdoor learning (including outdoor education) **(NP8)**.
- 10) The development of the concept of a learning community should include the effective use of school buildings, grounds and other local facilities and these should all be considered as a resource available to all learners within the community. An ethos of collegiate cooperative working between services should be developed **(NP1)**.
- 11) The implementation of a Learning Estate Strategy should link with priorities of other Services of the Council, articulate with the broader Corporate Asset Plan and be a long term sustainable strategy. **(NP3)**.
- 12) New or refurbished schools should be capable of being easily altered to continue to meet the needs of learners **(NP5)**.

6.4.2 Additional Local Principles

- 1) Provision in all Aberdeen schools is equivalent in quality and standard to that established for the 3Rs Project.
- 2) Account should be taken of most recent guidance from the Scottish Government, Her Majesty's Inspectorate of Education, Learning and Teaching Scotland and follow current council policy.
- 3) Coherent, community-based learning communities should be based around a secondary school, although local circumstances may require alternative arrangements.
- 4) Adjustments to catchment zones should be considered to maintain an appropriate breadth of curriculum and choice for learners each learning community (Minimum roll of 600/700 for a S1-S6 secondary).
- 5) Transition for learners from a closing school/provision to a new school/provision should be planned effectively and include support for learners, parents and staff. This process should be designed to minimise disruption to learners, in particular those already undertaking courses of study.
- 6) A managed change process for all staff (including teachers and support staff in schools as well as any other council staff affected). All services to be involved including HR and the process must include effective communication and opportunities for participation by all those affected by the change.

6.5 Main Considerations

6.5.1 Planning

This vision will be implemented through a revised School Estate Management Plan (SEMP) which will outline strategic information about the future of school estate in particular. The SEMP will outline strategic information about the future of school estate and may also include strategic information about specific schools that is accessible for parents.

Any decision to close or amalgamate a school will be based on sound evidence, and it is essentially the best option available in light of this evidence.

Consideration will be made of an alternative to closure arising from increased house-building or regeneration in an area.

The knock-on effect of the closure of primary schools on the secondary in that catchment area will also be considered, including consideration of ensuring a social mix in each catchment area.

Consideration of the links with other planning and partnership structures will take the form of genuine engagement with the key existing local Community Planning partnership and associated forums.

As well as the formal SEMP, planning will include the process of developing proposals, consulting, and decision-making.

Adoption of a phased approach is recommended, starting with schools with particularly poor quality accommodation or exceptionally low occupancy levels. Careful asset management planning should assist with a phasing approach which may vary depending on local circumstances.

Establishment of a **School Review Group** is proposed, which will meet to consider the options available to any school which falls under the criteria laid out in **Table 1** (below).

Whilst it is acknowledged that there may be one-off anomalies in certain circumstances, for example, a low cohort intake in one particular year for a school, the group will evaluate the long-term sustainability of each school where a review has been triggered. The Review Group will consider all relevant factors and make a recommendation on the most appropriate course of action to address the issue(s), including consideration of the status quo for that individual school.

This Group will consist of Elected Members (identified from Education, Culture and Sport Committee and local Ward Members), Officers, Parent Representatives and Head Teachers. It will be advisory, providing feedback to the coordinating officer on options available in each identified school.

Table 1

	Sufficiency			Overall Condition	Suitability
	Roll		% Occupancy above/below working capacity		
	Incoming Year Group	Total			
Primary	<20	<126	10% or greater	C or D	C or D
Secondary	<120	<650	10% or greater	C or D	C or D

6.5.2 Communications & Consultation

It is essential to engage with stakeholders to allow them to understand the need for change and to involve them in decision making.

Informal consultation on the draft Learning Strategy, with emphasis on the Learning Estate, took place in summer 2009. This resulted, however, in many responses expressing defensive views regarding individual schools. There was little opportunity for meaningful engagement on the wider issues around delivery of the education service across the city.

Further engagement with key stakeholders is proposed to provide opportunities to clarify the range of options available in managing the estate. It is likely that this informal consultation may lead to a formal proposal (or a series of options) on which statutory consultation will then take place. All other outcomes will be considered.

Formal consultation is required by law before any school closure decision can be taken by a council. Before any proposal to close a school can be adopted by a council, that proposal has to have formed the basis of a formal consultation exercise, as set out in The

Education (Publication and Consultation Etc) (Scotland) Regulations 1981, as amended by SI 1987/2076 and SI 1989/1739 and Schools (Consultation) (Scotland) Act, which received Royal Assent in January 2010 and will be implemented shortly. A Summary of the main core themes is appended to this Report (**Appendix 4**).

It is important that a consistent and positive approach is maintained throughout the engagement period and into delivery of any changes to provision. Keeping stakeholders informed of how they can participate in engagement and contribute their views must be clear and easily accessible, using a variety of media. An effective communications strategy should be implemented to allow this to happen. Proactive engagement of stakeholders and the public should be a critical dimension of this strategy.

6.5.3 Decision Making & Implementation

Aberdeen City Council has the ultimate responsibility to make decisions on educational provision within the learning estate. Any decision to propose changes to provision will be based upon reliable evidence and include the educational case for change. This should include the long term, city-wide benefits of proposals.

The communications strategy will be particularly important before and during the implementation phase. It will require clear and comprehensive description of the proposals to be implemented and clear timescale of the programme.

6.6 Budgetary Impact

The extent of budgetary challenge for all public services is acknowledged and it is likely that this will continue for the foreseeable future.

The recent net spend per pupil in schools for Primary, Secondary and Special Education pupils is shown in **Appendix 5**. Historically, and in some instances currently, the net expenditure has been greater in Aberdeen City compared to Comparator Local Authorities and the Scottish average.

Accordingly, any Learning Estate Management Strategy must contribute to an affordable Service. Service re-design and other measures have brought some spending more in line with other Local Authorities. There is, however, acknowledgement that the work required to bring all schools up to a standard equivalent to that of the 3Rs schools will have to be phased and will take place over a number of years.

6.7 Establishing an Order of Priority

It will be necessary to establish an order of priority for addressing issues within existing buildings and grounds, based upon Sufficiency, Suitability and Condition.

Sufficiency A revised strategy on the evaluation of school capacities has been accepted by Committee and all school capacities have been re-evaluated. It is important to ensure that we have the right size of schools in the right places.

Suitability An evaluation of the Suitability of all schools to deliver a modern, relevant curriculum has been carried out, using the methodology included within The Suitability Core Fact, Scotland's School Estate published by Scottish Government in 2008 (**Appendix 6**).

Condition The Condition of all schools is evaluated using a methodology which rates 24 aspects on a four point scale which, with elemental weightings, provides an overall evaluation of condition. The cycle of evaluating all schools is under way with completion likely by summer 2010.

These three elements will be used to evaluate the criteria laid out in the Table 1 in Section 6.5.1 above.

Data attached (**Appendix 7**):

- current School Rolls, Capacities and Occupancy Rates (revised methodology)
- suitability surveys (to be validated)
- overall school conditions.

6.8 Proposals

6.8.1 Short Term (0 to 2 years)

- (i) Carry out a city-wide rezoning exercise on Primary and Secondary Schools' delineated areas, potentially resulting in a reduction in the number of Associated Schools Groups (ASGs). This would be completed in the context of moving towards Learning Communities and will include negotiation with Aberdeenshire Council on issues such as new housing developments and dual-zoning.
- (ii) Undertake a review of schools which fall into the criteria described in Table 1 of Section 6.5.1 above and formulate proposals to address the issues.
- (iii) Continue discussions with the Local Roman Catholic Diocese on the current and future provision of Denominational Education and formulate a revised policy on provision of denominational education in Aberdeen.
- (iv) Develop an action plan for each establishment to bring it to a standard equivalent to that of schools within the 3Rs Project, in terms of Condition, Suitability and Capacity/Occupancy. This will be a significant feature of the agreed School Estate Management Plan (SEMP), to be produced in collaboration with colleagues in Asset Policy (Non-Housing). This plan will include proposals for the management of the learning estate in the short term (present to 2 years), medium term (3 to 5 years) and long term (6 to 10 years and beyond).
- (v) Engage widely on the development of a strategy to effectively manage a sustainable Learning Estate.
The following groups will be involved:
Staff in Schools (Teaching and Support Staff)
Pupils in Schools
Community Learning and Development
Libraries
Other Services of the Council
Business Leaders and Employers
Higher Education
Further Education
Parents (including Parent Councils)
Community Councils

Elected Members
Partner Agencies (NHS (Grampian)
Grampian Police
Voluntary Sector
Aberdeen Youth Forum and
the General Public.

- (vi) Establish a policy on the management of granite-built schools.
- (vii) Establish a policy on 'temporary' accommodation in schools.
- (viii) Provide a timeline to produce a Learning Estate Strategy, linked to the Learning Strategy and taking account of the establishment of Learning Communities (immediate draft timeline **Appendix 8**)

6.8.2 Medium Term (3 to 5 years)

- (i) Implement a programme of rebuilding, refurbishment and new provision in order to bring all schools up to a standard equivalent to the 3Rs Schools. This will be an on-going, prioritised programme, taking place over many years.
- (ii) Continue to take account of proposed new housing developments and plan for the provision of sufficient accommodation as these come on stream. Liaison with Planning colleagues and developers, to ensure planning gain, is crucial.
- (iii) Continue to liaise with Aberdeenshire Council to ensure a consistent approach is taken in making educational provision near the boundaries between the two Local Authorities.

6.8.3 Long Term (6 to 10 years and beyond)

- (i) Continue to implement a Learning Estate Strategy for Aberdeen City. The strategy will be kept under review and be responsive to changes in demographics, educational priorities and the sufficiency, condition and suitability of the buildings.
- (ii) Implement the School Estate Management Plan (SEMP) submitted to Scottish Government, updating and amending in anticipation of and in response to the changes above.

Overall, the planned programme will have to be responsive and allow faster or slower progress depending upon the prevailing financial circumstances.

7 REPORT AUTHOR DETAILS

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8 BACKGROUND PAPERS

Appendix 1* *Building Better Schools: Investing in Scotland's Future*

ISBN: 978-0-7559-8172-4, The Scottish Government, 2009

Appendix 2* *Briefing Framework for Primary School Projects* (Building Bulletin 99)

Department for education and Skills, 2006.

ISBN 10-0110271153-7, The Stationary Office

Appendix 3 National Principles, extract from *Building Better Schools: Investing in Scotland's Future*

Appendix 4 Summary of Schools (Consultation) (Scotland) Act, 2010

Appendix 5 Net Local Authority Spending

Appendix 6* The Suitability Core Fact, Scotland's School Estate

ISBN 978-0-7559-5720, The Scottish Government, 2008

Appendix 7 a) Primary Schools Data

b) Primary School Data no temporary accommodation

c) Secondary Schools Data

d) Secondary School Data no temporary accommodation

Appendix 8 Immediate Draft Timeline

*Appendices 1, 2 and 6 have been placed in the Members' Library

National Principles (NPs)

- 1) Good consultation means better outcomes** – engaging with, consulting and involving all the potential users and interests helps to highlight expectations, identify the options and refine the objectives.
- 2) Innovative design and change is better informed by experience** – improvements in school design will be accelerated by speeding up the rate at which lessons are learned from experiences, both locally and elsewhere.
- 3) A more integrated, holistic and longer term approach to change** – taking an integrated, holistic view of the school – the buildings, the grounds, the fixtures, facilities, even the furniture – will result in better planning and design and deliver better outcomes.
- 4) Schools whose condition supports and enhances their functions** – a school in good condition – irrespective of age or design – signals to all the users (pupils, other learners and staff) that learning is a valued activity, and that the learning environment is a priority.
- 5) More ‘suitable’ and ‘inclusive’ schools, better future-proofed for flexibility and adaptability** – schools should be fit for purpose: the design and layout should enhance their function and use; they should be ‘inclusive’ and accessible to those with disabilities; and they need to be able to ‘flex’ in response to future changes in the scale and nature of demand and usage, ICT and other technology and the changing ways in which education may be delivered.
- 6) Schools which are ‘greener’, more sustainable and environmentally efficient** – school buildings will contribute to the statutory framework of annual targets for cuts in greenhouse gas emissions and lead by example in environmental performance.
- 7) A well-managed school estate which represents and delivers best value** – it is to the collective benefit of everyone – learners, teachers, parents and taxpayers – and of every community, if the school estate is efficiently and effectively managed.
- 8) Schools which both drive and support effective learning and teaching – *Curriculum for Excellence*** – schools should be attention-grabbing, eye-opening, thought-provoking and empowering – inspiring and driving the approach to more effective learning and teaching which is *Curriculum for Excellence*.
- 9) Schools which best serve their communities** – close engagement with communities and community interests and partners will better identify local needs and wishes and result in schools which offer a wider and more accessible range of public services, opportunities and facilities to complement those available elsewhere in the community.

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – SUMMARY

OVERVIEW

The Act's overarching objective is to update and strengthen the consultation practices and procedures that local authorities apply to all proposals for school closures and other major changes to their schools.

To achieve this the Act's provisions are three-fold:-

1. to establish a **consultation process for all school closures and other proposals affecting schools** that is coherent and robust, workable, open and transparent and which commands the trust and confidence of the public.
2. to establish a **presumption against the closure of rural schools** by ensuring that a decision to consult on a closure proposal would not be made until the local authority had explored all possible alternatives and assessed the likely implications of closure.
3. to replace the current system for referring certain local authority decisions for Ministerial consent with a **new system of 'call-in'**, for closure cases only.

1) CONSULTATION PROCESS

A) Proposals requiring consultation

An authority must consult when proposing:-

- closure, establishment or relocation of a school,
- changing arrangements for admission (including changes to catchment area),
- changing arrangements for transfer from primary to secondary schools,
- changing the school commencement date of a primary,
- varying arrangements for special classes outwith special schools,
- ceasing travel arrangements to denominational schools or changing a denominational school to a non-denominational one,
- closing an FE centre managed by an education authority.

B) Educational Benefits Statement

The authority must produce an educational benefits statement setting out its assessment of the effects of the proposal (if implemented) on:-

- the pupils of any affected school,
- other users of the school,
- children who would be likely to become pupils at the school(s),
- other pupils in the authority area.

C) Proposal Paper

The authority must publish a proposal paper containing the following:-

- details of the proposal,
- proposed date for implementation,
- the educational benefits statement,
- other appropriate supporting evidence or information,
- a summary of the consultation process, and
- for rural school closure proposals, details of the authority's assessment of the three factors to which they have had special regard (see section 2 below).

D) Correction of the proposal paper

Where an inaccuracy or an omission in the proposal paper is alleged or discovered, the authority must investigate and decide what, if any action is required. This could include publishing a corrected proposal paper, extending or restarting the consultation period; issuing a notice to all consultees correcting the inaccuracy or providing the omitted information; or take no action. The authority must also inform the person who made an allegation what action it took.

E) Notice and consultation period

The authority must give the relevant consultees notice of the proposal which would include:-

- a summary of the proposal, where to get a copy of the proposal paper and how to make written representations,
- the closing date of the consultation, **which will be a minimum of 6 weeks of term time**,
- if known at the time, the date, time and venue of the public meeting

F) Public Meeting

The authority must hold and be present at a public meeting and give advance notice of the date, time and venue of the meeting to relevant consultees and HMIE.

G) Involvement of HMIE

The authority must give HMIE a copy of the proposal paper, copies of the written representations, a summary of oral representations made at the public meeting and any other related documentation. HMIE then have 3 weeks after the end of the consultation period to submit a report on the educational aspects of the proposal to the authority.

H) Consultation report

The authority must publish a consultation report – after the end of consultation period and after receipt of HMIE's report – which must contain:-

- an explanation of how it has reviewed the proposal,
- the HMIE report,
- a summary of points raised during the consultation – both written and oral – and the authority's response to them,
- the substance of any alleged inaccuracies and details of the authority's response and any action taken, and
- any omitted information;
- for rural school closure proposals, the authority would be required to explain how, in reviewing the proposal, it had applied the 3 factors to which they have had special regard.

I) Additional time for consideration

The authority can not take a decision on a proposal until 3 weeks have elapse after publishing the consultation report.

2) RURAL SCHOOL CLOSURES

Authority must take 3 factors into account before proposing to close any rural school. These are:-

- any viable alternative to closure,
- the likely effect on the local community if the school were to close, and
- the likely effect of different travelling arrangements occasioned by the closure.

3) MINISTERIAL CALL-IN

The Act replaces the current referral system with a Ministerial power to call in decisions, but **only** in relation to school closure decisions and only where there have apparently been failures in the consultation or decision making processes.

(NB – currently catchment area decisions can be referred to Ministers for approval but under the Act only closure decisions can be called in by Ministers).

The authority must notify Scottish Ministers of a closure decision within 5 working days of making the decision and send a copy of the proposal paper. There will then be a 3 week period for representations to be made to Ministers and a further 3 weeks for them to decide whether or not to call in the decision.

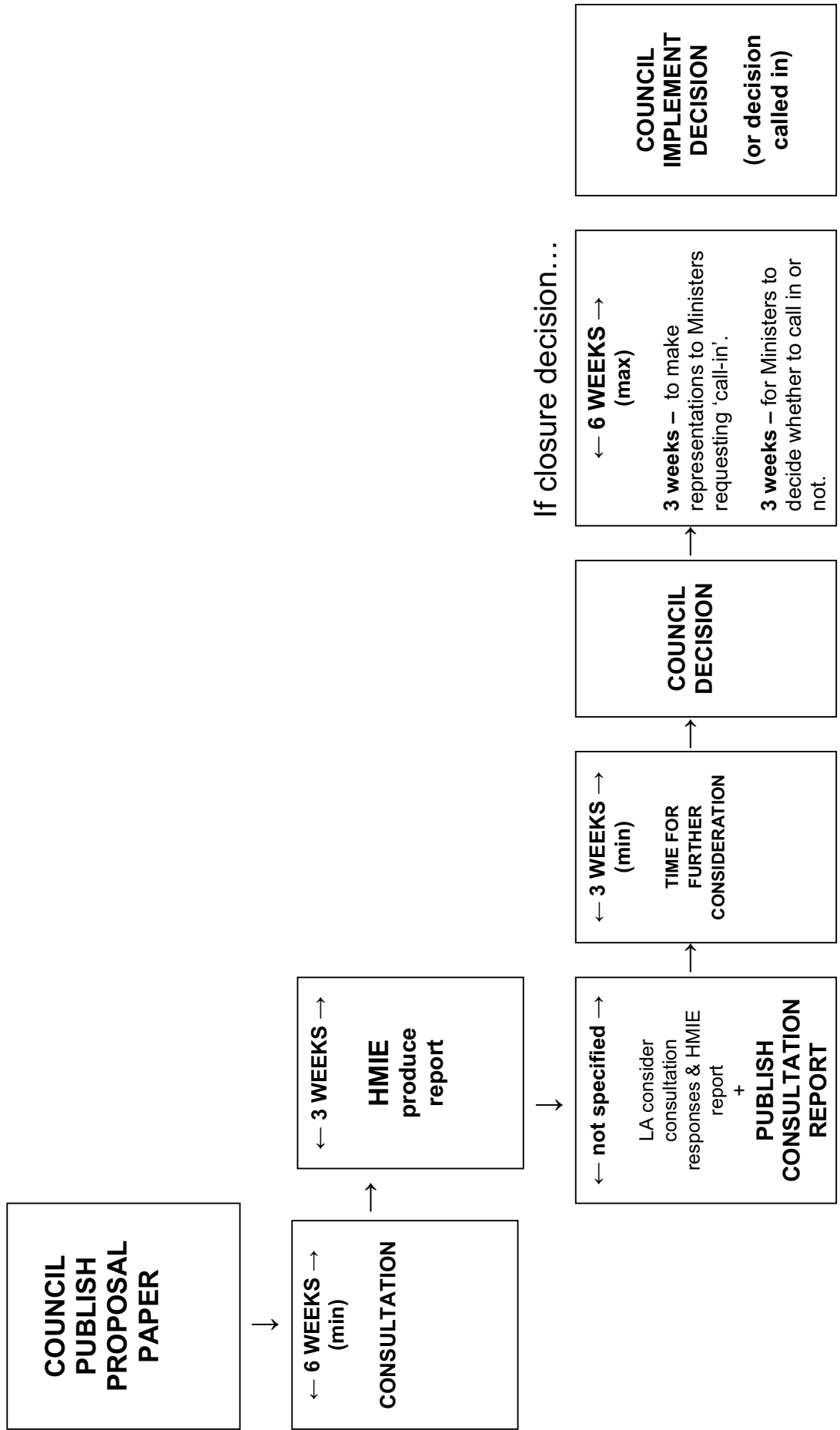
The grounds for call-in are where it appears to Ministers that the authority has failed in a significant regard to comply with the Act's requirements or has failed to take proper account of a material consideration relevant to the proposal in coming to its decision.

TRANSITIONAL ARRANGEMENTS

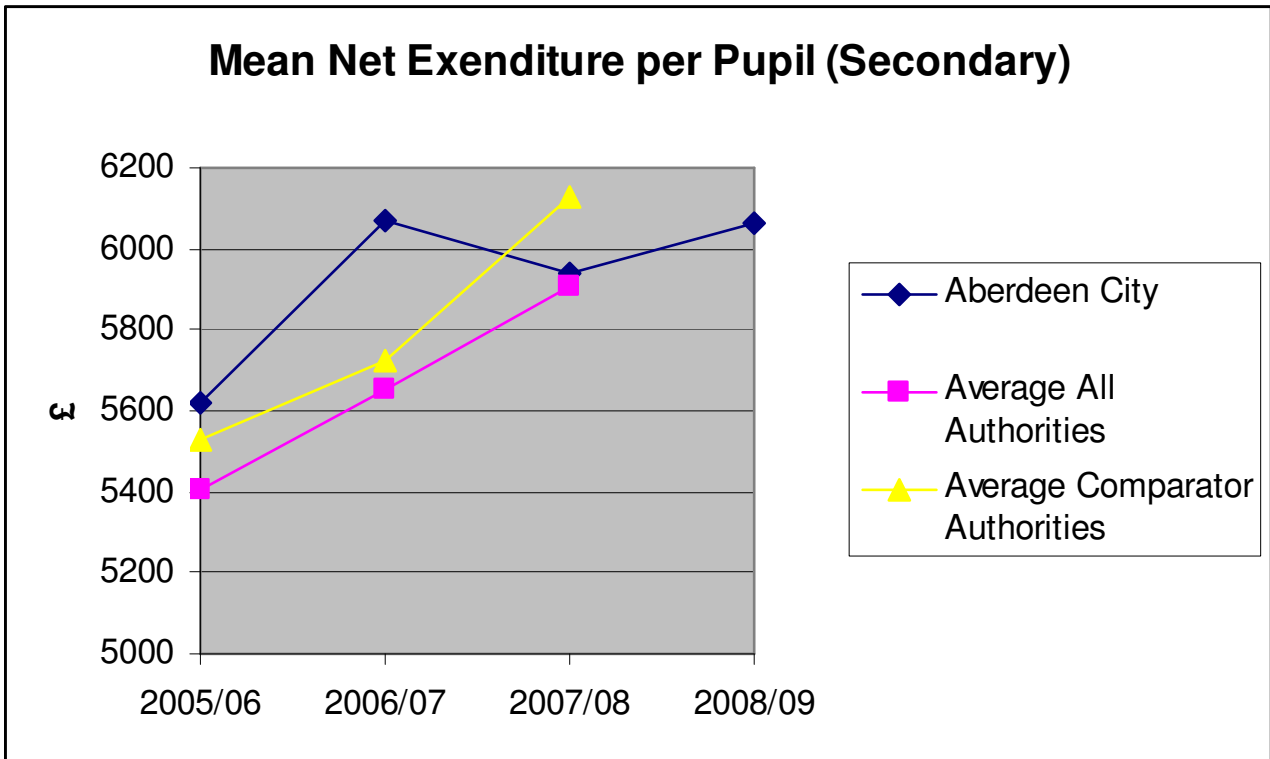
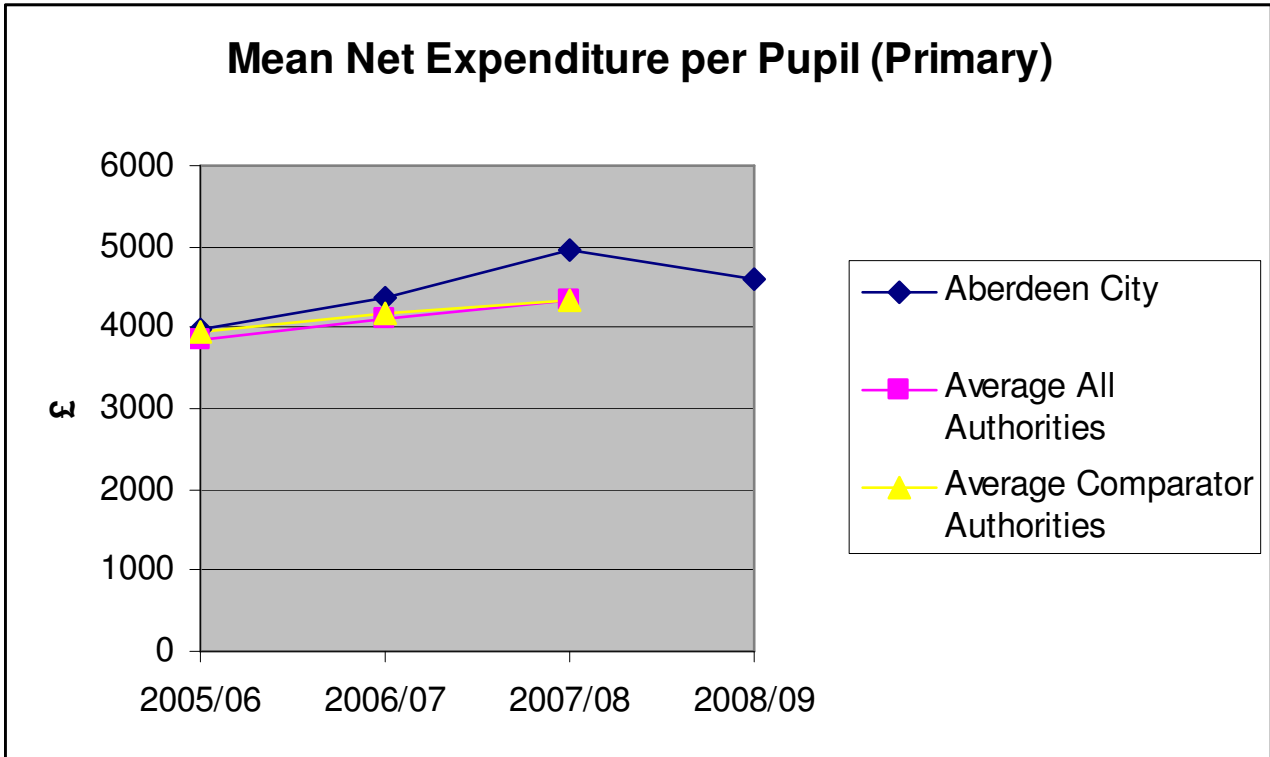
The Act includes transitional arrangements for handling consultations underway at the point of commencement of the Act (5 April 2010). These are consultations where an authority has started the process under the current 1981 Regulations and no decision on implementation of the proposal has been taken at the point of commencement. If the authority has followed the new requirements set out in the Act then the authority can make a decision after commencement. If the proposal is to close a school, the decision would be subject to consideration of call-in by Ministers.

If a consultation was undertaken under the 1981 Regulations – i.e. did not follow the new requirements – and a decision was taken prior to commencement, the decision would still be liable for Ministerial referral if it met the criteria. If in these circumstances the decision was not taken at the point of commencement, the consultation process falls and a new consultation process would be required in accordance with the Act's requirements.

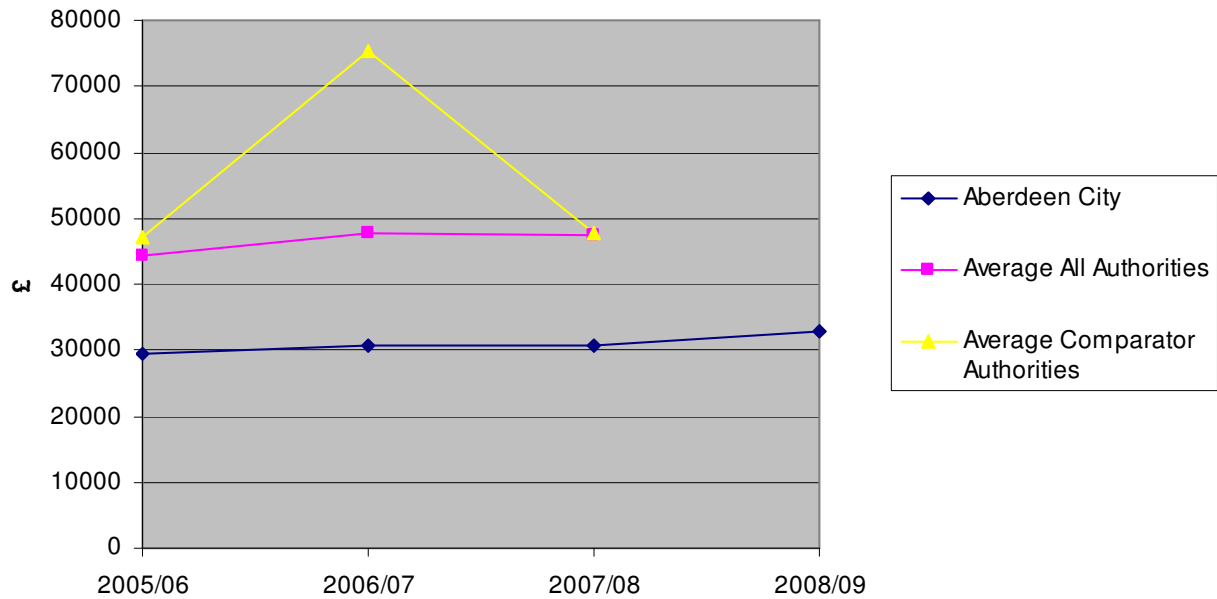
CONSULTATIONS TIMELINE



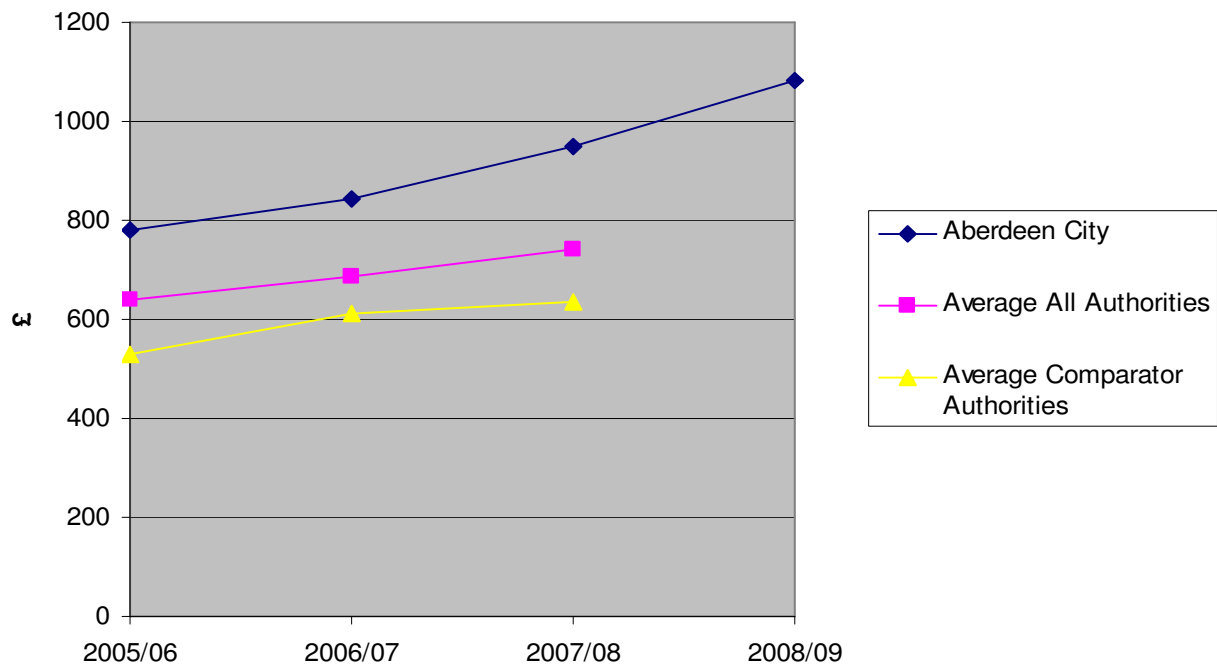
Net Expenditure



Mean Net Expenditure per Pupil (Special)



Mean Net Expenditure Special (per 5-15 year old pupils)



Note:

All data are from the published CIPFA rating review actuals, except for pupil numbers which are from the estimates. In addition the 08/09 figures are from the authorities' 08/09 LFR return.

Data for Aberdeen City for 2008-09 is estimated - official figures not yet published

Appendix 7a

Primary Schools

School	Current roll	Revised Capacity	Revised Occupancy	Condition	Suitability (unvalidated)
Abbotswell School	211	300	70%	B	C
Airyhall School	310	360	86%	A	A
Ashley Road School	390	415	94%	B	C
Braehead Primary	184	279	66%	C/A	C/A
Bramble Brae Primary School	161	198	81%	B	B
Broomhill Primary School	338	450	75%	B	B
Bucksburn School	115	180	64%	C	B
Charleston School	231	300	77%	A	B
Cornhill Primary School	301	420	72%	B	C
Culter School	302	420	72%	B	B
Cults Primary School	483	540	89%	B	B
Danestone Primary School	199	330	60%	B	B
Dyce Primary School	359	523	69%	B	B
Fernielea School	201	300	67%	B	B
Ferryhill Primary School	313	387	81%	B	C
Forehill Primary School	220	360	61%	B	C
Gilcomstoun Primary School	207	240	86%	B	C
Glashieburn Primary School	285	420	68%	B	C
Greenbrae Primary School	179	225	80%	B	B
Hanover Street Primary School	170	240	71%	A	B
Hazlehead Primary School	227	306	74%	C/A	C/A
Heathryburn School	217	279	78%	A	A
Holy Family RC Primary School	127	180	71%	C	B
Kaimhill School	171	198	86%	C/A	C/A
Kingsford School	331	387	86%	B	C
Kingswells School	395	450	88%	B	B
Kirkhill Primary School	225	330	68%	B	C
Kittybrewster School	137	300	46%	B	C
Loirston Primary School	326	480	68%	B	B
Manor Park School	195	360	54%	C/A	C/A
Middleton Park Primary School	153	240	64%	B	B
Mile End School	376	415	91%	C/A	C/A
Milltimber Primary School	230	270	85%	B	C
Muirfield School	279	360	78%	B	B
Newhills Primary School	180	240	75%	C	B
Quarryhill School	264	390	68%	B	B
Riverbank School	216	300	72%	B	C
Scotstown Primary School	193	300	64%	B	B
Seaton Primary School	133	198	67%	C/A	C/A
Skene Square School	331	420	79%	B	C
St Josephs School	281	420	67%	B	B
St Peters RC School	196	198	99%	B	B
Stoneywood School	121	180	67%	B	C
Sunnybank School	199	360	55%	B	C
Tullos Primary School	266	360	74%	B	C
Walker Road School	364	420	87%	B	B
Westpark School	233	360	65%	B	B
Woodside Primary School	358	420	85%	B	C
Total	11883	16008	74%		

Appendix 7b

Primary Schools Revised Capacities (no temporary accommodation)

School	Current roll	Revised Capacity minus Temp	Revised Occupancy minus Temp
Braehead Primary	184	3Rs - moving to new building Spring 2010	
Broomhill Primary School	338	417	81%
Charleston School	231	210	110%
Cornhill Primary School	301	354	85%
Cults Primary School	483	474	102%
Danestone Primary School	199	310	64%
Forehill Primary School	220	294	75%
Kaimhill School	171	3Rs - moving to new building end 2010	
Middleton Park Primary School	153	174	88%

Appendix 7c

Secondary Schools

School	Roll at Dec 2009	Capacity Revised	Occupancy Revised	Condition	Suitability (unverified)
AGS	1069	1141	94%	B	B
Bridge of Don	687	799	86%	B	B
Bucksburn*	485	683	71%	A	A
Cults	1037	1141	91%	A	A
Dyce	557	653	85%	B	C
Harlaw	913	907	101%	B	B
Hazlehead	923	1008	92%	B	C
Kincorth	683	930	73%	B	B
Northfield	698	857	81%	B	C
Oldmachar	965	1104	87%	B	C
St Machar	950	1035	92%	B	B
Torry	471	638	74%	B	B
Total	9438	10896	87%		

*plus 100 ASN pupils

Secondary Schools' Capacity Models (Huts Removed) Appendix 7d

School	Roll 2009	Revised Capacity	Capacity in Demountable Accommodation	Revised Capacity minus Relocatable Accommodation	Occupancy (%)
AGS	1070	1141	144	997	107
Oldmachar	964	1104	340	764	126
St Machar	947	1035	240	795	119
Torry	483	638	66	572	84

Immediate Draft Timeline

	2010	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	2011	Jan
E,C&S Committee			I		I	I			I	I		I			
Stakeholder Engagement			↑		↑	↑									
City-wide rezoning exercise				↑		↑									
Triggered Review of schools				↑		↑									
Establish a policy on the management of granite-built schools.					↑										
Establish a policy on 'temporary' accommodation in schools.							↑								
School holidays															

Reporting to this Education, Culture and Sport Committee



ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Inspection of Education Authorities (INEA2) and Quality Improvement throughout Education, Culture and Sports
REPORT NUMBER	ECS/10/14

1. PURPOSE OF REPORT

The purpose of this report is to:

1. Provide to Members an update on INEA2 progress since the last update in April 2009.
2. Ask members to endorse the work to integrate approaches to self-evaluation and quality improvement across the Education, Culture and Sports Service.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) Note the INEA2 update and instruct Officers to prepare a final statement of INEA2 progress linked to the new Service Plan objectives and Learning Strategy themes for June 2010; and
- (ii) Note the integrated approach to introduce Validated Self Evaluation across services within Education, Culture and Sport.
- (iii) Instruct that updates on service outcomes are reported to Committee as part of regular performance reports and through Service Plan reporting.

3. FINANCIAL IMPLICATIONS

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

4. SERVICE & COMMUNITY IMPACT

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

5. OTHER IMPLICATIONS

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

6. REPORT

6.1 Background

Aberdeen City Council's *Inspection of Education Authorities (INEA2) Action Plan 2007* was approved by Full Council in June 2007. Progress reports have been presented to Continuous Improvement Committee on March 11 2008 & 9th September 2008 and to Policy and Strategy (Education) Committee on 7th October 2008 and 28th April 2009. These previous reports outlined detailed work against the key objectives and main points for action as identified by Her Majesty's Inspectorate of Education in May 2007 and highlighted satisfactory progress against the majority of actions.

In preparation for a formal HMIE visit to review the education functions of the Council in 2010, this report outlines a change to our approach and sets out our plans for quality improvement and self-evaluation throughout the Education, Culture and Sports Service.

6.2 Main Considerations

There are a wide range of approaches to Quality Improvement which, in the main, use the Quality Indicator model developed by HMIE as the basis for self evaluation, supported by a process of external inspection. A glossary of all the terms used is attached at Appendix 1 to this report. This report will update members on the approaches in use throughout the Education, Culture and Sports Service including:

- INEA2 progress reporting, including Educational Psychology Services;
- Introducing the concept of Validated Self Evaluation;
- integrated approaches to self evaluation for child protection and for children's services
- introducing new arrangements for self evaluation using 'How Good is Our Culture and Sport?'
- introducing self evaluation using the Public Library Quality Improvement Matrix

- linking to other quality improvement approaches such as How Good is Our School and How Good is our Community Learning and Development and ultimately, How Good is our Council? Copies of these quality improvement frameworks are available at www.hmie.gov.uk

6.2.1 Inspection of Education Authorities

(a) The Quality Indicator framework

The quality indicators and advice on self-evaluation for local authority education functions were originally published in *'Quality Management in Education'* (2000) and subsequently revised in *'Quality Management in Education 2'* published in 2006.

The first round of INEA inspections (2000-2005) were summarised in *Improving Scottish Education – effectiveness of Education Authorities* (November 2006). The document identified that *'education authorities can and often do make a significant contribution to providing high quality education in Scotland'*.

In the second programme of inspections, which began in 2006, HMIE introduced a self-evaluation framework focused on impact and outcomes, proportionality and more joined-up approaches to inspection, with an additional focus on the impact of the work of Educational Psychological Services and the strategic elements of the Community Learning and Development Service.

(b) Inspection reports on Aberdeen City

Inspection reports on Aberdeen City Council were published in February 2004 and May 2007. The action plan developed following inspection has been regularly reported to Elected Members since 2007 with the last formal update of INEA2 progress being approved by Policy and Strategy (Education) Committee in April 2009. That report outlined that progress against the Main Points of Action (MPAs) originally identified by HMIE in May 2007. The main points for action identified at that time are shown in the table below.

MPA1	Improve the strategic direction of the authority as a City for Learning through clearer linkages between planning at service, establishment & neighbourhood level
MPA2	Provide more effective arrangements to direct, support & monitor work for: (a) Pre-school (b) city-wide services and (c) for children and young people with challenging behaviour,
MPA3	Make more effective use of performance data to: (a) improve self-evaluation in schools, (b) to target support and challenge to services and establishments, (c) to improve attainment and achievement and (d) to reduce exclusions,
MPA4	Take further action to address the motivation, morale & workload issues among centrally-deployed staff
MPA5	Continue with actions to establish CPD pathways across services in order to (a) develop leadership capacity and (b) to enhance joint training and encourage the sharing of good practice in integrated service delivery,

(c) **Educational Psychology Services: The Quality Indicator Framework**
Quality Management in Local Authority Educational Psychology Services (2007) emphasised the importance of the self-evaluation process and the role it plays in driving continuous improvement. The focus was on impact and outcomes for

children and young people in the pursuit of excellence. The self-evaluation framework complemented the *Quality Management in Education 2 (QMIE2)* model and recognised the statutory basis for an educational psychology service, and the integral relationship which exists between the educational psychology service and local authority.

The inspection of the education service in 2007 included an evaluation of Educational Psychology Services. The following Main Points for Action (MPAs) were published in a separate HMIe in June 2007:

MPA1	Develop its partnership with schools and with agencies which are external to the Council
MPA2	Extend its role in contributing to professional development and training and to research and strategic development within the authority
MPA3	Consult more widely with stakeholders as part of its quality assurance arrangements including seeking their views on what works effectively and what needs to be improved
MPA4	Extend its procedures for planning for improvement and monitoring performance and outcomes

(d) Service and Policy Changes since April 2009

- In April 2009, the re-aligned Culture and Learning Service had sought to provide accountability, focus and coherence, in particular for those aspects relating to resource management and for service delivery and improvements. A new Director of Education, Culture and Sport took up post in August 2009. Since that time, officers in the newly formed Education, Culture and Sports Service have continued to stabilise budgets and by put in place an increasingly robust platform for improving outcomes for children and young people in schools, services and communities throughout the City.

In addition, the emerging Learning Strategy is anticipated to direct the work of the whole service in the following priority areas:

- Curriculum for Excellence
- Helping those with different needs
- Working together
- Learning in the wider community
- Fit-for-purpose schools/learning centres
- Technology
- Skilled and trained staff
- Value for money
- Community health and well being
- Community engagement in culture, arts and heritage

A Service Plan for Education, Culture and Sport is currently being developed and will include clear targets and performance measures for the priorities above.

As part of the next stage of development of the Learning Strategy, a further period of consultation and stakeholder engagement is underway. This will engage with partners in tertiary and higher education, with partners in the voluntary sector and with business and industry and it is particularly important

that we engage more fully and appropriately with children and young people. This consultation will also inform the new service plan.

(e) New Direction for reporting on Quality Improvement

Given the major consolidation of policy development since May 2007, it is proposed that a new direction be taken for progress reporting on Quality Improvement approaches including inspection by external bodies. Progress against the existing HMIE main point for action will not be reported separately but will be embedded within our reporting as part of Service Planning and Learning Strategy implementation. In this way, Elected members will be able to see clear and direct linkages to quality improvement throughout the work of the Education, Culture and Sports Service. This will also allow for stakeholders to be directly involved in assessing how well our services are doing and how well their needs are met. Plans are already underway for stakeholders, pupils and staff to be involved in service-wide evaluation events, focus groups, in-service and on-line questionnaires through February-April 2010.

(f) Partnerships with HMIE

Following a meeting with HMIE in late 2009 it has been agreed that a formal visit to conclude the process of inspection begun under INEA2 will probably take place in 2 parts: an initial visit in summer 2010 and a further visit in Autumn 2010. This is in line with the new arrangements being put in place by HMIE for all councils. These will be opportunities for the ECS Service to highlight its direction of travel and to evidence real impact on improved outcomes for children, young people and learning communities throughout the City. In the light of these milestones, it is proposed that a final statement of progress against the last inspection, linked to the new Service Plan objectives and Learning Strategy themes be prepared for Education, Culture and Sports Committee in June 2010. This will be the basis for the forthcoming inspection which will be carried out in partnership with HMIE as outlined below.

6.2.2 Validated Self evaluation (VSE)

(a) What is Validated Self-evaluation

Validated Self Evaluation or VSE differs from the former inspection arrangements. The process aims to support and challenge the work of education authorities to improve the quality of provision and outcomes for learners. Built of self-evaluation by the education authority, it involves a partnership in which HMIE will work alongside the authority and apply their knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, and so affirm and strengthen outcomes for learners. VSE acknowledges that the responsibility for improving services and outcomes lies with the education authority. It recognises that self evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision.

HMIE state that VSE seeks to:

- build the capacity of education authorities to evaluate their own performance and improve the quality of services and outcomes for learners;

- promote and develop good practice and best value in education authorities;
- provide information to Scottish Ministers and the public on the quality of provision in education authorities;
- offer independent evaluation and validation; and
- contribute to a reduction in external scrutiny at service level where possible, taking account of risk, and provide high quality and robust information for shared risk assessment.

The VSE process is designed to accord with the principles recommended by the Crerar 'Reducing the Burden' Action Group, in that it is:

- focused on outcomes;
- proportionate to need;
- owned by those carrying out the self-evaluation;
- flexible, with the scope to recognise differences in service levels and types;
- built on existing good practice and relevant existing standards;
- rigorous and transparent; and
- designed to secure continuous improvement.

6.2.3 Action by the Education, Culture and Sport Service

From February 2010 the Education, Culture and Sport service will carry out further work to evaluate the impact of the work of the service. On a rolling programme the service will take a more in-depth look at aspects of service delivery. These will be identified in the Service Plan which is being developed for the period 2010 to 2013.

Regular reports on performance will be brought to the Education, Culture and Sport Committee to enable progress to be scrutinised.

The Education, Culture and Sport service will continue to work with HMIE to provide the basis for further inspection based on self-evaluation.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

INEA2: the 2007 report is available online at:

<http://www.hmie.gov.uk/documents/inspection/AberdeenCityINEA.pdf>

Educational Psychology: the 2007 report is available online at:

<http://www.hmie.gov.uk/documents/inspection/AberdeenCityEPSSummary.pdf>

VSE: information on VSE is available online at:

<http://www.hmie.gov.uk/Generic/About+Validated+Self+evaluation>

Child Protection: The full joint HMIE report (Nov 2008) and the joint interim follow-through HMIE report (June 2009) is available at:

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=11838&type=12>

Children's Services: copies of the documents mentioned are available at

<http://www.hmie.gov.uk>

A copy of How Good is our Culture and Sport? is available online at

<http://www.hmie.gov.uk/documents/publication/hgiocas.pdf>

PLIQM: the framework is available online at

<http://www.slainte.org.uk/files/pdf/slic/PLQIM/plqim.pdf>

All other quality improvement frameworks mentioned are available online at

<http://www.hmie.gov.uk>

APPENDIX 1

GLOSSARY OF TERMS

EFQM: European Foundation for Quality Management

HGIOC&S: How Good is our Culture and Sport?

HGIOS?1,2 and 3: How Good is our School? Versions 1, 2 and 3

HGIOCLAD: How Good is our Community Learning and Development?

HMIe: Her Majesty's Inspectorate of Education

INEA AND INEA2: Inspection of Education Authorities (version 1 and version 2)

QI: Quality Improvement (also referred to as QA: Quality Assurance)

QMIE and QMIE2 : Quality Management in Education ((version 1 and version 2)

QMILAEPS: Quality Management in Local Authority Educational Psychology Services

QUEST: (the UK Quality Scheme for Sport and Leisure

SLIC: Scottish Library and Information Councillor Young PLIQM: Public Library Quality Improvement Matrix

VSE: Validated Self evaluation

VOCAL:The voice of Chief Officers of Culture and Leisure Services in Scotland

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Effective Moving Protocol
REPORT NUMBER	ECS/10/13

1. PURPOSE OF REPORT

To provide Schools and other Learning Establishments with a framework to plan the effective management of a move from one building to another, as a result of renovation, new building or other planned change to provision.

This protocol does not advise upon any move necessitated as a result of a sudden or emergency change to provision.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- notes the contents of this report and
- endorse the effective moving protocol for schools and other Learning Establishments.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report in itself, other than the provision of officer time to facilitate the protocol. This will vary from one project to another and, as noted in the protocol, should be identified and provided for during the planning of the move.

4. SERVICE & COMMUNITY IMPACT

The report fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning' and is in line with Priorities 1-6 within *Vibrant Dynamic and Forward Looking*.

5. OTHER IMPLICATIONS

There are no further implications which arise directly from this Report.

6. REPORT

6.1 Background

Where schools are decanted to another venue, as a result of closure, amalgamation, re-building or renovation, a clear plan is required to allow the move to take place as effectively as possible. This protocol provides advice as to how this might be achieved.

It should be appreciated that each move will have its own particular circumstances and this protocol, therefore, should be seen as advice and guidance and not prescriptive.

6.2 Decant Responsibility Matrix & Programme

The Decant Responsibility Matrix has been produced in this section as an *aide memoire* for all parties to enhance understand of the principle steps towards decant, who is responsible and in what timescale. This has been translated into a Decant Programme in bar chart format to set the tasks against the project calendar.

Timescales are indicative only and may be shorter due to needs of individual projects. Managers may wish to amend the matrix to change the order of specific actions and insert dates applicable to their project.

Additional actions may be appropriate for individual projects and priorities.

Where an action is allocated to a specific person/post, this should be entered into the matrix.

Where two or more schools are to be combined into the new location, close liaison between ISMM and School Action Group (SAG) will be required.

In circumstances where another school or Service is moving into a vacated building, close co-operation between the departing and incoming schools.

6.3 Risk Assessment Template and ICT Dimensions

Both these documents are designed to further assist establishments plan and carry out the move effectively. Again, these are primarily generic in nature and should be amended to meet the requirements of individual circumstances. The list of hazard areas (e.g. working at height) and associated control measures are not exhaustive. In some cases they may not be applicable. However, this will give the ISMM a basis to stimulate discussion and consideration of H&S matters during a time of potentially higher risk.

The risk assessment should be undertaken by suitably trained / competent employees in accordance with the ACC Risk Assessment Procedure (6.24 PR), see Zone under Health & Safety. There will need to be involvement of the different interested parties involved / affected by the move.

Consideration of a Risk Assessment to cover unforeseen circumstances at any stage in the project resulting in a contingency plan can be helpful.

6.4 Evaluation and Further Development

All these documents will be updated as schools feedback after decant has taken place and an evaluation completed.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Attached to this document are:
Appendix 1: Decant Responsibility Matrix, including Acronym Summary
Appendix 2 (a) and (b): Risk Assessment Template
Appendix 3: ICT Dimension

DECANT RESPONSIBILITY MATRIX

Appendix 1

<u>Actions</u>	<u>Responsibility</u>	<u>Time</u> (prior to/post decant)	<u>Dates</u>
Well before			
1. Identify ACC Removal Manager(s) (ACCMM) and produce a clear list of duties	ACC (Aberdeen City Council)	As soon as Committee decision is made	
2. Identify In-School Move Manager(s) (ISMM) and start date. Agree time allocation for ISMM to complete tasks and produce a clear list of duties, including completion of dates in this timeline	ACCMM + Head Teacher (HT)	As soon as ACC Move Manager is identified	
3. Identify budget code for costs of moving in the (should be clear from Committee paper)	ACCMM	As soon as ACC Move Manager is identified	
4. Identify & claim any additional time for school cover, based on need and equity.	ACCMM	As soon as ACC Move Manager is identified	
5. In relation to each Decant School provide a draft decant plan Make staff aware that they should not risk of any damage to health. 6.	ACCMM	> 6 months prior	
7. Liaise with ACC ICT to identify requirements, to include phones, servers etc.	ISMM	6 months prior	
8. Identify most appropriate in-school staff to assist with planning and form School Action Group	ISMM	6 months prior	
9. Expand decant plan to meet requirements of specific project, including notification to other users such as Breakfast Club, Out of School Club and Lets ec.	ACCMM + ISMM + SAG	6 months prior	
10. Refer to and use Risk Assessment (attached) as appropriate	All	On-going	

11. Arrange survey by specialist removal subcontractors under supervision of ISMM (tendering where necessary)	ACCMM	5-4 months prior	
12. Consider implications of new school including: <ul style="list-style-type: none"> ▪ new school name (see protocol, currently draft) • new uniform • new stationery • new policies, procedures, aims, ethos • moving in/official opening ceremony • staged entry, if necessary • consideration of holding a ceremony acknowledging closure of previous school and/or opening of new school 	ISMM + HT	4 months prior	
13. Identify a 'Rubbish' area(s) and procedures for removal.	ISMM	12 weeks prior	
14. Meeting of Janitors, ICT, FM, Community Group(s) and Head Teacher to discuss priorities/responsibilities and suitability of arrangements, including a minute of meetings identifying tasks allocated to specific people/services.	ISMM	12 weeks (minimum) prior and possibly on-going	
15. Finalise decant plan	ACCMM	10 weeks prior	
16. Circulate agreed final decant plan to all relevant parties including: <ul style="list-style-type: none"> • Staff (Union Representatives) • Parents • Pupils • ICT • Facilities Management • HR • Wider Community • Local Police • Public Transport Unit 	ACCMM	10 weeks prior	
17. Identify and communicate with partner and direct services affected by the move	ACCMM	10 weeks prior	
18. Amend School Travel Plan,	ISMM	10 weeks prior	

including liaison with School Travel Plan Co-ordinator and bus companies, taxi firms etc.			
19. Update catalogue of resources, liaising with action groups	SAG	10 weeks prior	
20. Review plan regularly (weekly/monthly)	SAG	On-going	
21. Identify/number each room in new school and allocate them to purpose.	ACMM	10 weeks prior	
22. Inform staff of date by which personal items must be removed, including clearing computer hard drives and shared server folders	HT	10 weeks prior	
23. Establish what will be provided in the new school and what will be taken from existing school and interim storage area (use container in school ground if insufficient storage space in school)	ISMM	10 weeks prior	
24. Arrange for regular removal of rubbish.	ISMM + ACCMM	On-going	
25. 3Rs and Facilities Management to liaise with new Facilities Management Operator (Non-ACC) to produce working systems, employment changes (TUPE), staff manual and induction.	ISMM + ACCMM	10 weeks prior	
26. Prepare arrangements for archiving of materials (history of school, photos, press cuttings, School registers, exam details, financial matters etc.) and establish legal position re length of retention	ISMM	10 weeks prior	
27. Prepare arrangements for confidential records (PPRs confidential pupil files etc) and paperwork to go to new school/establishment by separate arrangement	ISMM	10 weeks prior	
28. Arrange for disposal of confidential waste – supply of shredder bags	ISMM + ACCMM	10 weeks prior	

29. Identify items not required in new school/establishment which may be of use to other schools - contacts for disposal of useful rubbish	ISMM + Facilities Management	10 weeks prior	
30. Liaise with Human Resources over Job Matching/ER/VS and other conditions of service of teaching and support staff, including facilities. This should also involve Service Managers and Education officers where appropriate.	HT + ACCMM + HR	10 weeks prior	
31. Staff visit new school or earlier if appropriate (e.g. new-build school)	ACMM + ISMM	10 - 8 weeks prior	
32. Make application to Scottish Government for as many closure days as required. Use risk assessments to make case for more than usual 3 days.	ISMM	8 weeks prior	
33. Make list of H&S matters that might be an issue during the whole of the planning and moving, carrying out risk assessments as necessary.	ISMM	8 weeks prior	
34. Make arrangements for staff and pupil induction.	HT	8 weeks prior	
35. Ensure ordering of usual day-to-day items for the new school e.g. jotters, pencils etc.	HT	8 weeks prior	
36. Assess need for special moving arrangements e.g. chemicals, radioactive sources, large/weighty objects, fragile objects	ACCMM	8 weeks prior	
37. Use ICT to scan as much information as possible from paper to digital and consider retention of hard copies	ISMM	8 weeks prior	
38. Arrange provision of additional janitors or similar at the old and new schools on the moving and unpacking	ISMM	4 -6 weeks prior	

days			
39. Obtain storage boxes	ACMM + ISMM	4 weeks prior	
40. Label fragile materials. Max weight 20 Kg.	SAG	4 weeks prior	
41. Ensure the exact last date in old school and exact first day in new school is known and publicised	ISMM + ACMM	4 weeks prior	
42. Liaise with other relevant parties - Service Managers, 3Rs Project Officers, Facilities Management, Staff (Union Representatives), Parents, Pupils, ICT, Facilities Management, HR, Wider Community	ISMM	4 weeks prior	
43. Complete Business Continuity Plan and forward to Operational Support Manager (Culture & Learning). This may be very similar to BCP of original building.	HT	4 weeks prior	

Just before

44. Notify H & S Section to arrange for operator of facility and Health & Safety Advisor (ACC) to carry out initial Fire Risk Assessment	ACMM	2 weeks prior	
45. Finalise emergency evacuation plan for the new school	HT + ISMM	2 weeks prior	
46. Ensure all employees have received or are scheduled to receive suitable information and training in respect of any new equipment or plant (e.g. fire alarms, gas installation, new machinery, LEV, computers, etc.)	ISMM	2 weeks prior	
47. Ensure suppliers/contractors of maintenance contracts are notified of move.	ISMM	2 weeks prior	
48. Ensure all staff have visited new school	ISMM	2 weeks prior	

49. Produce and publicise plan of staff duties on the moving day(s)	ISMM	2 weeks prior	
50. Ensure staff welfare arrangements are in place in new school (toilets, refreshments, rest areas, first aid facilities etc)	ISMM	2 weeks prior	
51. Re-publicise emergency evacuation plan and carry out practice where appropriate before any other work begins in new building (be aware some staff may wish access to school, even during their holidays)	ISMM	1 week prior	
52. Ensure pupils have been inducted in arrangements for new school	HT	Last day before move	

Moving in, Unpacking and Just after

53. Hold staff meeting (all staff) to welcome to new school, including emergency evacuation plan and carry out practice where appropriate, including staff induction	ISMM		
54. Ensure all boxes get uplifted and check nothing of value remains on vacated site	ACCMM		
55. Ensure all boxes are delivered to correct rooms	ISMM		
56. Carry out Workplace Inspection before allowing children in (including Care Commission where appropriate), in line with ACC Workplace Inspection Guidance	ISMM + HT and H& S Rep		
57. Ensure adequate time to unpack is provided (2 days but longer only in exceptional circumstances)	ISMM		
58. Identify holding area for empty boxes	ISMM		
59. Ensure all packing boxes are unpacked and made available for removal by removal contractors. Boxes cannot be	ISMM		

retained as storage boxes.			
60. Remind pupils and staff of arrangements in new building	HT	Day of opening for children	
61. Carry out a planned emergency evacuation, record outcome and amend procedure if necessary	HT	Day of opening for children	
62. Notify H & S Section to arrange Health & Safety Advisor (ACC) to carry out Fire Risk Assessment.	ACMM	2 weeks prior	
63. Assess how move has gone and identify problems and outstanding issues, informing appropriate staff	ISMM	ASAP	
64. Centralise storage boxes for uplift on agreed date	ISMM	ASAP	
65. Arrange removal of empty boxes	ISMM	ASAP	

Well after

66. Survey all staff (not just within school) on what to identify aspects which went well and what could have been done better	ISMM	1 month after	
67. Contribute to review of Protocol	ISMM	1 month after	

Acronym Summary

ACC - Aberdeen City Council

HT - Headteacher

ACCMM - Aberdeen City Council Removal Manager(s)

ISMM - In-School Move Manager(s)

SAG - School Action Group

ICT - Information and Communications Technology

FM - Facilities Management

HR - Human Resources

TUPE - Transfer of Undertakings (Protection of Employment) Regulations

PPR - Pupil's Progress Record

ER - Early Retirement

VS - Voluntary Severance

H&S - Health and Safety

BCP - Business Continuity Plan

LEV - Local Exhaust Ventilation

APPENDIX 2 (a)

Risk Assessment (General)

TEMPLATE

Line Manager name:		Line Manager signature		Assessment No:	
Date:	Assessed by:	Location:	Review date: January 2009		
Signature:	Activity: School Move Project				

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p>EXAMPLES OF HAZARDS Working at Height</p> <p>Poor general storage > poor manual handling technique, Falling objects. > contact injuries</p>	<p>EXAMPLES</p> <p>Employees Others (e.g. pupils)</p>	<p>EXAMPLES OF Control measures</p> <p>Prohibit storage on top of cupboards</p> <ul style="list-style-type: none"> ▪ System to ensure that: <ul style="list-style-type: none"> - shelves are not overstocked - seldom used items are stored on upper shelves - heavy items stored at waist height. ▪ Suitable access equipment provided <p>Information, training instruction</p>				<p>Implement Storage policy (e.g. "heavy box – middle shelf", subject to object handling assessment)</p> <p>Review storage arrangements of items to be moved to new premises</p>	
<p>Falls from height</p>	<p>Employees Others (e.g. pupils)</p>	<p>Avoid working at height</p> <p>Shelving placed at a height so that access equipment – (ladders, steps, kickstools) do not need to be used.</p> <p>Review storage arrangements – e.g. frequently used items are easily accessible.</p> <p>If need to work at height</p> <p>Provision of suitable access equipment</p>					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<p>> e.g. ladders, steps, kickstools.</p> <p>Segregate area where work taking place if necessary.</p> <p>Trained staff to access high areas (e.g. janitorial staff)</p>					
<p>Manual handling of loads (incl. lifting, putting down, pushing, pulling, carrying or moving by hand or bodily force).</p> <p>Unsafe moving and handling of inanimate loads - > back / musculo-skeletal disorders</p> <p>Unsafe moving and handling of people -> injury to person being moved; injury to handler</p>	<p>Employees</p> <p>Others (e.g. pupils)</p>	<ul style="list-style-type: none"> ▪ Minimal lifting policy ▪ Storage systems as per Manual Handling Operation Regulations 1992 (MHOR) ▪ Adequate provision of handling aids (lifting tables/trolleys; load lifters; slings etc.) ▪ Employees have information instruction and training in safe manual handling at induction and annual refresher ▪ Manual handling tasks are risk assessed under MHOR ▪ Workplace supervision ▪ Minimal lifting policy ▪ Service user care plans identify mobility issues and required interventions are assessed as per people handling guidance ▪ Service user care plans are reviewed at least annually, and with any change in the service 				<p>Develop procedures for loading / unloading crates. > e.g. bring contents to crate.</p>	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> ▪ user's condition ▪ Staffing levels meet care requirements ▪ Adequate provision of handling aids (hoists, slide sheets, turntables etc.) ▪ Key employees receive information instruction and training in people handling at induction and refreshed annually. ▪ Workplace supervision 					
<p><u>Hazardous Substances</u> Poor storage -> falling objects</p>	Employees (e.g. Teachers Technicians)	Hazardous substances are stored correctly, e.g. leaks contained with provisions to prevent adverse chemical reactions occurring in a secure store to prevent unauthorised access away from sources of ignition.					
Spillages of chemicals > Slips / burns / contamination	Employees (e.g. Teachers Technicians)	Spill kit available in Technicians room. Procedures in place for spillage situations and possible evacuation in accordance with assessments undertaken in accordance with the Control of Substances Hazardous to Health Regulations 2002 (COSHH). Suitable personal protective equipment is issued for the task being undertaken where necessary.				Are spill kit/s adequate to deal with potential spillages in departments? Packaging / transportation of substances as per safety data sheet. Warning labels used. Avoid packing in crates. Instructions given to removal contractor.	
Local exhaust ventilation failure Defective equipment > build up of fumes / vapour	Employees (e.g. Teachers Technicians)	Local Exhaust Ventilation (LEV) is in use e.g. associated with fume cupboards LEV is regularly tested, maintained and records kept in accordance with the COSHH.				System meets performance specifications given in HSG 37 and Health and Safety Executive (HSE) Control guidance Sheet 201- "Fume Cupboard"	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Lack of first aid provision	Employees (e.g. Teachers Technicians)	<p>Including:-</p> <ul style="list-style-type: none"> • Weekly checks. • Monthly monitoring using an anemometer. • Defect reporting system. • Examined and tested against performance standard at least every 14 months – HSG 54 (HSE guidance). • Suitable personal protective equipment is issued for the task being undertaken where necessary. <p>Appropriate cleaning measures have been made for removing settled dust with minimum disturbance.</p> <p>Workplace specific risk assessments identify the requirement for first aid provision</p> <p>Training provided for:-</p> <ul style="list-style-type: none"> • Designated First Aiders • Appointed Persons <p>First aid boxes provided and contents maintained by registered / appointed person</p> <p>Are hazardous substances necessary can their use be avoided, or substituted with a less hazardous substance?</p> <p>Suppliers data sheets are available for all hazardous substances used upon the premises identifying the hazards and associated risks.</p>				<p>Arrange in conjunction with Facilities Section for LEV systems to be examined and tested at least once every 14 months and that a suitable maintenance programme is established in accordance with COSHH.</p> <p>Arrangements required to be put in place for decommissioning of LEV plant?</p>	
Dust, Fumes, mists, vapour -> collapse / respiratory effects,	Employees (e.g. Teachers Technicians) Others (e.g. pupils)					<p>Pupil Support Assistants are First Aid trained. Additional training may be required in relation to chemical related injuries – See specific data sheets / COSHH assessments.</p>	
						<p>Have assessments in relation to specific chemicals, novel activities, project work, etc been completed as required under COSHH and monitored and reviewed as necessary.</p>	<p>Scottish Schools Equipment</p>

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p><u>Workplace Stress</u></p> <p>Unreasonable workload/ work patterns</p>	<p>Employees (e.g. Teachers Technicians)</p>	<p>Can the creation of dust, fumes, mists, vapours be avoided or isolated? E.g. use of fume cupboards.</p> <p>Training , written information and instructions has been given to everyone, using and coming into contact with hazardous substances, with arrangements for refresher training as appropriate.</p> <p>Details are available regarding the identity of the substances generated.</p> <p>Measurements have been undertaken to ascertain the level of exposure to individuals.</p> <ul style="list-style-type: none"> ▪ Written job descriptions ▪ Agreed performance targets ▪ Flexi Time ▪ Work rotation ▪ Prescribed breaks ▪ System of continuous performance monitoring ▪ Local systems in place to respond to individual employee concerns 				<p>Research Centre (SSERC) information, CD ROMs available.</p> <p>Disposal arrangements for chemicals in accordance with safety data sheets / SSERC guidance.</p>	
<p>Lack of control over workload</p>	<p>Employees (e.g. Teachers Technicians)</p>	<ul style="list-style-type: none"> ▪ Written policies and procedures in place to support employees ▪ Employees have information about support systems ▪ Employees are instructed on how and when to access support ▪ Regular performance review meetings 				<p>Timeline / Plan for school move.</p>	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Unsatisfactory workplace relations	Employees (e.g. Teachers Technicians)	<ul style="list-style-type: none"> ▪ ▪ Written policies and procedures e.g. bullying & harassment; discrimination ▪ Systems are in place to assist managers to deal with unacceptable workplace behaviour ▪ Systems are in place to assist employees to report unacceptable workplace behaviour ▪ 					
Poor understanding of role/conflicting roles	Employees (e.g. Teachers Technicians)	<ul style="list-style-type: none"> ▪ Employees receive information in respect of the organisation's structure and purpose ▪ Employees receive information in respect of their roles and responsibilities ▪ There are systems in place to address concerns raised by employees ▪ 					
Poorly communicated organisational change	Employees (e.g. Teachers Technicians)	<ul style="list-style-type: none"> ▪ Employees receive timely information of any proposed changes ▪ There is a system to ensure adequate employee consultation on changes ▪ Employees have opportunities to influence proposals ▪ Ongoing Team Briefing ▪ Employees receive training in support of any changes in their jobs ▪ Employees can access appropriate support during times of 					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> ▪ organisational change 					
<p><u>General Welfare Arrangements</u></p> <p>Poorly controlled indoor temperature -> uncomfortable working conditions</p>	<p>Employees (e.g. Teachers Technicians</p>	<ul style="list-style-type: none"> ▪ Thermostatically controlled radiators ▪ Air cooling plant where necessary ▪ Hot plant or pipes insulated ▪ Workstations situated away from sources of radiant heat ▪ Shaded windows/ blinds ▪ Fans available for use in extremely hot weather ▪ PPE provided as assessed necessary ▪ Workplace thermometers 					
<p>Inadequate workplace lighting -> eye strain</p>		<ul style="list-style-type: none"> ▪ Natural lighting via windows – regularly cleaned ▪ General lighting meets lux requirements for workplaces ▪ Local lighting provided at workstations as assessed necessary ▪ System for regular replacing repairing and cleaning of light s 					
<p>Inadequate workplace ventilation -> uncomfortable work conditions</p>		<ul style="list-style-type: none"> ▪ Natural ventilation via windows ▪ Mechanical ventilation systems - regularly cleaned tested and maintained ▪ Regular breaks for employees working in humid environments 					
<p>Inadequate cleanliness of floors furnishings and fittings -> slips trips falls</p>		<ul style="list-style-type: none"> ▪ All surfaces are capable of being kept clean ▪ Systems in place to ensure regular cleaning ▪ Employees instructed on good housekeeping practices 					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Inadequate work space -> fatigue; bumps and trips		<ul style="list-style-type: none"> ▪ Work areas give enough space for people to get to from and around the workstation with ease ▪ Clear signage where obstructions such as low beams are present. ▪ 					
Poor storage -> falling objects		<ul style="list-style-type: none"> ▪ Shelving and racking is stable and strong enough for loads placed on it ▪ Avoid stacking crates ▪ Limits are set for the height of stacks / crates if they have to be stacked. ▪ Regular inspection of stacks ▪ Storage is under lock where possible to prevent unauthorised access by vulnerable persons e.g. pupils ▪ 				<p>Designated / special crates for computer equipment – Provided by ITC or removal contractor?</p> <p>Max. number of crates No crates to be stacked by teachers.</p> <p>Crates to be lidded.</p> <p>Designated storage areas to be identified and used.</p>	
Collision with transparent surfaces e.g. windows and doors -> bumps and cuts		<ul style="list-style-type: none"> ▪ Transparent surfaces at shoulder level or below on doors gates and side panels are of a safety material or barriered off ▪ Transparent surfaces at waist level or below on windows walls and partitions are of a safety material or barriered off (not glass houses) ▪ Transparent surfaces on uninterrupted surfaces e.g. patio doors floor to ceiling windows, are marked to make them apparent ▪ 					
Inadequate provision of sanitary facilities		<ul style="list-style-type: none"> ▪ There are sufficient facilities for numbers of staff on site ▪ Male / female toilets provided separately 					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> ▪ Hand washing facilities with liquid soap provided ▪ Provision of paper / roller hand towels ▪ Shower facilities nature of work requires this ▪ 					
Inadequate rest / meal break facilities -> employee fatigue		<ul style="list-style-type: none"> ▪ Rest rooms big enough to accommodate sufficient chairs and tables ▪ Seats have backrests ▪ Kettles microwaves vending machines or canteen facilities are provided ▪ There is provision for new and expectant mothers incl. the facility to lie down ▪ There is a no smoking policy in respect of all council premises ▪ Work pattern includes adequate break periods ▪ Ready access to clean cold drinking water – mains / water dispensers ▪ Bottled water provided for off site workers ▪ Disposable drinking cups are provided ▪ Dedicated wash facilities are provided for non disposable cups ▪ 					
Workplace fatigue and dehydration		<ul style="list-style-type: none"> ▪ Accommodation is provided for personal and work clothing – individual hooks pegs or lockers ▪ Lockers are lockable ▪ There is dedicated accommodation for clothing that becomes dirty, damp or contaminated 					
Lack of accommodation for clothing/ changing facilities							

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> ▪ There are drying facilities in workplaces where work clothing becomes wet ▪ PPE storage is as per PPE assessment ▪ 					
Lack of first aid provision		<ul style="list-style-type: none"> ▪ Workplace specific risk assessments identify the requirement for first aid provision ▪ Training provided for <ul style="list-style-type: none"> - registered first aiders - appointed persons ▪ First aid boxes provided and contents maintained by registered / appointed person (Work base & ACC vehicles) 					
Inadequate separation of pedestrian and vehicular traffic -> collision		<ul style="list-style-type: none"> ▪ Walkways marked off ▪ Barriers and handrails provided ▪ Safety signage in situ ▪ One way traffic systems 				Designated area in car park for removal vehicle/s.	
Obstructions > trips and falls > compromised fire exit routes		<ul style="list-style-type: none"> ▪ Areas isolated during packing / unpacking / housekeeping / maintenance procedures ▪ Safety signage ▪ Employees trained in general safety awareness / good housekeeping arrangements ▪ Regular checks of fire exit routes <ul style="list-style-type: none"> ▪ Stairwells enclosed by doors leading onto landing ▪ Balconies protected e.g. roped/netted 				Designated storage areas to be identified and used. Provision of skips to hold rubbish / collection schedule.	
Unprotected stairwells ->persons/ objects falling from height		<ul style="list-style-type: none"> ▪ ▪ ▪ 					
Inadequate cleaning procedures -> slips trips falls		<ul style="list-style-type: none"> ▪ Cleaning materials appropriate to flooring surfaces ▪ Housekeeping trained in housekeeping procedures ▪ Employees trained in good 					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p>Hot Surfaces Contact with radiators and pipework -> burns</p>		<p>housekeeping practice</p> <ul style="list-style-type: none"> ▪ Radiators fixed to wall ▪ Thermostatic control ▪ Low surface temperature heat emitters or Radiator guards ▪ Exposed pipework covered with insulating material ▪ Vulnerable persons are supervised ▪ Beds not placed in proximity to radiators ▪ Annual programme of inspection for signs of damage to radiators ▪ Safety signage 					
<p>Radio active materials Exposure to radioactivity as a result of</p>		<ul style="list-style-type: none"> ▪ Written policy re radioactive sources in educational establishments ▪ A radiation protection supervisor appointed in school <ul style="list-style-type: none"> ▪ Radiation Protection Advisor (RPA) is available for advice – SSERC 					
<p>Inappropriate storage of radioactive sources</p>		<ul style="list-style-type: none"> ▪ Radioactive materials held, comply with the SEED approved list ▪ Radioactive sources are stored in suitable receptacles within a locked store ▪ The store is at least 2 m from where staff work/ 1 m from where pupils sit ▪ The store is marked with appropriate hazard warning signage ▪ Gamma sources are situated at least 20cm back from the cabinet 					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		<ul style="list-style-type: none"> ▪ door ▪ Up to date records are maintained of all radioactive materials held in store ▪ 					
Misuse of radioactive sources		<ul style="list-style-type: none"> ▪ The document "Working with Radioactive Substances Record & Management List" is completed monthly ▪ Radioactive sources are leak tested at least very 2 years ▪ A suitable Perspex screen is used to screen beta radiation ▪ Children under the age of 16 are not permitted to work with radioactive sources ▪ Risk assessments are carried for AH investigative work with sources 					
Inadequate waste disposal procedures		<ul style="list-style-type: none"> ▪ Arrangements are in place with SSERC re the disposal of spent sources. Involvement of RPA. ▪ Science / janitorial staff are informed of waste disposal procedures. 				Contract with SSERC management by Facilities Manager Neighbourhood Services (North Area).	
<u>Electricity at Work</u> Trailing cables > cable damage; trips and falls		<ul style="list-style-type: none"> ▪ Cable protectors provided for use. ▪ Work area isolated where necessary 					
Unauthorised access to electrical installations / equipment		<ul style="list-style-type: none"> ▪ Electrical cupboards and switchgear under lock and identified with hazard warning signage ▪ No storage / controlled storage in switchgear cupboards ▪ Hand tools stored under lock when not in use. ▪ Electrical appliances disconnected by appropriately trained person 				3Rs Project to provide guidelines / produces for isolation / shut down	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
<p><u>Gas installation</u></p> <p>Gas leaks-> Carbon monoxide poisoning, fire, explosion - resulting from:</p> <p>Poor installation and maintenance practices (plant and equipment)</p>		<ul style="list-style-type: none"> ▪ Plant serviced, maintained decommissioned by CORGI registered contractors. ▪ Annual service contracts in place ▪ System to ensure control of contractors ▪ Permit to work procedures ▪ Smoking policy is enforced 				<p>3Rs Project to provide guidelines / produces for isolation / shut down</p>	

Risk scoring and rating table

Severity (S)

This is the degree of harm that may be caused

1.	NIL	No risk of injury or harm.
2.	LOW	Causing a minor injury which would allow the person to continue work after first aid treatment on site or at a local surgery.
3.	MEDIUM	Causing injury or harm capable of keeping a person off work for more than three days or more and reportable under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 RIDDOR.
4.	MAJOR	Causing a major injury reportable under RIDDOR.
5.	HIGH	Causing a death to one or more people.

Likelihood (L)

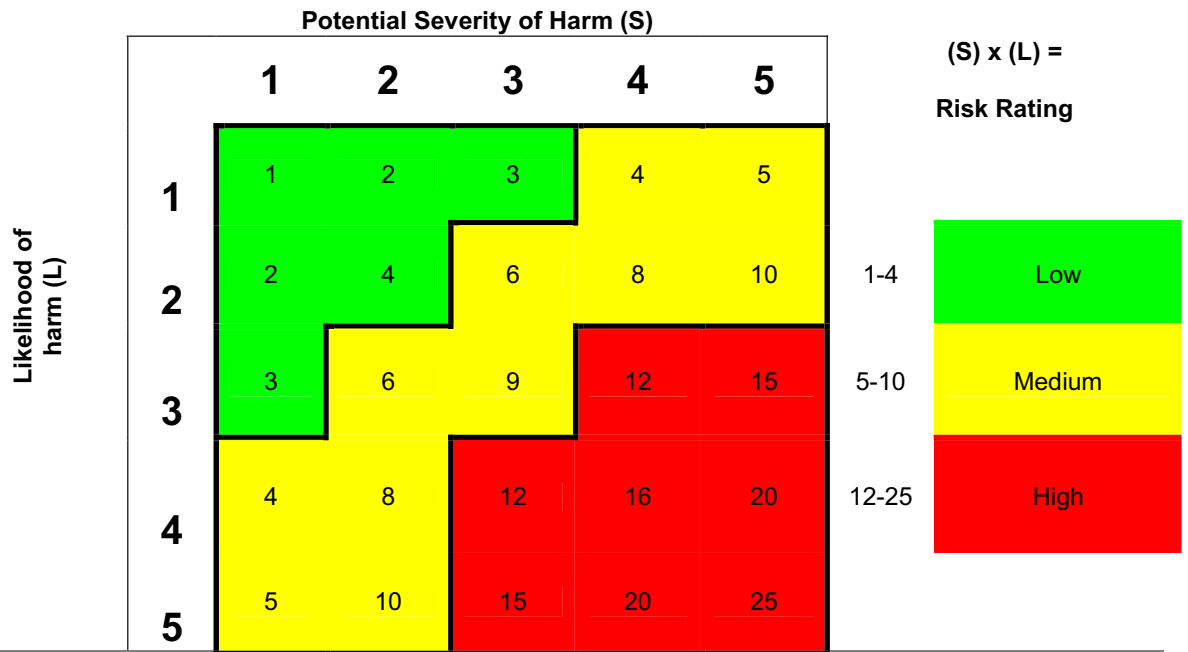
This is the likelihood that an event will occur

1.	HIGHLY UNLIKELY	Only under a very rare combination of circumstances /conditions could there be any likelihood of an accident or illness.
2.	UNLIKELY	Possible occurrence if other factors were present the incident might occur but the probability of this is low.
3.	LIKELY	The accident may happen.
4.	HIGHLY LIKELY	If the prevailing circumstances continue it is probable an accident will occur.
5.	NEAR CERTAIN	If the work continues as it is, there is almost a 100% certainty an accident will happen.

SEVERITY (S) x LIKELIHOOD (L) = RISK RATING (RR)

Appendix 2 (b)

The risk rating based on existing situation **including control measures** present at the time of assessment can be evaluated as follows:



1 – 4 Low	Review on change of process or if circumstances change. Any small and/or easy methods to improve should be made to ensure continuous improvement of risk management.
5 – 10 Moderate	Examine areas of exposure in the activity; decide timescales for completion of all agreed actions and record on action plan. Provide additional monitoring of agreed controls until they are fully implemented. Closely monitor effectiveness of new controls put in place
12 – 25 STOP! Unacceptable	Until effective interim controls are agreed and implemented, and an action plan to permanently reduce the risk to an acceptable level has been agreed do not recommence

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18th February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Analysis of Scottish Index of Multiple Deprivation 2009, education, skills and training domain
REPORT NUMBER:	ECS/10/10

1. PURPOSE OF REPORT

To report on the rise in the number of data zones in the bottom 15% in the Scottish Index of Multiple Deprivation 2009, education, skills and training domain

2. RECOMMENDATION(S)

It is recommended that the Committee:

- Note the contents of this report.
- Instruct offices to contribute to the draft anti-poverty strategy particularly in relation to identifying further actions required.
- Receive a further report outlining the strategy for closing the gap in attainment.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council arising from this report. The financial implications of addressing poverty in the city were referred to in "Achieving our Potential: Tackling Poverty and Income Inequality in Aberdeen City".

The results of previous SIMDs have been used in the allocation of funding, in particular the Fairer Scotland Fund and its predecessor, the Community Regeneration Fund.

4. SERVICE & COMMUNITY IMPACT

The Scottish Index of Multiple Deprivation (SIMD) will enable Services to identify the nature and distribution of deprivation in the city. This will assist them in achieving the key principles set out in the Community Plan, the

Single Outcome Agreement and Vibrant, Dynamic & Forward Looking – e.g. tackling inequality, 'closing the gap', and improving the quality of life in our most disadvantaged communities.

5. OTHER IMPLICATIONS

There are no other direct implications arising from this report.

6. REPORT

Background

The Scottish Index of Multiple Deprivation (SIMD) presents a picture of multiple deprivation across Scotland. The Scottish Government has used this method to track multiple deprivation since the development of the first Index of Multiple Deprivation in 2004. Taken together the three indices (2004, 2006 and 2009) provide a series of snapshots in time of the concentrations of multiple deprivation across the country. Although the SIMD as it currently stands has only been in existence since 2004 there is a long history of indices being produced and used both in central and local government. The benefits over previous approaches that the SIMD provides include regular updates, the opportunity to incorporate the most recent and appropriate data into these updates and a stable base geography so that change can be measured over time.

The picture painted in this most recent update to the Index is based mainly around data from 2008 and while the economic situation has changed since then it is still a valid picture of the distribution of deprivation. Whilst the recession will have had a rapid impact on employment and incomes, some of these changes may be relatively short term. Investigations were carried out to look at the impact of including more recent unemployment data in the Index but the effect on the overall distribution was negligible. Full details of this analysis are available on the SIMD web pages. The index also looks beyond the economic situation and covers a range of other life circumstances of the people of Scotland including income, employment, health, and education, access to services, housing and crime which take longer to change.

This report focus on the Education Domain which is one of a number of domains that contributes to the SIMD

Methodology

Education Skills and Training Domain

<i>2006 Weight</i>	<i>SIMD 2006 Education Indicator</i>	<i>SIMD 2009 Education Indicator</i>
0.21	School pupil absences (SG 2003/4-2004/5)	No change from SIMD 2006 (SG 2006/7-2007/8)
0.31	Pupil performance on SQA at stage 4 (SG 2002/3-2004/5)	No change from SIMD 2006 (SG 2005/6-2007/8)
0.24	Working age people with no qualifications (2001 Census)	No change in indicator or data from SIMD 2006 (2001 Census)

0.16	17-21 year olds enrolling into higher education (HESA (2002/3-2004/5))	No change from SIMD 2006 (HESA 2005/6-2007/8)
0.07	People aged 16-18 not in full time education (DWP 2005, HESA 2004/5)	<u>CHANGED INDICATOR</u> People aged 16-19 not in full time education, employment or training (School Leavers 2006/7-2007-8, DWP 2007 and 2008)

Changes over time in methodology

Several indicators within this domain have changed between SIMD 2004 and SIMD 2006. There has also been a change to one indicator between SIMD 2006 and SIMD 2009. This domain does not provide counts of people who are education deprived and as a result is combined using Factor Analysis. The weights used change with each version of the SIMD. The domains used the best indicators available at the time to identify education deprived areas so analysis over time can be carried out on this basis.

Absolute change cannot be measured using this domain, however individual indicators can be used. The two indicators that have been updated with the largest weights are school pupil absences and Pupil performance on SQA at stage 4 (tariff scores) which together make up half the weight of the domain.

The SIMD provides a **relative measure** of deprivation. Changes in other parts of Scotland can affect the rankings of Aberdeen's data zones even when there has been little or no change in the actual incidence of local deprivation.

National Change over time in the Education Domain

Glasgow has the highest proportion (40%) of its datazones in the 15% most deprived on the Education domain, followed by Dundee City (30%). Both have seen small falls since SIMD 2006.

- Aberdeen City and North Ayrshire have seen large increases in the percentage of datazones in the 15% most education deprived. Aberdeen City increased from 11% to 15%, North Ayrshire increased from 16% to 21%.
- The datazones moving into the 15% most deprived on the education domain have all seen a worsening in performance on at least one of the three indicators that are comparable with SIMD 2006. 91% got worse on at least two indicators and 45% on three.
- Of the datazones that moved out of the 15% most education deprived, 54% improved on two of the three indicators that are comparable with SIMD 2006 and 40% improved on all three. This demonstrates that areas have seen real as well as relative improvements.
- 10% of the datazones in Scotland have fallen in the 15% most education deprived on all three updates of the SIMD. 36% of the datazones in

Glasgow and 19% of the datazones in Dundee City have appeared in the 15% most education deprived on the three updates to the SIMD.

Aberdeen City Change over time in the Education Domain

Comparison with SIMD 2006:

There was an increase in the number of deprived data zones in the Education, Training & Skills domain. In SIMD 2009, 40 Aberdeen data zones were in the most deprived 15% of Scottish data zones in that domain, up from 28 in SIMD 2006. (See Appendix 1 for details)

At the individual domain level, the largest increase was in Education, Skills & Training, where the number of deprived data zones rose from 28 in SIMD 2006 to 40 in SIMD 2009. Along with North Ayrshire and South Ayrshire, Aberdeen had one of the highest increases in deprived data zones in this domain between SIMD 2006 and SIMD 2009. The 40 deprived data zones account for 15% of all data zones in Aberdeen (i.e. the local share) and 4% of all deprived data zones in Scotland (i.e. the national share).

It should be noted that there was an alteration to the methodology for the Education, Skills & Training domain in SIMD 2009. The SIMD 2006 indicator 'People aged 16-18 not in full-time education' was replaced by 'People aged 16-19 not in full-time education, employment or training' and uses slightly different data sources. This means that care needs to be taken when comparing the SIMD 2009 Education, Skills & Training domain with the same domain in SIMD 2006.

The deprived data zones in the Education, Skills & Training domain are mainly located in the St Machar Academy and Northfield Academy catchment areas, each of which has 16 data zones among the most deprived 15% of data zones in Scotland for that domain. The other eight deprived data zones are located in the Torry Academy, Kincorth Academy and Aberdeen Grammar School zones – see Figure 1.

Figure 1: Most deprived data zones in Education, Skills & Training domain

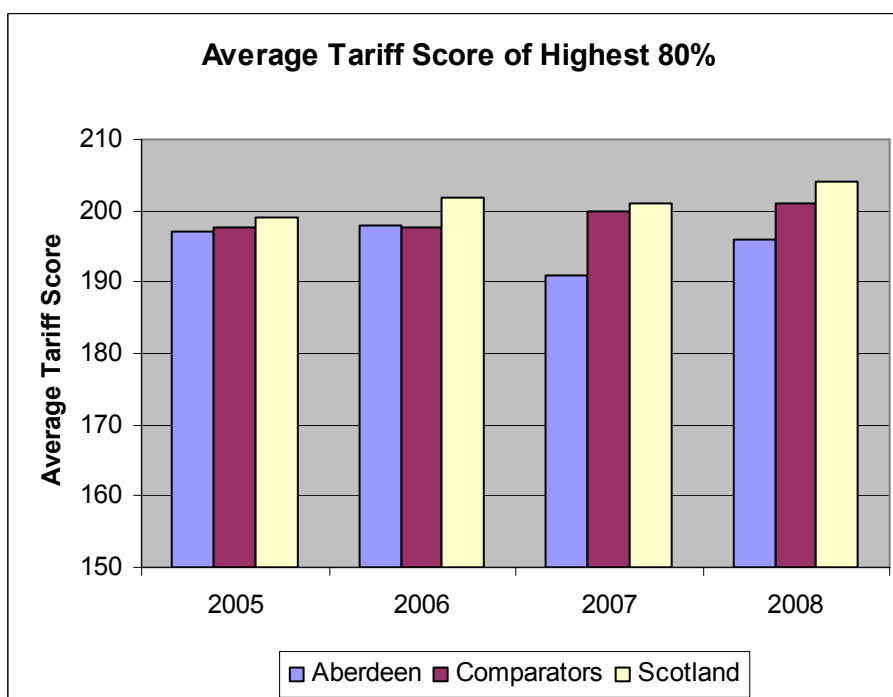
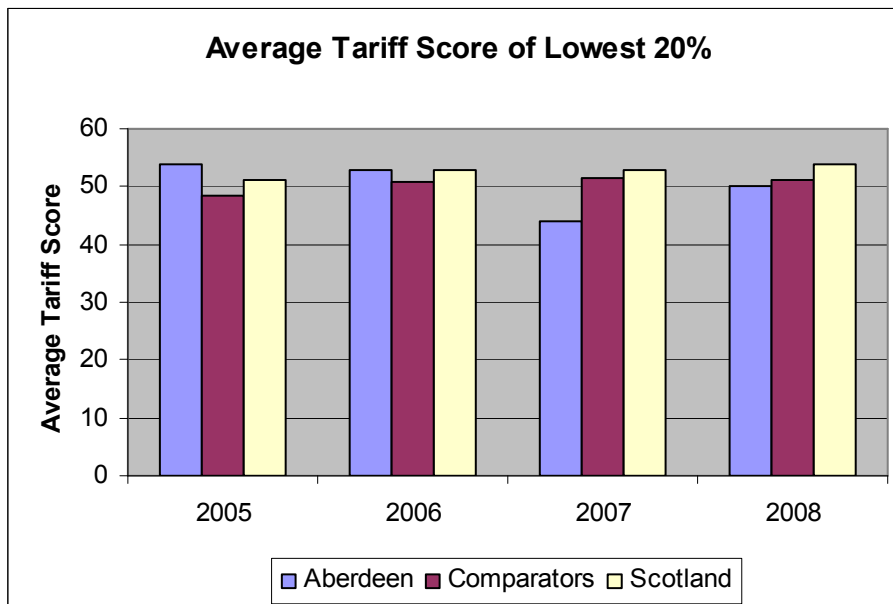
Secondary School Zone	MD 0-5% in Scotland	MD 5-10% in Scotland	MD 10- 15% in Scotland	All data zones in MD 0-15%
St Machar Academy	3	9	4	16
Northfield Academy	2	5	9	16
Torry Academy	-	1	4	5
Kincorth Academy	-	1	1	2
Aberdeen Grammar School	-	-	1	1
Total	5	16	19	40

The change in the Education, Skills & Training domain is largely due to a single indicator, "Pupil performance on SQA at stage 4".(Tariff Scores) Of the other four indicators, one is based on 2001 Census data and, therefore, did not change between SIMD 2006 and SIMD 2009; while another has a very low weighting. The remaining two indicators are based on measures that did not change significantly in the periods covered by SIMD 2006 and SIMD 2009.

An analysis of the tariff scores reveals that:

- There is no significant upward or downward trend in the average tariff scores of the highest 80% in Aberdeen, Scotland or Comparator Authorities.
- There is no significant upward or downward trend in the average tariff scores of the lowest 20% in Aberdeen, Scotland or Comparator Authorities.
- There is no significant difference between the average tariff scores of the lowest 20% in Aberdeen and Scotland 2005-2008.
- The average tariff scores of the highest 80% are significantly higher for Scotland than for Aberdeen for 2005-2008
- In 2005, the average tariff score of the lowest 20% in Aberdeen was higher than Scotland and Comparator Authorities.
- By 2008, the average tariff score of the lowest 20% in Aberdeen was lower than Scotland and Comparator Authorities.
- The average tariff score of the highest 80% in Aberdeen did not increase between 2005 and 2008.
- The average tariff score of the highest 80% in Scotland and Comparator Authorities increased between 2005 and 2008.

The difference between the average tariff score of the lowest 20% and the highest 80% has increased more in Aberdeen than Scotland or Comparator Authorities between 2005 and 2008.



While the increase in deprived data zones in the Education, Skills & Training domain is mainly attributable to pupil performance, it should be remembered that the SIMD measures the relative change in performance rather than the absolute change, i.e. it does not necessarily indicate an actual deterioration in performance. The pupil performance measure can also be subject to erratic swings, as the number of children being examined at stage 4 in any particular year is likely to be a small subset of a data zone's total population.

Data zones that have been highlighted in appendix 1 are similar to the areas identified in research undertaken in relation to closing the gap. The main findings of this research were:

Research Evidence

There has been much research into the links between the many factors associated with living in deprivation and educational attainment. These include:

- personal factors e.g. additional support needs, health problems, difficulties with literacy,
- family circumstances e.g. low income, parental educational attainment and aspirations, domestic violence, parental ill health,
- social factors e.g. lower cultural and social capital, less opportunities for out of school activities,
- many children living in deprivation experience a combination of multiple risk factors

Being in receipt of free school meals, living in an area of deprivation, being looked after and moving schools between the start of S1 and the end of S4 were all associated with slower progress between S1 and S4 and lower attainment at the end of S4. Children in Aberdeen who experience these things tend to be concentrated in a small number of secondary schools.

Characteristics of the bottom 20%

The analysis of the characteristics of the bottom 20% has been well established by numerous studies. A recent paper “Missing Out A report on children at risk of missing out on educational opportunities” summaries the main characteristics of the bottom 20%:

- a higher proportion of males than in the population as a whole;
- over twice the proportion of pupils registered to take free meals;
- a higher proportion of looked-after children;
- a higher proportion of pupils with undeclared ethnicity;
- a higher proportion of pupils recorded as having an Individualised Educational Programme (IEP)

The development of the Single Outcome Agreement between the City Council and the Scottish Government has provided a basis for setting poverty and inequality as a strategic priority. Critical to the delivery of this commitment is the development of an Anti-poverty Strategy that is cross cutting across all policy areas. A draft policy “Achieving Our Potential: Tackling Poverty and Income Inequality in Aberdeen City”. The draft requires further detailed consideration in order to develop appropriate and priority actions prior to it being finalized and published. This policy highlighted a number of issues and current activities.

Early Years and Early Intervention

Issue

Poverty begins to have an effect on a child's future very early on in their lives. Good early years intervention can help to combat some of these disadvantages. Early years provision has been shown in particular to give children from disadvantaged backgrounds a better start in school, including enhancing the child's social and emotional development.

Current Activity

Aberdeen Early Years and Childcare Partnership

An Early Years and Early Intervention framework is currently being developed by Aberdeen City Council, in close consultation with partner organisation. The framework which defines early years as pre-birth to 8 years old recognises the right of all young children to high quality relationships, environments and services. These needs have been interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing.

Curriculum for Excellence

Curriculum for Excellence is the new national framework for our schools to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens. Wide-ranging action is needed across the education and wider children's services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement and of leaving school with few or no qualifications. Learning experiences have to be transformed to ensure they are tailored to individual needs and are designed to enable every child to develop their potential regardless of their personal circumstances.

16+ Learning Choices

To ensure we support all young people to have more choices and more chances in life it is essential that we encourage all young people approaching statutory school leaving age to stay in learning choices post 16 to support them to achieve long term and sustainable employability where they can reach their full potential and contribute positively to their communities. The Partnership is working with Secondary and Special Schools to ensure that every young person has an appropriate, relevant and attractive offer of learning made to them, well in advance of their school leaving date.

3R's Project

The 3Rs Project is a key step in the regeneration of Aberdeen City Council's schools estate. The initial phase will see 2 secondary schools replaced, 7 new primary schools built and one refurbished, and the incorporation of two special schools within the new developments. The 3Rs Project is being implemented through a Public Private Partnership (PPP) using a Non-Profit Distributing Organisation, with support from the Scottish Government. All schools will be

seen as community schools, and community facilities and other Council and public services will be delivered from the buildings.

Education and Lifelong Learning

A family's lack of income has a significant impact on the education of their children. Even a good school and committed teachers can't fully compensate for the stress that living in poverty places on a family or for the social exclusion, poor housing, or a lack of books or a computer at home. This lack of resources means poor children face an uphill struggle just to have the same type of learning environment as their peers. Furthermore, a great deal of informal education takes place outside the school – at home and in the wider community, something disadvantaged children often miss out on. A fundamental element of this approach is to develop a culture of aspiration and positive expectation in our citizens through high quality education and learning experiences, investment in skills development, expansion of modern apprenticeships and a continued commitment to the More Choices, More Chances agenda, making sure that our young people leave school with positive destinations.

In Aberdeen City at the time of the 2001 Census there were approximately 42,000 adults who had no recognised educational qualifications. Many people with literacies learning needs face complex difficulties where poverty is compounded by unemployment, lack of qualifications, health issues, housing difficulties and lack of self confidence. Many individuals may never have been employed or have not been in employment for a considerable period. Breaking down the structural barriers that prevent individuals from maximising their potential is at the core Aberdeen City Council's drive to eradicate poverty. There are a number of specific projects and initiatives taking place across the City to support the drive to eradicate poverty and increase levels of literacy

Current Activity

Free School Meals

The purpose of free school entitlement is to improve children's health, their readiness to learn and to contribute to eradicating child poverty. Increasing the number of children receiving a free school meal will have a positive impact on all children and families but particularly on those who are economically disadvantaged. Currently parents or carers are eligible to claim for free school meals if they are in receipt of a range of benefits including Income Support Benefit, Income Based Job Seekers Allowance, Child Tax Credit and have an income below £16,040 (09). From August 2009 families in receipt of the maximum Working Tax Credit will also become eligible for free school meals

Out of School Care

Aberdeen supports the provision of out of school care for working parents including those living in living in disadvantaged circumstances and regeneration areas, and for children with additional support needs. All provision is supported to become sustainable but subsidies are available to all out of school care

services that support families on low incomes or for families actively seeking work.

Family Centres

Family centres support and empower the most vulnerable and disadvantaged children and families to improve their circumstances and move towards sustainable engagement with their communities. A range of statutory and voluntary support services working in partnership, contribute to improve family cohesion through the promotion of confidence building and emotional independence.

Family Information Service

The Family Information Service (FIS) provides comprehensive up-to date information and guidance on services for children and families in Aberdeen, including childcare, education and family support. The holistic support provided by FIS enables parents, carers and families to provide children with a positive start in life.

Education, Skills and Training Deprivation

The following table shows the Aberdeen data zones in the most deprived 0-5%, 5-10%, and 10-15% bands in Scotland. The 15-20% band is also shown to indicate the data zones that are just outside the 15% cut-off.

	Data Zone	Neighbourhood	Rank - Aberdeen (out of 267)		Rank - Scotland (out of 6,505)	
			2006	2009	2006	2009
Most Deprived 0-5%	S01000209	Middlefield	2	1	67	49
	S01000196	Northfield	3	2	72	62
	S01000208	Middlefield	7	3	315	99
	S01000198	Middlefield	8	4	337	174
	S01000199	Woodside	14	5	600	225
Most Deprived 5-10%	S01000156	Froghall, etc	10	6	528	330
	S01000203	Tillydrone	1	7	60	374
	S01000179	Seaton	38	8	1154	385
	S01000187	Cummings Park	33	9	1099	421
	S01000210	Woodside	6	10	182	429
	S01000195	Tillydrone	9	11	376	433
	S01000192	Seaton	39	12	1162	447
	S01000175	Hilton	191	13	5276	452
	S01000189	Cummings Park	5	14	153	487
	S01000185	Seaton	47	15	1295	520
	S01000204	Heathryfold	16	16	670	525
	S01000181	Cummings Park	11	17	576	549
	S01000194	Woodside	30	18	1044	582
	S01000193	Northfield	20	19	791	585
	S01000052	Torry	22	20	845	612
S01000030	Kincorth, etc	41	21	1192	614	
Most Deprived 10-15%	S01000217	Tillydrone	4	22	141	673
	S01000168	Mastrick	59	23	1485	700
	S01000057	Torry	43	24	1234	712
	S01000165	Ashgrove	73	25	1850	751
	S01000071	Torry	58	26	1482	772
	S01000074	Torry	28	27	939	781
	S01000134	Mastrick	29	28	1014	803
	S01000197	Northfield	17	29	699	830
	S01000219	Tillydrone	12	30	578	845
	S01000149	George Street	84	31	2066	880
	S01000148	Mastrick	24	32	897	882
	S01000182	Northfield	35	33	1124	890
	S01000190	Northfield	27	34	937	915
	S01000142	Mastrick	50	35	1335	933
	S01000163	Mastrick	62	36	1582	942
	S01000180	Northfield	32	37	1092	943
	S01000060	Torry	13	38	590	958
S01000037	Kincorth, etc	67	39	1658	959	
S01000213	Woodside	54	40	1388	966	

1) Continued on next page

Education, Skills and Training Deprivation (Continued)

	Data Zone	Neighbourhood	Rank - Aberdeen (out of 267)		Rank - Scotland (out of 6,505)	
			2006	2009	2006	2009
Most Deprived 15-20%	S01000178	Northfield	52	41	1354	1019
	S01000207	Seaton	26	42	934	1034
	S01000183	Froghall, etc	16	43	670	1058
	S01000212	Heathryfold	34	44	1116	1082
	S01000069	Torry	88	45	2165	1090
	S01000157	Stockethill	66	46	1653	1095
	S01000135	George Street	25	47	914	1114
	S01000040	Kincorth, etc	46	48	1290	1223
	S01000055	Torry	42	49	1228	1251
	S01000033	Kincorth, etc	31	50	1076	1253
	S01000098	City Centre	85	51	2087	1264
	S01000122	Summerhill	91	52	2245	1266
	S01000028	Kincorth, etc	37	53	1133	1278
	S01000167	Mastrick	51	54	1347	1296
	S01000044	Garthdee	23	55	885	1299

- Notes:
1. Data zones in italics were not in the most deprived 15% in SIMD 2006
 2. Seven data zones in most deprived 15% in SIMD 2006 had improved to higher bandings in SIMD 2009

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	More Choices, More Chances & School Leaver Destinations Report
REPORT NUMBER:	ECS/10/11

1. PURPOSE OF REPORT

The **School Leaver's Destinations Report (SLDR)**¹ provides national and education authority level data on the destinations of all young people leaving publicly funded schools in Scotland in 2008-09². This report presents a summary of the key facts from this publication breaking this down to an Aberdeen City Council level as well as providing the local context and clarification on the actions being taken forward to address the challenges through the development and implementation of the Aberdeen City More Choices More Chances Strategy and Action Plan 2008-2010, including the roll out of 16+ Learning Choices to all school leavers.

2. RECOMMENDATION(S)

- (i) To provide regular updates on performance against the (a) school leaver destinations (annually); (b) implementation of 16+ learning choices (bi-annually for summer and winter leaver cohorts) to the Education, Culture and Sports (ECS) Committee within the standing item: ECS Performance Report.
- (ii) To continue to report on progress on performance against the 'school leaver destinations' indicators within the Single Outcome Agreement to the Policy and Performance Committee on an annual basis.
- (iii) To note the submission of the Aberdeen City More Choices More Chances Strategy 2010-2013 to the Education, Culture and Sport Committee on 15 April 2010.

3. FINANCIAL IMPLICATIONS

The Scottish Government provided an additional £63,063 up to 31 March 2011 to establish a 16+ Learning Choices Coordinator (Full Time) and 16+ Learning Choices Information Officer (Part Time) up to 31st March 2011. The allocation is ring fenced for the purpose of the delivering 16+ Learning Choices Programme across all secondary schools in the City.

¹ Data is collated by Skills Development Scotland and published by the Scottish Government.

² The data provides a snapshot of where young people are in the month of Sept following their departure from school. A follow up survey is carried out 6 months later.

There is a clear focus to ensure all processes and practice can be mainstreamed within existing Education, Culture and Sport Service resources. The Strategy and Action Plan will be to ensure an evidence based approach to service delivery where local resources are aligned to meet the needs of this priority group. The Scottish Government have clearly stated that success of the Scottish education system will be measured on the success of young people entering positive and sustained destinations. It is therefore essential that we plan and deliver local services and target available resources to meet these objectives as a key part of the delivery of *A Curriculum for Excellence*.

In order to ensure innovation in service design and development and to test models of best practice, the Partnership are (i) targeting the allocation of resources through the Fairer Scotland Fund to areas of greatest need with a clear plan to exit short term funding and mainstream effective practice, and (ii) working with the Council's external funding officers to develop a 3 year funding strategy to resource areas of the plan where short term investment is required to provide coordinated support for young people currently in need of more choices more chances to ensure we do not divert local resources from early intervention to stem the flow of young people moving into the MCMC cohort in future years.

4. SERVICE & COMMUNITY IMPACT

This report links to the following actions under the education section of 'Vibrant, Dynamic and Forward Looking':

- Continue to work to improve attainment across city schools.
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living.
- Ensure Aberdeen's teachers receive appropriate training and CPD to deliver the best quality education.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

The developments outlined within this report also support progress towards meeting the following national outcomes outlined within the Single Outcome Agreement:

- National Outcome 2 – We realise our full economic potential with more and better employment opportunities for our people.
- National Outcome 3 – We are better educated, more skilled and more successful, renowned for our research and innovation.
- National Outcome 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- National Outcome 5 – Our children have the best start in life and are ready to succeed.
- National Outcome 8 – We have improved the life chances of children and young people and families at risk.

The *MCMC Strategy* is identified as a key local priority within *The Aberdeen City Alliance Single Outcome Agreement* and success will be measured against the National Indicator in the National Performance Framework to *'Increase the*

proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations'.

5. OTHER IMPLICATIONS

The developments contained in this report have contributed towards improved social inclusion for our most vulnerable children and young people. An Equalities Impact Assessment will be carried out in relation to the MCMC Strategy and Action Plan in advance of submission to ECS Committee on the 15th of April.

6. REPORT

6:1 Background

In June 2006, the Scottish Government published *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training* and the *National Employability Framework Work Force Plus*. The commitments set out in the national strategy are intended to underpin the efforts required to ensure all young people in Scotland receive the support and assistance they need to become successful learners, confident individuals, effective contributors and responsible citizens.

The population of young people in need of *more choices, more chances* is made up of school leavers who are unemployed at statutory school leaving age and young people aged 18-19 who are economically inactive and claiming benefits.

A *positive destination* is defined by the Scottish Government as a take up of opportunities by young people aged 16-19 to move into full or part time education in school (secondary 4 and 5), further education colleges or university higher education, national training programmes (such as *Get Ready for Work, Skillseekers* or *modern apprenticeships*), locally recognised good quality training and jobs without training, informal learning including personal and social development opportunities, or volunteering. It is important to highlight that the choice of destination is determined by the young person and must be appropriate to their need and level of ability. Ensuring that young people have chosen their destination based on their own aspirations and then supporting them to consider the appropriateness of the destination or to explore alternatives (that they feel are appropriate) is essential to ensuring the young person with take up the offer, and more importantly be able to sustain that offer.

A *negative destination* is defined as unemployed and seeking opportunities, unemployed and not seeking opportunities or where the destination is unknown indicating that the young person is disengaged from learning and not responding to offers of assessment and support from Skills Development Scotland.

The destinations that young people move onto post secondary education are a key indicator of success in adult life. There is a growing body of research that shows those young people who experience spells of disengagement between the ages of 16 and 19 are significantly more likely to be economically inactive adults with both an economic and human cost.

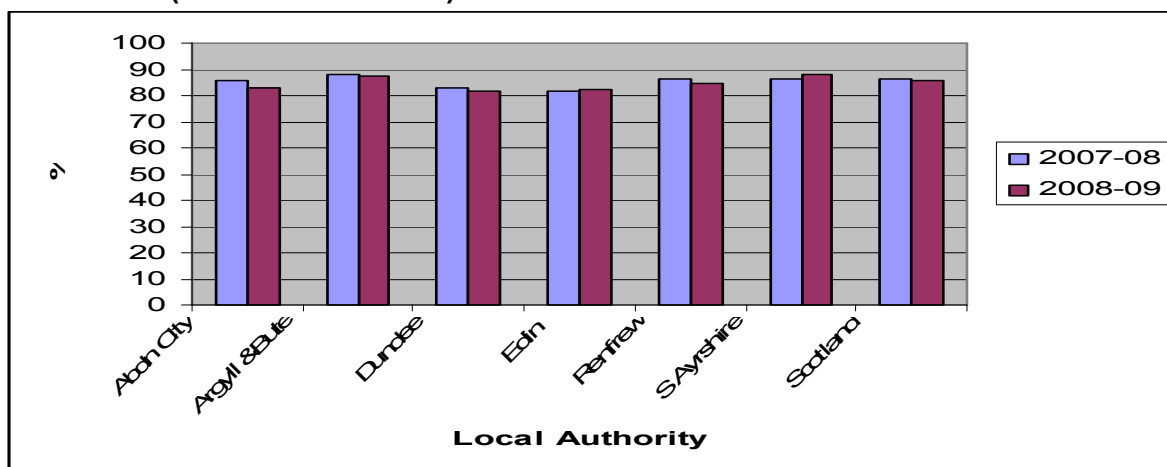
6:2 Skills Development Scotland School Leaver Destination Report (SLDR)

Skills Development Scotland *School Leavers Destination Report (SLDR³)* for Aberdeen City provides robust local data to enable the MCMC Partnership to measure success locally and to assess progress against national comparator data.

The most recent report was published in late December 2010 and provides a snapshot of where young people in Aberdeen were in the month of September 2009 following their departure from school.

6:2:1 Summary of Aberdeen City SLDR

Chart 1: Positive destination data for Aberdeen City & comparator authorities (2007/08 – 2008/09)



In Aberdeen City in 2008-09, the overall the percentage of leavers entering a positive destination is 82.7%, a fall of 2.9% on last year and well below the national result of 85.7%. However, the proportion of young people entering further and higher education has reached its highest level in a decade, at 61.4%, a rise of 7.0% on last year. The percentage of leavers entering higher education has risen by 1.3% in comparison to 1999-2000. Leavers entering further education have witnessed an increase of 5.5% over the same period. As anticipated, this is balanced by a decrease in leavers entering employment which has dropped to its lowest level in a decade at 18.6%, 10.5% lower than last year. However, as the percentage of young people entering employment has fallen the percentage entering training has increased slightly at 2.5%.

The percentage of leavers who are unemployed seeking has reached 12.6%, an increase of 2.9% from last year and above the national rate of 11.5%. The percentage of young people who are unemployed and not seeking has fallen to 0.7%. School leavers whose destination is unknown to Skills Development Scotland has risen to 4.0%, the highest level nationally across the country and well above the national rate of 1.2%.

The proportion of female leavers who continue their education in either higher or further education is 69.4% compared to 53.8% of males. The percentage of males entering Employment and Training at 26.6% is 11.1% higher than that for females

³ The SLDR is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government annually. The return is based on a 100% follow up of young people who leave school between the 1st of August and the 31st of July. The exercise is a snapshot carried out in the month of September every year.

15.5%. Males are more likely to become Unemployed Seeking than females with 60.1% of leavers in this category being male.

Further analysis of local data, which included cross referencing the *more choices, more chances cohort* named data with children *looked after* by the local authority shows that the highest proportion of young people in need of more choices, more chances attend Torry Academy, St Machar Academy, Northfield Academy, Harlaw Academy and Bucksburn Academy (formerly known as Bankhead Academy).

The group of young people in the *more choices, more chances cohort* is ever changing as they move in and out of employment, education and training. Their employment is often insecure, being part-time, seasonal or short-term contracts and this pattern will be compounded in the current economic downturn. These young people come from a diverse range of backgrounds, from the quietly disaffected to those young people who present more challenges when we consider levels of appropriate support. This group will include young people who have additional support needs or physical and mental health needs, young people leaving the care of the local authority, young parents or young carers, and young people who present particular challenges arising from their involvement in substance misuse and/or offending behaviour, thus requiring a coordinated and multi-agency approach.

Whilst the Scottish average has remained fairly stable over the last 5 yrs for positive destinations⁴, overall Aberdeen City has witnessed a decrease particularly in the last 3 years with the proportion dropping from 88.8% to the current figure of 82.6%.

A detailed breakdown on Aberdeen City Council's destination data (over the last 2 years) and that of our comparators is presented below:

6:2:3 Breakdown and Analysis of Aberdeen City SLDR Data

Aberdeen had a higher proportion of young people going into higher education (37.1%) than the national average (34.9%) and the second highest rate out of the HMIE comparators for Aberdeen City (Argyll & Bute had a slightly higher rate of 38.6%).

A lower proportion of young people go into further education (24.3%) than the national average (27%) and the second lowest rate of all the HMIE comparators. The proportion of young people from Aberdeen entering further education increased by 5.4% from 2007-08 to 2008-09.

A lower proportion of young people entering training (2.5%) compared to the national average (5.1%) and in fact had the lowest % of all the HMIE comparators. It should be noted that a proportion of leavers entering employment may also be participants in training such as Modern Apprenticeships.

A slightly higher proportion of young people entered employment (18.6%) than the national average (18.4%) and had the second highest rate of the HMIE comparators. However, this figure has dropped considerably (by 10.6%) from the figure of 29.2% in 2007-08. Every authority in Scotland (except the Shetland Isles) has witnessed a decrease in the number of young people entering employment in 2008-09; a direct consequence of the UK recession.

⁴ Table not included here but can be made available.

The numbers of young people across Scotland entering voluntary work are extremely low with the national average sitting at 0.2% and the Aberdeen rate sitting at 0.1%. In the coming years we can expect to see an upward trend due to more young people being encouraged to access a volunteering opportunity as part of an informal learning opportunity (through the implementation of 16+) and also through the appropriate recording of gap year opportunities as a positive destination (currently all informal learning opportunities are recorded against a negative destination).

12.6% of all school leavers from Aberdeen were recorded against the 'unemployed and seeking employment or training' category. This is an increase of 3% from 2007-08 and is slightly higher than the national average of 11.5%. Dundee and Edinburgh City Council both have a higher proportion of young people within this category at 15% & 15.5% respectively.

0.7% of school leavers from Aberdeen were recorded as being unemployed and not seeking employment/training. Young people classed in this category include young parents/ young carers and young people with serious medical conditions. This is slightly lower than the national average of 1.6% and is the lowest out of all the HMIE comparators. Destination data is available for individual schools within Aberdeen City and is detailed below.

Table 1 – Destination data for individual schools

School/ Area	HE	FE	Training	E/ment	Vol.Work	Unemp - seeking	Unemp – NOT seeking	Dest not known	Total No's
Aberdeen Grammar School	57.1%	20.5%	0.5%	8.3%	0.5%	5.9%	0.5%	6.8%	205
Bankhead Academy	13.6%	36.4%	1.1%	29.5%	0.0%	19.3%	0.0%	0.0%	88
Bridge Of Don Academy	29.0%	38.0%	2.0%	18.0%	0.0%	10.0%	0.0%	3.0%	100
Cults Academy	78.1%	8.3%	1.2%	8.3%	0.0%	1.8%	1.2%	1.2%	169
Dyce Academy	35.1%	19.6%	0.0%	29.9%	1.0%	7.2%	0.0%	7.2%	97
Harlaw Academy	37.6%	25.5%	0.6%	15.8%	0.0%	15.8%	0.6%	4.2%	165
Hazlehead Academy	32.2%	24.6%	2.9%	21.1%	0.0%	14.6%	1.2%	3.5%	171
Kincorth Academy	27.4%	23.6%	6.6%	25.5%	0.0%	12.3%	1.9%	2.8%	106
Northfield Academy	11.2%	36.7%	9.5%	16.0%	0.0%	21.3%	2.4%	3.0%	169
Oldmachar Academy	53.9%	15.2%	1.7%	23.6%	0.0%	2.8%	0.0%	2.8%	178
St Machar Academy	20.9%	25.4%	2.5%	21.4%	0.0%	21.4%	0.0%	8.5%	201
Torry Academy	18.5%	33.3%	1.2%	21.0%	0.0%	25.9%	0.0%	0.0%	81
ABERDEEN	37.1%	24.3%	2.5%	18.6%	0.1%	12.6%	0.7%	4.0%	1730
SCOTLAND	34.9%	27.0%	5.1%	18.4%	0.2%	11.5%	1.6%	1.2%	53,532

Cults Academy and Oldmachar Academy have the highest proportion of young people entering positive destinations (96% & 94% respectively).

Torry Academy and Northfield Academy have the highest numbers of young people entering negative destinations post school (26% & 24% respectively).

There are significant differences in unemployment rates between schools with the following schools worse affected; Torry Academy (25.9%); St Machar Academy (21.4%); and Northfield Academy (21.3%).

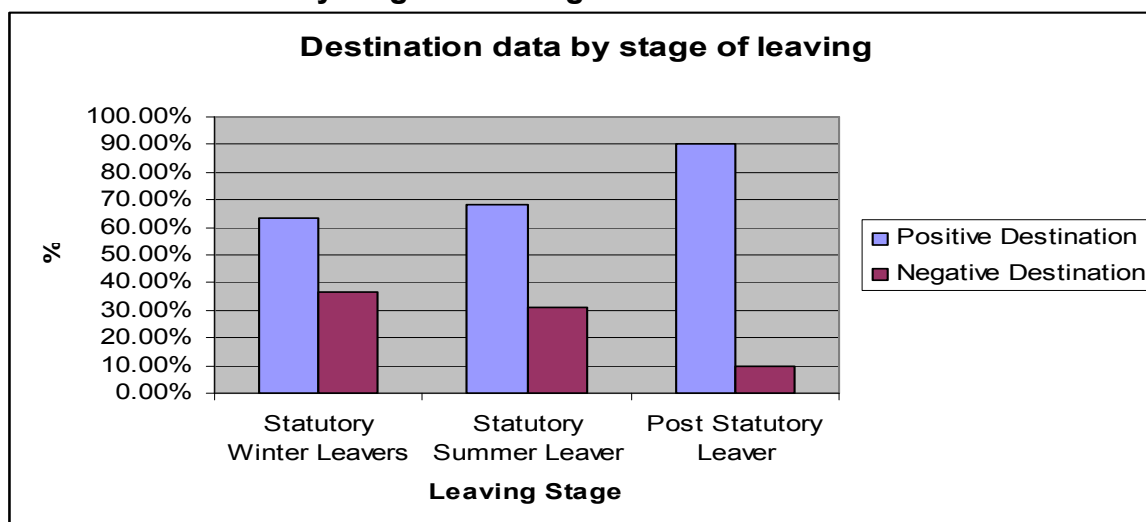
Further analysis identifies that the data zones within the city which have the highest numbers of school leavers who were recorded as 'unemployed but seeking' within the SLDR are:

Table 2: data zones within the city which have the highest numbers of school leavers

Intermediate data zone	%
Northfield	10.1
Torry East	8.7
Heathryfold & Middlefield	7.8
Garthdee	6.4
Torry West	5.5
Woodside	4.6

Destination data broken down by the stage the young person left school tells us that the longer a young person stays on at school, the more likely they are to enter a positive destination – see below:

Chart 2 - Destination by stage of leaving



It is worthwhile noting that whilst school rolls have been dropping (4.3% in the last 2 years for S4 – S6), 3.1% more pupils chose to remain in school after their statutory leaving date in 2008-09.

The destination data for our non mainstream schools providing special education at secondary level cannot be presented in detail within this report due to the numbers being so low to identify individual young people. The high level data that includes Beechwood School, Camphill Rudolf Stiener Schools, Cordyce, Hazelwood and Marlpool (now merged into Bucksburn Academy) is as follows:

Table 3 - Special Schools Data

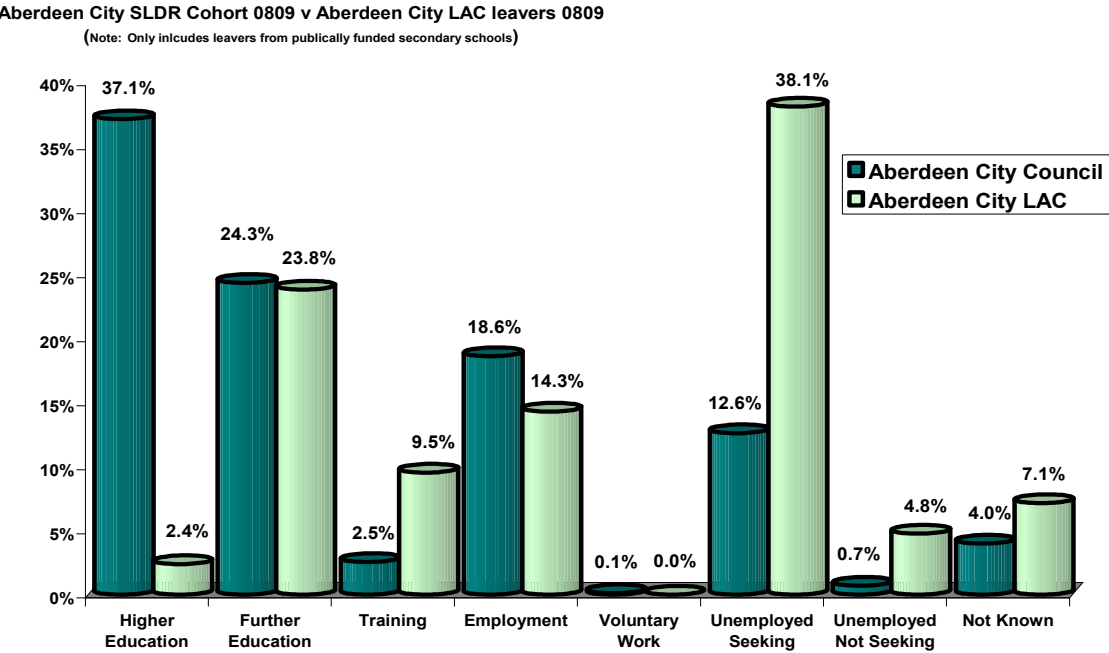
Special School	HE	FE	Training	Employment	Vol. Work	Unemployed Seeking	Unemp NOT Seeing	Dest. Not Known	Total
Total	0.0%	33.3%	7.7%	2.6%	0.0%	28.2%	10.3%	17.9%	29

Looked After Children

There were a total of 42 looked after children recorded as school leavers in the 2008-09 School Leaver’s Destination Report. At the time of the survey (Sept 09), 50% of these leavers were recorded as having entered a positive destination (see explanation above for definition of positive and negative destination) with the corresponding 50% recorded as entering negative destinations.

- A detailed breakdown on Aberdeen City Council’s looked after children destination data and how this compares to the overall school leaver cohort is presented below:

Chart 3 - Destinations of Looked After Children



There are significant disparities between looked after children and their peers with looked after children less likely to go onto a positive destination. Most notably, only 2.4% of looked after children compared to 37.1% of their peers go into higher education. Looked after children are also over-represented in the ‘unemployed seeking category’ with 38.1% falling into this category compared to 12.6% of the general school leaver population.

6:2:4 Progress Update

In May 2009, the Education, Culture and Sport Service took up the lead responsibility for the More Choices More Chances agenda and together with local partners and the Scottish Government carried out a review of the More Choices More Chances Partnership. The outcome was a revised focus on the planning and delivery of service to support young people approaching school leaving age. The membership was extended to include representation from the Youth Justice Partnership (from October 09) and Social Care and Wellbeing Directorate (to begin from Feb 2010). A review of capacity within the Education, Culture and Sport Service led to the Integrated Children’s Services Team providing dedicated support for the work of the partnership and to provide direct operational support for local services to deliver improved outcomes for young people in need of more choices more chances.

The Partnership also agreed to review the governance arrangement for the Partnership which currently sits under the Life Long Learning Forum to ensure a

more coordinated approach across the governance between Integrated Children's Services Partnership, Life Long Learning Forum and Aberdeen Works. The intention is following the development of the 2010-2013 Strategy that the work plan will be monitored and delivered across these three partnership replacing the need for a stand alone More Choices More Chances Partnership. The Education, Culture and Sports Service are embarking on work to ensure that there is a clear employability pipeline from the point of job experience in schools, post 16+ Learning Choices and onto the Aberdeen Works Pipeline. The skills audits carried out by the Aberdeen Works Partnership have been considered in the development of 16+ learning choices, particularly for those young people in the more choices, more chances cohort to ensure we match young people, skills development and local employment opportunities. In 2010, further work will be done to increase the number of local employers attending 16+ Learning Choice Jobs Fairs.

In July 2009, funding was successfully sought from the Scottish Government to establish 1.5 fixed term posts within the Integrated Children's Services Team to take forward the 16+ Learning Choices work stream. The 16+ Learning Choices Coordinator and 16+ Learning Choices Information Officer were appointed and joined the team in January 2010.

In August and September 2009, briefing sessions were carried out with all secondary and special schools (with secondary education provision) and Community Learning and Development. This led to the following programme of work being developed and delivered by December 2009:

- Operational briefings on 16+ Learning Choices, the Offers Process, a model for 16+ Learning Choice Teams in Schools
- Agreed 16+ implementation timeline for Aberdeen City
- A local eProspectus of all local providers of 16+ Learning Choices and support services for young people in need of more chances more choices to enable them to take up and sustain offers
- The establishment of 16+ Learning Choices Team in all secondary and special schools; Depute Head, Guidance Staff, Skills Development Scotland Carers Worker, Educational Psychologist, Community Learning and Development Officer supported by a member of the Integrated Children's Services Team).
- The development of named data sets for all schools for winter and summer leaver cohorts that included the school leaving date, social work involvement, looked after status and young offender status.

The 16+ Learning Choices Programme includes:

- Planning to ensure all young people approaching statutory school leaving age have a 16+ Learning Choice Offer in place in advance of their statutory leaving date
- Early identification of individuals at risk of moving into negative destinations prior to statutory school leaving age.
- Early assessment and support for young people for whom the Council has a corporate parenting responsibility due to their over-representation in the negative cohort statistics.
- Early assessment and support for young people with additional support needs due to their over-representation in the negative cohort statistics.
- Early assessment and support for young people engaged in offending behaviour due to their over-representation in the negative cohort statistics.

- Targeted approach for young carers who may be at risk of being in need of more choices more chances.
- The development of a school curriculum that supports the capacities and interests of all young people.
- Effective careers advice and guidance and targeted support, both from schools, colleges and other agencies to all winter and summer school leavers in advance of their statutory school leaving age.
- Provision of effective advice, guidance and support for those who have already left school to help them move towards and maintain positive destinations and achieve positive outcome and progress to the next step.

An assessment of the 2007-08 School Leaver Destination Report , Deprivation Index data and proportions of looked after children led to a target approach to implement 16+ Learning Choices for the winter leaver cohort in 2009 across 6 schools; Torry Academy, Kincorth Academy, Harlaw Academy, Northfield Academy, St Machar Academy and Cordyce Special School.

In preparation for the implementation of 16+ for the summer leaver cohort, the Integrated Children's Services Team were also able to visit Bridge of Don Academy, Hazlehead Academy and Dyce Academy in November 2009. Encouragingly, all three volunteered to progress early with 16+ Learning Choices for their Winter Leaver Cohort in 2009. Work is now underway to support all other secondary and special schools to implement 16+ Learning Choices for the Summer Leaver Cohort 2010. Specific assessment work at an individual level on all school leavers will be carried out to identify the key barriers that young people are facing, with a focus on those schools with higher numbers of young people in negative destinations. A similar assessment will take place with those schools with higher proportions in positive destination to understand the different challenges schools face and to share practice across areas where challenges are similar and particularly effective approaches have been identified as good practice in schools.

The More Choices More Chances Strategy Group in partnership with Aberdeen University are running planning consultation events with children's services staff across 4 ASG clusters in the City between 28th January and 4th of March. The events will also include evening sessions with children, young people and their families. The views will inform the development of local responses set out in the Aberdeen City More Choices More Chances Strategy and Plan 2010-2013.

In February 2010, Skills Development Scotland are leading a 16+ Learning Choices providers event in partnership with the Council to provide opportunities for young people to consider the options available and meet with professionals from local services, colleges, universities and the business sector in advance of their statutory leaving date to help them consider their options for learning pathways. To date we have 41 local organizations attending the event from the public sector, private sector and the third sector.

There is a commitment to work with local service providers, including those identified through the local Children's Services Network (ACVO) to develop information leaflets on 16+ Learning Choices for young people and their families. The team will be consulting with young people through the Aberdeen Youth Council before the information leaflets are published.

From April 2010, a 16+ Learning Choices Practice Forum will be established for all local partners to share good practice across the MCMC agenda. This will provide a systematic approach to sharing information, providing joint training and collating

information on barriers and challenges that need to be resolved through the National MCMC Forum or by the Scottish Government. The practice Forum will be split into two half days, the first half will focus on 16+ Learning Choices and More Choices, More Chances and the second half will focus on Looked After Children and the role of Designated Managers in School and the role of GIRFEC to support improved planning for these young people. A key focus for the first 4 practice forum will include any areas identified by 16+ Learning Choice Teams and early indications are:

- the need to share good practice for pre support for the more choices more chances cohort
- specialist services for children with disabilities and complex need and the potential for a shared services approach
- what works with looked after children and the role of GIRFEC planning for MCMC and LAC
- sharing practice to ensure we do not have any unknown destinations
- ensuring school recognize and record volunteering activities and develop formal systems to accredit, for example through ASDAN and Millennium Volunteering Awards

All services currently funded through the MCMC Strand of the Fairer Scotland Fund (FSF) were asked to submit a full evaluation to evidence the impact of their services on improving and sustaining positive destinations by the end of December 2009. This will ensure an evidence based approach to continued funding within the 2010-11 FSF allocations. Further decisions will be informed by the evidence of need set out in the 2010-2013 Strategy and Action Plan.

Recent data from Job Centre Plus shows that there has been a significant increase (75.7%) in the number of young people claiming Job Seekers Allowance. Aberdeen has had significantly higher numbers who claim JSA while young people tend to stay on JSA for significantly shorter periods of time. Skills Development Scotland (SDS) are working closely with the 16-18 year old age group and have relaxed the criteria for access to the Get ready for Work programme as well as the length of time young people can be supported. SDS are also working in partnership with other local training providers to deliver a new Targeted Pathways to Apprenticeships Initiative for those cohorts of young people. SDS are currently developing a Careers Essential pre employment programme to be delivered from March 2010 and targeting 16-19 year olds that have not taken up or dropped out of positive destinations post school. There are a number of targeted initiatives being developed in partnership with Job Centre Plus, including Backing Young Britain and the LOAN Team. Through the LOAN team to date, 43 jobs have been approved and will be targeted for young people aged 18-24. The 16+ Learning Choices Team will work closely with Aberdeen Works to further develop job opportunities for young people aged 18+ within the Future Jobs Fund programme. Further detailed analysis of this statistic is now underway across MCMC and Aberdeen Work Partnership and recommendation for urgent action will be reported in March 2010.

The Aberdeen City More Choices More Chances Strategy has been drafted in consultation with all key partners through the local More Choices More Chances Partnership. It is informed by a robust analysis of local data, including benchmarking across Scotland (through School Leaver Destination Reports) and an audit of local provision. It includes all actions raised through: consultation workshops held in 2007-08; the service mapping and future development options consultants report for the Aberdeen MCMC Partnership; and the recommendations

from the research undertaken by Barnardo's and Aberdeen Foyer on the specific needs of young people engaged in offending behaviour. The final stage is to include the views gathered during the January – March 2010 consultation events with local practitioners, children and their families. The final Strategy will be presented to the Education, Culture and Sport Committee on 15 April 2010.

The aim of the *Aberdeen City More Choices, More Chances Strategy* is to reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of *More Choices, More Chances*. To achieve our aim requires continuous improvement across the following five critical success factors set out in the document:

- i) Improved management of information and timely, proportionate and appropriate information sharing;
- ii) Developing appropriate provisions to support young people under 16 to reduce the flow of young people moving into the *More Choices, More Chances* cohort;
- iii) Developing appropriate provisions to support young people post 16 to move onto positive and sustained destinations in education, employment or training;
- iv) Ensuring the right levels of planning for transition from school into positive and sustained destination based on individuals needs and additional support requirements;
- v) Developing an effective partnership infrastructure to ensure a coordinate approach that meets the needs of our young people and delivers best value for our citizens.

National research and local data shows that the two main factors that lead to young people moving onto negative destinations are educational disaffection and socio-economic disadvantage. The young people most at risk of being in need of *more choices, more chances* are identified as those:

- Young people living within the 15% most deprived areas of Scotland
- Targeted additional support for all schools with higher proportions of negative destinations
- 20% lowest attaining pupils
- Young people who persistently truant in secondary school
- Young people identified as having enduring, multiple, and complex additional support needs
- Young people with long term sickness, young people with disabilities, and those with lifelong debilitating illness
- Young parents
- Young Carers
- Young People who are 'Looked After' (at home or away from home) by the local authority and Care Leavers
- Young people engaged in offending behaviour
- Young people engaged in substance misuse

The local Strategy and Action Plan is being developed to ensure a whole system approach to the delivery of 16+ Learning Choices to all young people approaching school leaving age with coordinated support at the earliest opportunity for those

young people in the above mentioned target group to ensure we stem the flow of young people in need of more choices, more chances. This requires individual approaches to ensure the right choices and right chances are provided that meet the young persons need and enable them to take up the positive destinations of their choices, and more importantly ensure they can sustain those opportunities and progress onto life long learning and employability.

The performance indicators reported within the *Single Outcome Agreement* will provide clear evidence of how the Aberdeen Council system of education is supporting and enabling pupils into positive and sustainable destinations. It also provides important evidence more broadly, on how those organisations represented across the More Choices More Chances Partnership are contributing towards this agenda.

Table 4 - Single Outcome Agreement Baseline, Performance and Targets for MCMC⁵

Outcome Measure	Baseline (06-07)		07-08		08-09		Target 09-10		Target 2013	RAG	
	%	+/- %	%	+/- %	%	+/- %	%	+/- %	+	Status	
Increase the proportion of secondary school leavers in positive and sustained destinations	88.8	-	85.6	- 3.2	82.7	-2.9	87.9	5%	95	+12.3 From 08/09	Red
Increase the proportion of leavers from special education in positive and sustained destinations	54.5	-	51.4	-3.1	-	-	-	5%	80	+33.6 From 08/09 8	Red

In 2010, the Partnership will develop stretch targets for the following schools to increase the proportion of school leavers entering positive destination for young people in need of *more choices more chances*. These schools have also been identified as pilot areas for the implementation of 16+ Learning Choices for the Winter Leaver Cohort 2009:

- Northfield Academy
- Torry Academy
- St Machar Academy
- Harlaw Academy
- All special Schools
- Kincorth Academy

Further development of local data set provided by schools to Skills Development Scotland, development of the *SLDR* nationally and the development of more robust operational information as part of the *16+ Learning Choices Programme* will provide an opportunity for the *MCMC Partnership* to further develop quality indicators to provide a picture of process on a quarterly basis. These may include:

⁵ The Aberdeen City Alliance Single Outcome Agreement 2009

- % of all school leavers being offered 16+ learning choice 6 months in advance of leaving school
- Proportion of offers that are sustained for a period of 6 months or more
- Proportion of offers that lead onto stable employment opportunities

6:2:4 Additional Information

It is important to note that alongside this work there are a number of key developments that are beginning to have a positive impact to improve the services we delivery to young people in need of more choices and more chances. In particular, the Integrated Children's Services Team have been working with the Depute Head Teachers in school to support them to implement the recommendation in Looked After Children: We Can and Must do Better. During the last 18 months the services has:

- Established the Designated Manager (DSM's) for Looked After Children role in all school and residential establishments in the City, in most cases this is the same Depute Head with the lead for 16+ Learning Choices
- Trained 5 local officers from a range of practice backgrounds to deliver training to DSM's on the 'We Can and Must do Better Training Materials' from Scottish Government (106 sessions have been delivered to date and an analysis and evaluation is currently underway)
- Completed a consultation with Looked After Children and developed a DVD for elected members, managers and practitioners
- Develop more streamlined processes between the Children's Reporter and the DSM's to ensure schools know at the earliest opportunity when a young person has become 'looked after' by the local authority

The following table demonstrates that schools are making positive progress to improve the achievement of children looked after by the local authority and will continue to targeted support and resources to ensure we continue to demonstrate improved outcomes for looked after children as a target group within 16+ Learning Choices. As the Council takes forward the learning from the consultation and the work with DSM we will closely monitor the progress being made at an individual young person level and at schools and authority wide level to ensure we are meeting the objectives set out in our Corporate Parenting Policy. The new national reporting framework for improving the educational outcomes for looked after children will further enhance our local approach to self evaluation and practice improvement:

LAC Status	Achieving SQQF Level 3 in at least one subject					Achieving SQQF Level 3 in English & Math				
	2008-09	2007-08	2006-07	Variance	SOA RAG – 5% target	2008-09	2007-08	2006-07	Variance	SOA RAG 5% target
All Looked After Children	82.50%	71.20%	48.60%	33.9%+	Green	55.60%	40.70%	20.00%	35.6%+	Green
Children Looked After At Home	74.10%	70%	37.50%	36.6%+	Green	59.30%	30%	8.30%	51%+	Green
Children Looked After Away from Home	88.90%	71.80%	72.70%	16.2%+	Green	52.80%	46.20%	45.50%	7.3%+	Green

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8. BACKGROUND PAPERS

- Skills Development Scotland School Leavers Destination Return for Aberdeen City Council, December 2009
- Aberdeen City More Choices More Chances Strategy and Plan 2010-2013
- Research into the Unmet Employment, Education, and Training Needs of Young People involved in Persistent/Serious Offending Behaviours, Aberdeen Foyer & Barnardo's New Directions Project, Jennifer Lambert, Elaine Dunlop.
- Aberdeen City, More Choices, More Chances Partnership, Service Mapping & Future Development Options, Smart Consultancy and Eddy Adams Consultants, April 2008
- Scottish Government Evaluation of Aberdeen More Choices, More Chances Partnership, June 2009

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18th February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Removal of Vacated Educational Property – Former Carden (on Dyce Primary Campus) from Education, Culture and Sport Account.
REPORT NUMBER:	ECS/10/23

1. PURPOSE OF REPORT

To report on future need by Education, Culture and Sport of the property formerly occupied by Carden School.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- notes the contents of this report and
- declare the former Carden School building at Dyce Primary School campus surplus to requirements and confirm its removal of from Education, Culture and Sport Account.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report in itself. Transfer of the building from the Education, Culture and Sport Account will result in the removal of a financial burden in terms of maintenance of a building which is surplus to requirements in the view of officers.

4. SERVICE & COMMUNITY IMPACT

This report relates to the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. This Report is contributes to Educational Priority 02 within *Vibrant Dynamic and Forward Looking* which aspires to ensure Aberdeen's pupils and teachers have school buildings fit for 21st century.

This Report fits within the proposed Service Plan Priority 'Fit for Purpose Schools/Learning Centres', whereby all learners will have access to high quality learning environments and facilities supporting them to achieve their full potential. This will include planning for an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need and delivery of Learning Estate Strategy.

5. OTHER IMPLICATIONS

None

6. REPORT

6.1 Introduction

The former Carden School closed in session 2002/03 and the vacated building has had a number of uses since, including some Community use. It is now only used as a temporary store for equipment related to the 3Rs Project. This will be removed by the end of March 2010. The building is not in a good state of repair and there is some damage due to water penetration.

6.2 Main Considerations

The building currently does not have any proposed use by Education, Culture and Sport and is now considered surplus to requirements. Although the review of the Learning Estate is on-going, the condition of the property would not allow immediate use without significant expenditure to bring it up to a satisfactory standard.

6.3 Proposal

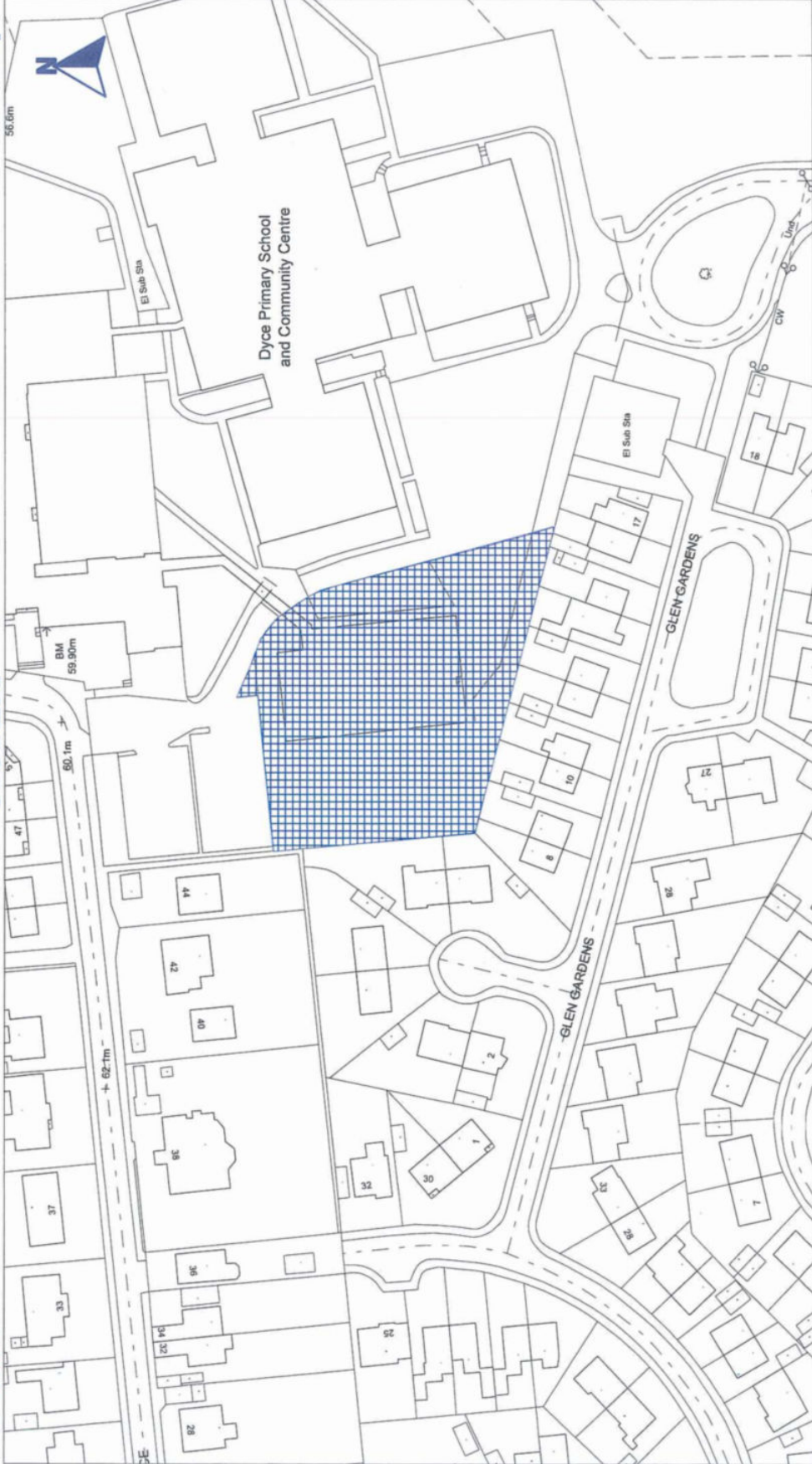
Declare the former Carden School building at Dyce Primary School campus surplus to requirements and confirm its removal of from Education, Culture and Sport Account.

6 REPORT AUTHOR DETAILS

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7 BACKGROUND PAPERS

Plan of ex-Carden School, Dyce



Title : Carden School

Scale: 1:1250

Date: 14 October 2008

Map Ref: NJ8912NW

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Museums & Galleries current and future storage requirements
REPORT NUMBER	ECS/09/077

1. PURPOSE OF REPORT

To bring together a number of issues relating to storage requirements for the Museums and Galleries Service and propose an integrated solution, which will deliver greater potential benefits to the City.

2. RECOMMENDATIONS

The Committee:

1. Agrees that officers develop a detailed brief for an integrated open museums store for the City.
2. Agrees that officers identify potential sites for a store, including those which can contribute to community regeneration.
3. Instructs officers to prepare a Capital Business Case for further consideration, in terms of the new Capital Planning Process.
4. Instructs officers to make initial approaches to potential external funders.
5. Instructs officers to report back to the Education, Culture & Sport Committee on progress at a future meeting.

3. FINANCIAL IMPLICATIONS

The build costs are projected to be between £9 million and £10 million, based on a similar project in Glasgow. It is expected that the redevelopment scheme would be eligible for Heritage Fund Lottery grants, as well as potentially from other grant making bodies. There is also potential funding if the open store is located within an area of regeneration.

The implications for Revenue funding will be included in future reports, although this will be offset by existing revenue budgets.

The Council needs to relocate the reserve collection housed at Frederick Street and there is a priority need to replace the environmental equipment at Kittybrewster store. A replacement facility is seen to be a demonstrable “spend to save” by removing the need to spend on repairs and maintenance, as well as reduced running costs, and will make the operation of the reserve collection much

more cost-effective. It will also provide additional public-facing facilities at minimal additional cost. A fuller cost benefit analysis will be undertaken.

4. SERVICE & COMMUNITY IMPACT

Single Outcome Agreement

SOA1 - Economic Development & Culture, Arts & Sports– impacts on Tourist industry and Business. Museums and Galleries provide access to heritage collections and works of art to both local citizens and visitors to the City. Historic buildings such as Provost Skene’s House are tourist attractions in their own right. The venues, together with the Collections contribute to the City’s ability to promote Aberdeen as a great place to live and work. Please note that the future opening hours of both the Tolbooth and Provost Skene’s House are subject to the corporate budget process 2010/11.

SO6 – contribute to health and mental well being, providing access to heritage and art to stimulate and improve mental skills and inform healthy living. Museums and Galleries provides reminiscence information and opportunities to access works of art for senior citizens. The recommendations of this report will increase opportunities for access to heritage information and artefacts.

SO7 – contribute to improving quality of life in regeneration areas. Museums and Galleries provides opportunities to access to quality services

SO10 – museum collections contain and make available community and local information and histories. Oral history of Grandholm Mill and provision of information panels for the Grandholm site. The recommendations of this report will increase opportunities for local communities to access heritage artefacts contained in museum collections

SO12 - value and enjoy our built and natural environment and protect it enhance it for future generations. Museum services record and interpret the built environment, including the Sites and Monuments Record and care of public art and sculpture.

SO13 – take a pride in a strong, fair and inclusive national identity. Museum collections are distinctive and offer access to the “real thing” through their programmes of activity and exhibitions. Collections are relevant to understanding our cultural identity and histories. Museums are key providers of cultural opportunities in Aberdeen. The recommendations of this report will increase opportunities and access to museum objects.

SO14 – public services of high quality, continually improving, efficient and responsive to local people’s needs. This includes museum exhibitions and displays, talks and events in response to public demand; working with communities to interpret local heritage. Bringing all the museum stored collections under one roof is an efficient way to care for these unique artefacts and artworks. There will also be the option to programme exhibitions and displays at a new storage site.

Vibrant Dynamic & Forward Looking

Aberdeen is an even more attractive place in which to do business – value of museums programmes of activity to creating a city “buzz”; offering businesses unique opportunities for corporate hire of venues.

Aberdeen’s unique granite heritage is protected – value of museum collections which record the history of granite industry.

Recognise contribution of Sport, Culture and Arts to promoting the area as a tourist attraction.

To maintain and develop arts and heritage activities and venues which have a positive impact on the social, economic and cultural development of the city.

The specific level of services provided is discretionary on the authority to provide, however the provision of Museums Services is included within the Legislation in Force and measured by a Statutory Performance Indicator and forthcoming qualitative measures. The current SPI is the "Number of visits to/usages of Council funded or part-funded museums per 1,000 population". It is only in the second year of reporting and Aberdeen's museums are in the upper quartile for 2008/9.

Continue to drive regeneration and take advantage of regeneration opportunities citywide as they present themselves and identify, in conjunction with the local communities, immediate priorities for regeneration projects.

Equalities & Human Rights Assessment

The service is used by a wide demographic of residents in the City, North East of Scotland and by incoming visitors, both leisure and business. There has been an increase in work undertaken to increase access to the collections and to the museums buildings in the City. Lifelong learning opportunities around specific collections and exhibitions have been developing in recent years, particularly targeted around those who have not previously seen museums as a natural place to visit. This has included adults with learning disabilities, older people, young people, ethnic minority groups and adults with physical disabilities.

5. OTHER IMPLICATIONS

The relocation of storage facilities for museum collections is identified as medium to high requirement as there will be a need to secure an alternative storage site for the storage space which will be vacated as a result of the sale of the Frederick Street premises. There is also a priority to invest in the improved environmental equipment at the Kittybrewster site to ensure the continued appropriate environmental conditions to preserve the collections stored at this venue.

It is not beneficial to move collections more often than necessary as this is both costly and increases the risk of damage to vulnerable and valuable objects.

The proposed Art Gallery redevelopment will be considerably eased if a new storage site is in place before the redevelopment work commences. Such a site would provide a safe and secure environment for collections and in addition permit the Service to maintain its profile in the city and wider area, by using the store as an exhibition space. Dundee City Council and Glasgow City Council secured similar storage sites prior to the major renovations at the McManus Gallery (Dundee) and Kelvingrove (Glasgow).

6. REPORT

Background

The collections held by the Museums and Galleries section are core to the successful delivery of the service. The results of the National Audit (2001) place Aberdeen's collections in the top ten largest collections on Scotland of objects of international, national, regional and local significance. This was reinforced in 2007 when the entire collections held by Aberdeen Art Gallery & Museums were awarded Recognition Status. The Recognition Scheme celebrates, promotes and invests in nationally significant collections held outside the nationally run museums and galleries around the country. Funded by the Scottish Government and managed by the Museums Galleries Scotland, the Recognition Scheme aims to make sure that these important collections are identified, cared for, protected and promoted to a wider audience.

Feedback from partners during the recent service review reinforces the strength and quality of the collection. Gray's School of Art commented that the quality of the art collection was an important factor as it allowed students access to both historic and contemporary works of art of the highest quality. Other sections of the collections are equally important in recording the social and cultural life of the City, one of the key functions of the service.

The calibre of the collection is also recognised by funding partners such as the National Fund for Acquisitions and the National Art Collections Fund who regularly award grants towards the cost of making new acquisitions.

The collections of Aberdeen Art Gallery and Museums are currently stored in a number of locations, none of which was purpose-built. In 1983 the department acquired space at the Kittybrewster depot, which was adapted with the addition of site specific racking and shelving units. Air conditioning and monitoring equipment was also installed, however this now requires significant upgrading and replacing. Another major storage site is at Frederick Street in accommodation shared with WhiteSpace. Again this building is not purpose-built and we have had to adapt it for our needs, frequently due to lack of financial resources by re-using shelving and cupboards discarded from other sites. Due to the nature of this site items of lower financial value are stored here. Other smaller specific stores for paintings, sculpture, works of art and costume are located within the Art Gallery building. There are also small storage spaces in Aberdeen Maritime Museum and Provost Skene's House. Together these stores accommodate a wealth of material, ranging in size, media and value.

The provision of suitable storage sites is a performance measurement of the Museums Libraries and Archives Council's (MLA) Accreditation Scheme. The Museums and Galleries storage facilities have been independently assessed as:

Store	Building Performance	Site	Functionality	Overall
Art Gallery	Poor	Fair	Fair	Fair
Kittybrewster	Fair	Good	Good	Good
Frederick Street	Fair	Fair	Fair	Fair

In terms of future storage of the collections two key areas have been identified: as having lack of capacity and needing improved environmental conditions.

Capacity:

Both the Frederick Street (14,000 square feet approx) and Kittybrewster (15,000 square feet) sites are close to total capacity. Objects are stored in corridors, which is not best practice. Although safe working procedures are in place to mitigate risks, the continued use storage in corridors restricts our ability to use handling gear and may lead to accidental damage.

For a long time we have faced the problem of how to deal with very large objects (such as those offered from Grandholm Mills and those which might come from the oil industry). These cannot be accommodated in our present stores and both budget and other constraints make commercial storage for museum objects problematic.

At Kittybrewster we also store very large and oversized frames and paintings, mainly provostal portraits. These are not part of the museum collections and whilst under our professional care, they are the responsibility of another part of the Council. As they form part of the City's civic heritage it is felt that a corporate responsibility is needed to ensure accommodation which allow us to provide the appropriate professional care without compromising the storage of accessioned artefacts.

The storage spaces at the Art Gallery are also filled to capacity and in the upper storage spaces contained within the Murray Room there is concern about the load bearing, which means we are unable to add new material to the storage rooms.

A number of programmes to upgrade equipment in some storage areas have been carried out, and specific areas of the collection have been reviewed with excess or unsuitable objects de-accessioned and disposed of. All disposals were carried out in an ethical manner, as approved by the Museums Association and set out in our disposals policy.

Environmental Issues

The environmental conditions at Kittybrewster are relatively good, but we face the problem of old equipment that now requires replacing. New controls have been installed to monitor the environment, however appropriate recording monitors in the individual storage rooms are now required, along with the replacement of the three air handling units which are now 20 years old and this must be considered a priority if we are to provide a suitable environment to maintain the Council's assets. The indicative costs of replacing these units is £100,000 and we have been advised by Non-Housing Maintenance that there is no budget within Repairs and Maintenance to carry out this work. The flat roof has also presented problems. Two thirds of the roof has been replaced and we are waiting for the money (£150,000) to be released from Capital funds to complete the project. Meanwhile we have covered areas at risk with polythene as a precaution against possible water ingress.

At the Art Gallery, the stores suffer from inadequate environmental controls. A boiler capable of delivering individually tailored heating to different areas has been installed but the controls have not, with the result that the costume store can be too hot in winter and too damp and cold in summer, when the main heating is turned off. There are also problems relating to solar gain through the roof.

The Proposal

A number of options for improving storage facilities were examined in the Service Review and how best to address the needs of improved capacity, environmental conditions, health and safety and to provide new access for all citizens is to create a single storage unit, bringing all the collections together in one site. This is the most disruptive option in the short term but the one that would bring long-term benefits.

Advantages:

- Increased capacity
- Improved environmental conditions, with the conditions tailored to the needs of differing collections materials
- Improved health and safety
- Access for the general public and increased access to the City's Museums and Galleries collections
- Access for school groups
- Facilities to accommodate the needs of those with physical difficulties
- Efficient use of staff time
- Improved location tracking of objects
- Improved security
- Decrease in risk of damage to the collections
- Improved documentation procedures
- Improved photographic facilities, also leading to a reduction of risk of damage to objects

Location

The site need not be city centre, but good transport links are required and it should be easily accessible by public and private transport. Ample parking space is required for both delivery vehicles and cars (staff and visitors). Visiting conservators have drawn attention to high pollution levels at the Kittybrewster site, due not only to its location but also to the large amount of vehicular traffic. The conservators have suggested that this may be a contributing factor to the current tarnishing of metals and should be taken into consideration in locating a new site. Further work would be required to confirm if this is correct.

Locating the open store in an area of regeneration offers potential wider benefits to the local community in terms of visitors, economic generation, wider infrastructure investment and possible employment opportunities indirectly. There would be the potential to include a community benefit clause relating to providing employment and/or training as part of the procurement process for any new build option. Glasgow located its open store in an area of regeneration and the experience has had mutual benefits for the community and museums service.

Capacity

The first priority must be able to accommodate existing collections with a built in capacity to handle future collecting. However, to follow best practice and design for public access we must factor in space to allow the safe and comfortable movement of groups through the building. We must also ensure that mechanical handling of collections does not present a hazard to either employees or public.

Combining the existing storage spaces at Kittybrewster, Frederick Street, the Art Gallery and the two smaller museum stores gives an estimated figure of just over

40,000 square feet. To allow the collections to grow and to include office accommodation, photography studio, workshop space for children etc a much larger space would be required

The proposal is to consolidate the Collections held at Kittybrewster, Frederick Street, the Art Gallery basement, and with the work to redevelop the Art Gallery itself underway, that its collections will need a temporary home.

A purpose-built store will achieve all the above and once the latter need has been completed, there will be suitable accommodation to also house the following – Library & Information Services reserve and newspaper collections, currently held in Airyhall, Culter, Torry, Woodside and the Central Library. Re-housing these collections will improve disaster management and conserve these items for the community in the future. The City Archives would also be able to make use of the space as storage only, subject to specifying their storage and access conditions at design stage,

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Report on Notice of Motion by Cllr Kiddie: Museum of Aberdeen and North East Scotland, Education & Leisure Committee, 30th August 2004.

Policy & Strategy Committee, Development of a Cultural Strategy, 29th September 2004.

Best Value Review – Education & Leisure 16 May 2006 Item 17

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 February 2009
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Sports Grants
REPORT NUMBER:	ECS/10/09

1. PURPOSE OF REPORT

This report brings before the Committee applications for financial assistance from sports organisations and makes a recommendation for each application. There has been one funding application received.

2. RECOMMENDATION(S)

That the Committee considers the application and approves the recommendations:

2.1 Royal Caledonian Curling Club	£5000

3. FINANCIAL IMPLICATIONS

The Financial Assistance sports budget for the year 2009/10 is £69,000. Assuming that the recommendations are approved there will be £32,526 funding available for the remainder of the financial year, as detailed in Appendix 1.

4. SERVICE & COMMUNITY IMPACT

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an "Active City".

The report also links to Vibrant, Dynamic and Forward Looking through Culture, Arts and Sport:

- Increase participation in sport, provide support for athletes and reward excellence
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

5. OTHER IMPLICATIONS

The 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 from this grant. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.

6. REPORT

The Financial Assistance budget for 2009/10 has been set by the Council at £69,000. A copy of the guideline notes for sports organisations is included in the City Council Funding Pack sent to potential applicants outlining the assessment criteria in place. Applicants are assessed against the criteria and recommendations made for Committee approval. The increase in funding available provides the opportunity for partnership working with Governing Bodies and the neighbouring local authorities of Aberdeenshire and Moray, with regards to potential sports development.

Royal Caledonian Curling Club`

This is a request for continued partnership funding in support of the position of a Curling Development Officer, based at Curl Aberdeen. A Curling Development Officer has been in post since 2002, initially on a part time basis and since 2007 on a full time basis. This request would allow the partnership with the Royal Caledonian Curling Club, Curl Aberdeen and Aberdeenshire Council to continue and build on the development of curling in Aberdeen City.

The Curling development Officer has been working closely with the Active Schools programme to introduce primary schools in the city to the Curling's Cool programme with a total of 332 participants from April through to December 2009. A Girls Only after school has also been set up and the junior development programme has expanded. In addition secondary schools are now being introduced to the curling programme. There is now an established programme of coach and volunteer development in operation.

This request is for Aberdeen City Council's partnership contribution for 2010/2011.

Funding Request	Funding Recommendation
£5000	£5000

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Aberdeen City Council Funding Pack

Appendix 1

Summary Table of Financial Assistance Sports Awards 2009/10

Sports Organisation	Funding Awarded	Committee Approval
Aberdeen Churches League	£500	Resources Management 5/05/09
Aberdeen Primary Schools Netball Association	£500	Resources Management 5/05/09
City of Aberdeen Gymnastics	£3000	Resources Management 5/05/09
North East of Scotland Tennis	£2000	Resources Management 5/05/09
Scottish School Gymnastics	£1500	Resources Management 5/05/09
Torry Youth Karate Club	£1500	Resources Management 5/05/09
Sub total	£9000	
Scottish Disability Sport	£1200	Resources Management 16/06/09
Aberdeen Lacrosse Club	£1874	Resources Management 16/06/09
Scottish Rugby Union	£3000	Resources Management 16/06/09
Sub total	£6074	
Aberdeen Secondary Schools Football	£1000	Education, Culture and Sport 27/08/09
Aberdeen Sports Council	£7000	Education, Culture and Sport 27/08/09
Chris Anderson Trust	£2500	Education, Culture and Sport 27/08/09
Aberdeen Synchronised Skating	£2000	Education, Culture and Sport 27/08/09
Sub Total	£12500	
Hazlehead Academy Climbing Club	£500	Education, Culture and Sport 08/10/09
Aberdeen Dolphin Swimming Club	£1500	Education, Culture and Sport 08/10/09
Sub Total	£2000	

Granite City Badminton Club	£500	Education, Culture and Sport 24/11/09
St Machar School of Football	£1400	Education, Culture and Sport 24/11/09
Sub Total	£1900	
Total funds disbursed to 24.11.09	£31474	

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 th February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Grant Support Applications for Interim Travel Arrangements - Displacement of Programmed Sports Activities
REPORT NUMBER:	ECS/10/04

1. PURPOSE OF REPORT

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

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

2. RECOMMENDATION(S)

That the Committee:

Notes the report contents and approves the travel funding applications detailed below.

3. FINANCIAL IMPLICATIONS

The recommendations outlined in this report would involve a disbursement of £1500.00, which will come from the Interim Travel Grants Budget, funding of which was agreed at the Full Council meeting of 14th February 2008.

Should these recommendations be approved, a total of £16,340.00 from the annual £25,000 travel grants budget will have been allocated.

The remaining underspend from this budget, amounting to £8,660 will be regarded as a saving against the Corporate Budget within this financial year.

4. SERVICE & COMMUNITY IMPACT

This report links to Aberdeen City's Community Plan, specifically in relation to ensuring that our Community has 'access to services of a high quality

that meet their needs.’ under the ‘We value our people’ strand and Single Outcome Agreement Outcomes 6, ‘We live longer, healthier lives’ and 13, ‘We take pride in a strong, fair and inclusive national identity.’

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

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

The report also relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an “Active City”.

5. OTHER IMPLICATIONS

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

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

There are no additional implications involved in considering this report.

6. REPORT

There have been five grant applications received in support of talented individuals and volunteer led sports or community based organisations from the fund.

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

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

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

Main Aims

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

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

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

Application Criteria

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

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

Recommendation

- i. The following submissions have been presented, amounting to £1,500.00 of support from the Fund with recommendations for the disbursement of £1,500.00

These recommendations would commit a further 6% of the annual budget for the Scheme, bringing the adjusted total commitment to date to 65.3% of the available annual budget.

Activity/Applicant	Nature of Support	Request 09/10	Total Costs	Recommendation
Ice Hockey Jenny Findlay	Travel costs involved in attendance at supported coaching sessions in Elgin by a junior athlete (April – November 2009)	£300.00	£1224.00	Approve
Ice Skating				

Allan Lilly	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (April – December 2009)	£300.00	£840.00	Approve
Carole Keith	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (June – October 2009)	£300.00	£784.00	Approve
Karen Ayrton	Travel costs involved in attendance at supported coaching sessions in Edinburgh by a junior athlete (April–November 2009)	£300.00	£3,024.00	Approve
Terry McDonald	Travel costs involved in attendance at supported coaching sessions in Edinburgh by a junior athlete (April–November 2009)	£300.00	£2,688.00	Approve

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

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

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Bookings and Lettings Review
REPORT NUMBER:	ECS/10/15

1. PURPOSE OF REPORT

This report provides an update on the progress of the bookings and lettings review and presents to Committee proposals for consideration. It also sets out the terms of the revised Bookings and Letting Policy and Procedures for approval.

2. RECOMMENDATION(S)

That the Committee considers the proposals and approves the key elements of a revised Bookings and Lettings Policy and Procedures, as set out below:

- 1) That both the Sports Bookings and Educational Lettings system be brought together into a single more customer focused, integrated system.
- 2) Officers continue to explore options to progress the procurement of an electronic Leisure Management System.
- 3) That Officers progress discussions with staff and Trade Unions about options for the deployment of janitorial cover, and bring a further report to a future meeting of the Committee.
- 4) That Officers develop alternative options for staffing facilities, in the event that full janitorial cover is not possible, and bring these options in a further report to a future meeting of the Committee.
- 5) That, wherever possible, lets are allocated into a reduced number of buildings, in line with the principles set out in section 5 of the report.
- 6) That Charging Categories based on the size and type of the facility being used, are introduced for use of all sports and educational establishments, as set out in section 6 of the report.
- 7) That charges are applied in line with the Charging Rates relative to the majority nature of the Group using the facility as set out in section 7 of the report.
- 8) That applications for Lets be considered in line with the Access Priorities set out in section 7 of the report.

- 9) That all groups hiring facilities for coaching and tuition purposes be required to provide evidence of insurance and coaching qualifications, within a 2 year period.
- 10) That the City Council and Sport Aberdeen sign up to the 2006 Accord, as a means of demonstrating best practice in relation to the protection of children within facilities operated through the revised Bookings and Lettings System.
- 11) That Officers report to a future meeting of the Education, Culture and Sport Committee on the outcome of a review of the Access to Leisure Scheme.
- 12) That 10% of the income for use of Schools and Community Centres is paid to the establishments, in recognition of the additional costs resulting from external lets.
- 13) That Officers report to a future meeting of the Education, Culture and Sport Committee on the outcome of a review of the Corporate Budget.
- 14) That the revised Bookings and Lettings policy and procedures be progressed in time for implementation in August 2010.

3. FINANCIAL IMPLICATIONS

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

The budget for Janitorial overtime to support lettings in educational establishments for 2009/10 is £333,000, though due to the volume of lets and facilities involved, these budgets have historically been overspent for a number of years.

The budget for Income from lettings within educational establishments for 2009/10 is £309,347, which includes approximately £140,000, which is funded from the Corporate Lettings Budget, managed by Corporate Governance.

In addition to the above, there are significant 'hidden costs' relating to heating, lighting and wear and tear to buildings and equipment within schools and community learning and development facilities, which are not easy to identify, given that they are part of the overall running costs of the establishments. In 2008, an external audit by Henderson Loggie, estimated that the energy costs alone amounted to an average of just under £21 per hour of use within educational establishments (based on 2006/07 costs).

Should the recommendations be approved, it is anticipated that in 2010/2011 there would be an increase of £40,000 may be achievable through increase in income, assuming the customer base remains stable; and a reduction in expenditure of £50,000 primarily through the more efficient use of janitorial provision, the rationalisation of the number of buildings available for hire, and reprogramming of activity throughout the city.

4. SERVICE & COMMUNITY IMPACT

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an “Active City” and in relation to ensuring that our Community has ‘access to services of a high quality that meet their needs.’ under the ‘We value our people’ strand and Single Outcome Agreement Outcomes 6, ‘We live longer, healthier lives’ and 13, ‘We take pride in a strong, fair and inclusive national identity.’

The report also links to Vibrant, Dynamic and Forward Looking through Culture, Arts and Sport:

- Increase participation in sport, provide support for athletes and reward excellence
- Ensure high quality, well managed sports facilities in Aberdeen
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

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

- Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen
- Provide a comprehensive and high quality range of sports facilities in Aberdeen City Council
- Maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen City
- Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential
- Raise the profile of sport in Aberdeen

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

5. OTHER IMPLICATIONS

Detailed proposals in relation to more efficient use of janitorial provision, or alternative options for staffing lets during evenings and weekend, will require further consultation with staff and Trade Unions.

6. REPORT

Background

The review of Bookings and Lettings policy and procedures has been an area of development which has been scheduled for completion for several years. The current Letting of Educational Establishment Policy has been in operation since 2000.

At the Council meeting on 13 February 2008, the recommendations of the Sports Transformation Programme were approved. The Sports Transformation Programme was part of a wider initiative that sought to identify service improvements which would ensure that the City's residents receive the best possible services within the challenges of the current financial climate. A specific area of the programme related to the review of bookings and lettings. The need to consolidate disparate bookings, lettings and charging policies and procedures to meet the requirements and expectations was identified and ten separate recommendations were approved, with the general objective being the implementation of one single integrated booking system for all sports and educational establishments.

The key elements of the Transformation Programme were as follows:

1. Implement a single integrated bookings system.
2. Progress the procurement of a Leisure Management System as a priority.
3. Investigate the options for deployment of janitorial cover.
4. Investigate different options for staffing facilities where appropriate.
5. Rationalise venues available for hire through a strategic approach to the administration of bookings.
6. Develop and implement a standardised charging system based on type/category of facility.
7. Develop a charging policy which defines user categories and priorities.
8. Standardise quality assurance requirements of groups applying for facilities.
9. Sign up to 2006 Accord for the Protection of Children in Scottish Sport by 2009.
10. Carry out and implement an Access to Leisure Review.

The proposed timescale for implementation is August 2010, in order to coincide with the start of the new academic year for educational establishments. This timescale also enables the new Sports Trust, Sport Aberdeen, which will be managing bookings and lettings for both sports and educational establishments, to be fully established prior to implementation.

In addition to the Transformation Programme, two other pieces of work were undertaken specifically with reference to the Letting of Educational Establishments. An External Audit in 2008, together with an Internal Audit in January 2009 both highlighted recommendations with reference to the lettings process, and the recommendations seek to address these issues.

A Bookings and Lettings Officer Working Group, consisting of the key services involved has been in operation since November 2009 to drive forward the Review, and ensure that specific areas of work are completed in line with the implementation date identified.

Consultation

It is imperative within any Review that adequate consultation is undertaken with key stakeholders, including facility users, head teachers, facility management staff, childcare partnership, Sport Aberdeen, trade unions, and Education, Culture and Sport committee members.

An Education, Culture and Sport Committee members' workshop was held on 15 December 2009 to provide the opportunity for input from committee members, in advance of the formal recommendations being presented.

Two open consultation meetings were held on the evenings of the 12 and 13 January 2010 in order to provide facility users with more detailed information regarding the review proposals, and allow them the opportunity to input to the process. Notification for the meetings was by individual letters, and through a press release in the local papers. The meetings were attended by over 60 individuals, representing approximately 40 groups, and as well as feedback taken during the meetings, groups were invited to submit written comments, particularly on the potential impact of the proposals on their groups by the end of January. Feedback has been incorporated into the report under the 10 individual headings.

A follow-up Workshop was held for Education, Culture and Sport Committee members on 3 February 2010 to enable committee members to receive feedback from the consultation, and allow them to input to the final proposals, with greater knowledge of the potential impact of the proposals on users groups.

Whilst both primary and secondary head teachers have been included in the officer working group which has been leading this review, further engagement took place with primary head teachers at one of the quarterly head teacher meetings on 21 January 2010 and with secondary head teachers on 4 February 2010.

Consultation was also undertaken with Aberdeen Sports Council, Active Schools, and Active Communities.

Particularly in relation to the issues of janitorial staffing relating to lets (as covered in section 3 and 4) early discussions have taken place with trade union representatives and these will continue over coming months as this work progresses.

Recommendations and Proposals

1. Implement a single integrated bookings system.

Rationale

This recommendation represents the overarching objective of the Review, which is to bring together the two disparate systems, of the Sports Facilities Booking System and the Letting System for Educational Establishments, (including Schools and Community Centres) to provide a more customer focused service.

Proposal

Whilst both the Sports Bookings and Educational Lettings are now managed by one team, which will be transferring to Sport Aberdeen later this year, the intention is to bring the two systems together into a single system, with the aim of providing a much improved level of customer service. This will mean that, when a member of the public, or group enquires about a particular type of facility, staff will be able to provide a range of options across all educational, community learning and sports facilities, (for example, if a space in a Sports Centre is not available, groups could be offered facilities within Schools or Community Centres, or vice versa).

Alongside developing these proposals, an audit has also taken place of the facilities and supporting equipment available within educational establishments, in order to assist the Lettings Team provide a more tailored service for groups seeking particular facilities. The result is that Team will now have a much better awareness and knowledge of the relevant sizes, layout, restrictions and equipment, relating to each facility, which should mean that they can direct groups to the most appropriate facilities, to meet their specific needs.

This proposal also builds on experience within other local authorities, which have been through similar reviews, including Aberdeenshire Council, on the basis that many groups may operate across both City and Shire, and there are therefore significant benefits in having similar schemes to avoid unnecessary confusion, (for example, using similar definitions of types of groups and age categories).

Consultation Feedback

Feedback about the principle of a single integrated lettings system was generally very positive, with a significant number of users indicating that they could see many potential benefits of a more unified, and customer-focused system. There were a few minor concerns about whether this was primarily being driven by budgetary and financial constraints, and a number of existing users indicated that the current letting system can be somewhat inflexible.

2. Progress the procurement of a Leisure Management System as a priority.

Funding had been identified in the Non-Housing Capital Programme to procure an electronic Leisure Management System, in order to provide an integrated online bookings, database and management information system. Work had been undertaken during the early part of 2009 in relation to developing a specification and starting the tendering process; however as part of the review of the non-housing capital programme in May 2009, this element was removed from the capital allocation.

Officers within the Working Group have identified that the lack of a electronic leisure management system is likely to limit some of the potential benefits of the Review, (including efficiency, quality of customer service, and availability of management information), and would therefore propose that further work takes place to investigate the potential for such a system, if a single integrated booking system is to be efficient. Members attending the Committee Members Workshop also agreed that this issue should continue to be progressed, if at all possible. The need for an electronic Leisure Management System was also supported by an Internal Audit report in January 2009, particularly in relation to being able to provide appropriate quarterly performance monitoring reports on lettings.

Consultation Feedback

There was agreement in the consultation meetings that having an electronic Leisure Management System would help provide a more efficient service, and should be progressed.

3. Investigate the options for deployment of janitorial cover.

Rationale

Currently the operation of the majority of educational facility lets require janitorial services to be present and responsible for the health and safety requirements. This work is undertaken after 6.00pm and weekends as part of voluntary overtime and is not reflected in the core duties in the janitorial job description, and therefore requires to be paid at enhanced rates.

The budget for janitorial overtime attributed to lets is on average considerably more than the income generated from lets. In addition, because the provision of janitorial cover during evenings and weekends is all done on a voluntary basis, there can often be difficulties in getting adequate staff to volunteer, particularly since recent restructuring and reduction in staff across Facilities Management. This can mean that either lets cannot be staffed, or it can take a significant amount of time to be able to confirm staffing cover, and therefore confirm that lets can go ahead.

Proposal

The proposal is to consider the working pattern of the janitorial service, giving consideration to the employment of dedicated part time or casual janitorial staff to cover the letting in the evenings from 6.00pm - 10.00pm and at weekends. This would mean that these staff would be committed to covering evening and weekend lets, rather than these hours simply being 'tagged onto' their day jobs, and should also mean that staff could be paid at 'flat rate', rather than at enhanced overtime rates. By contracting staff to a set of agreed hours, this would enable the City Council to commit to being able to open and staff a range of buildings between 6.00 – 10.00pm on weekdays, and as required at weekends, and therefore actively promote these potential 'opening hours' for each facility, so that groups applying for lets would know what was available, rather than simply responding to requests.

Consultation Feedback

Whilst initial discussions have taken place on these proposals, it is recognised that more detailed work needs to take place, including consultation with relevant staff and Trade Unions. It was therefore not appropriate to discuss this proposal at any level of detail within the public consultation. There was however general support for the principle of specific times identified for lets, particularly as a number of groups indicated that they had previously not been able to get the lets they required due to staff not being available

The fact that further work is still required in relation to janitorial cover should not however delay the potential implementation of the revised lettings procedures, and it is intended that this work continues in tandem with the roll-out of the new arrangements, with a further report being presented once details are clearer, in advance of implementation in August 2010.

4. Investigate different options for staffing facilities where appropriate.

Rationale

In line with the review of janitorial services, other options can be considered for the operational management of buildings and the letting process, in the event that

the above proposals for contracted evening and weekend janitors are not viable, or in order to make greater efficiencies in relation to potential staffing costs.

Proposal

Currently limited key holder provision is in operation. It is proposed, dependant on risk assessment, to explore opportunities for key holder access where appropriate, (e.g. sports pavilions and changing accommodation). Currently key holder and staff access is being looked at as part of the review of community learning centres. In addition, opportunities to utilise Leisure Attendants at suitable facilities should be explored.

Consultation Feedback

As above only initial discussions have taken place on these proposals, and it is recognised that more detailed work needs to take place, including consultation with relevant staff and Trade Unions. For this reason, these proposals were only briefly mentioned as part of the public consultation.

There was however some interest from a number of user groups in the potential for key holder access, though it was pointed out that this may only be an option for certain smaller, or more self-contained buildings, where security and access could be easily controlled. It is also recognised that further work is required as a part of the Community Learning Hubs.

5. Rationalise venues available for hire through a strategic approach to the administration of bookings.

Rationale

The recommendations of both an external audit in 2008 and an internal audit in 2009 relating to the letting of Educational Establishments highlighted the need to be more efficient with regards to the utilisation of both the number and type of buildings for let. An interim review in 2008 rationalised the number of buildings available for let and this has helped to highlight the groups who may require particular assistance in being allocated appropriate accommodation.

In 2008/2009 there were over 90 different buildings in use through the Educational Lettings procedure, many of which had no more than one or two lets per week. There is a risk that with this number of facilities this does not allow for the effective use of the estate. This is particularly the case in staffing lets, where as a result of the issues set out in section 3 and 4 above, it is often difficult to secure adequate janitorial staff to cover all the lets.

The principle now being proposed is to focus on more suitable buildings which can provide the best possible facilities, as well as maximising the use of space.

Proposal

The proposal is to focus usage on the larger, more extensive and fit for purpose facilities as follows:

3Rs buildings - use of these new purpose-built facilities should be maximised, not only due to the fact that they offer the most up-to-date, and 'state of the art' school and community buildings within the Council's responsibility, but also because the contractual agreement in place between the operators means that

the City Council has use of a large bank of hours for letting purposes, at a more cost effective rate than Council operated facilities.

Academies – in addition to the two 3Rs Academies (Bucksburn and Cults), it is proposed that use of the remaining 10 Academies is maximised, as they all act as key focal points within their communities, and have an extensive range of facilities.

Community Centres / Larger Primary Schools – in addition to the above, it is proposed that within each Associated School Group, one or two of the larger Primary Schools, (dependent on demand), are identified as key facilities, which can accommodate the widest range of lets. Ideally these would be located in different locations across the ASG area, in order to provide as localised facilities as possible. The number of Primary Schools would be dependent on demand, as well as the geography of the ASG area, in order to remain local, and offer the opportunity for users to walk to facilities.

Smaller Primary Schools – as far as possible the proposal would be to limit the evening and weekend use of smaller, less well provided Primary Schools, in favour of the above facilities, this would not preclude out of school care prior to 6pm. However, in cases where there is not adequate capacity elsewhere, or where users are able to make a particularly strong case for continued use of these facilities, it is proposed that they are limited in the number of days on which they are opened. This may mean that users who have historically met at different times and on different evenings of the week may be encouraged to find mutually agreeable times when they can share use of the facility, thus reducing the cost of overheads, and the number of times buildings are opened.

The intention would be that the above priorities would be applied on an annual basis, in response to the annual let applications, received in April and May, for the school year starting in August, and would therefore be dictated by the level of demand.

Consultation

Users generally accepted the principle of reducing the number of facilities, and could see the benefits of different groups sharing buildings, rather than an individual school being opened just for one group. There were concerns raised about locations of buildings and potential travel distances, though Officers assured attendees that any rationalisation would be considered within Associated School Group (ASG) areas, and would take account of particularly large distances, as in the case of St Machar ASG. Further issues raised included concerns about the compatibility of use, (e.g. pipe bands rehearsing alongside other activities). There were also concerns raised from uniformed organisations, (such as Brownies, Rainbow and Beaver groups). This followed on from the partial rationalisation exercise undertaken in 2008, when a number of groups were relocated to unfamiliar buildings. There was a view from these groups that they needed to be close to children's homes, and ideally operate from the same Primary School that children attend. Whilst the rationale behind these concerns is not entirely clear, one potential way around this issue may be to bring a number of groups together in a smaller school on the same evening, as set out in the last of the proposals above. Overall, the principle which should be applied in relation to relocating groups should be to adopt what would be considered a 'reasonable' approach.

Consideration should also be given to any relocation of out-of-school care clubs with regards to the care commission registration requirements.

Particularly in relation to community centres, there were some concerns raised that the rationalisation of lets may lead to the possible closure of under utilised facilities.

It was also suggested that the Council should actively be promoting the space available within buildings to achieve maximum usage.

6. Develop and implement a standardised charging system based on type/category of facility.

Rationale

There are currently two charging policies in existence for the hire of facilities within the current sports bookings and lettings procedures. This leads to inequalities with regards to cost and facility access. This has been highlighted on many occasions through regular sports users' group meetings, and there is a desire to produce a more fair and equitable policy. In 2005 initial recommendations were approved by Committee and implemented to standardise charges for football pitches across the City, including those managed both by educational and sports establishments. This was well received by the various football associations within the area.

It is recognised that the potential increase in charges is one of the more sensitive areas within any review of Booking and Letting arrangements. However, it has to be accepted that, particularly in relation to the larger facilities in schools, (e.g. Games Halls), the charges have for many years been significantly lower than comparable facilities within sports facilities. In general, charges for smaller spaces, (e.g. meeting rooms and single badminton court-sized halls), are cheaper within Sports Centres, and those for larger facilities, (e.g. sports/ games halls), are considerably more expensive. The sports facilities charges do generally fall in line with national benchmarking charges, which are compiled within the annual SportScotland digest of Charges for Sports Facilities.

Proposal

The proposal is to base the hire charges on the amount of space being used, in line with the current sports facilities charging policy. This not only reflects the majority of good practice from other local authorities, but is also in line with 'The Challenge of Charging', and the sports facility charging information included in the SportScotland digest of Charges for Sports Facilities.

The proposed costs for indoor facilities would be based on the unit cost of the area of one badminton court and multiples thereafter, with a single charge being introduced for classroom/ meeting room use. The charges would be based on cost per hour for facility hire.

The proposed charging categories are as follows:

- Group 1 – Classroom/ Meeting Room
- Group 2 – Badminton Court-sized hall (e.g. small primary school hall/dining hall)

- Group 3 – 2 Badminton Courts-sized hall
- Group 4 – 3 Badminton Courts-sized hall
- Group 5 – 4 Badminton Courts- sized hall
- Group 6 – Multi Use Games Areas
- Group 7 -- All Weather Pitches
- Group 8 – Swimming Pools

The proposed baseline core charges for adult community activities for each of these categories, based on the current sports charges, are set out in Appendix 1.

Within these proposals, the charges for the smaller facilities, (i.e. Group 1 and Group 2), would reduce, whereas the charges for the larger facilities, which are a multiple of badminton courts, would increase, on the basis that groups are being charged for the specific space that they use.

Consultation

Whilst some groups felt that the charging categories should also reflect the quality of the facility, it is hoped, that by applying the principle of focusing lets on the better quality facilities as set out in section 5 above this should be less of an issue.

Further consultation feedback queried whether there was potential for daily ceiling charges to be introduced for groups hiring facilities for a whole day or weekend for special events, (e.g. a pipe band competition). An option that the Council may wish to consider would be to support particular groups through grant aid.

7. Develop a charging policy which defines user categories and priorities.

Rationale

Within the current policy for educational lets, there are three main categories of user in the educational facilities:

- Internal
- External
- Corporate

Priority of access is currently given to the schools own extra curricular programme, followed by Youth organisations. Priority of access is not clearly defined in sports facilities and operates on a first come basis for quarterly lets, with existing customers being given priority. It is considered that these disparate policies may be preventing facilities being used to their optimum capacity, preventing individuals and community groups participating and potentially reducing income.

Proposal

The proposal is that the Standard charges identified in Appendix 1 are applied Monday to Sunday in line with the following categories of users:

Standard Rate

- Adults – (i.e. groups comprised of adults aged over 16 years)

Concession Rate (50% discount on Standard Rate)

- Juniors (i.e. groups comprised of children and young people aged under 16 years)

- Students (i.e. groups comprised of people in full-time education)
- Senior Citizens (i.e., groups comprised of people aged over 60 years)
- Disability groups (i.e. groups comprised of those who are registered disabled) –
- Concession (i.e. groups comprised of those in receipt of unemployment or income related benefits) in line with the Access to Leisure policy

Development Rate (Additional 25% discount on the Standard or Concession Rate)

- Sports clubs which have achieved the Council's enhanced level ClubCap (as referred to in section 8 of this report), other recognised Quality Assurance accreditation schemes
- Strategic partners (i.e. groups with whom the Council has a formal partnership, e.g. relevant National, Cultural, and Sporting bodies)
- Establishment of new organisations which are contributing to the delivery of Council strategies.

Eligibility for this rate would be reviewed on an annual basis, and would require to be endorsed by an appropriate senior officer and related to a relevant Council policy.

Community Commercial Rate (Charged at two times the Standard Rate)

- Commercial Service Provider, i.e. groups or individuals which may be profit-making, or in the case of self-employed people, where an income is made, but where the service provided is deemed to be of significant community benefit and in line with the Council's objectives this rate rather than the full commercial rate is charged. An example would be a self-employed Martial Arts or Dance Instructor, whose activity contributes towards the delivery of 'Fit for the Future', though they generate income/ profit from their activity. The rationale for this proposal is that the City Council could be seen to be supporting the provision of community benefit by allowing access to facilities, without necessarily directly subsidising a profit-making business.

Commercial Rate (Charged at three times the Standard Rate)

- Commercial (i.e. profit making organisations)

Free Lets

- School approved extra-curricular activities for the direct benefit of the school children
- Non-profit-making Registered Childcare and Pre-School Provider (i.e. a non-profit-making organisation which is a recognised childcare provider under the City Council's Out-of-School Care Policy)
- Clinics and surgeries – for Aberdeen City Councillors, MPs and MSPs
- Business meetings for Representative Community Groups – (e.g. Community Councils and properly constituted Community Residents and Tenants Associations, Neighbourhood Network Groups, and Parent Councils / PTAs).
- Blood Transfusion Service

Non Standard Charges

- Profit-making Childcare Provider (i.e. a profit-making organisation which is a recognised childcare provider under the City Council's Out-of-School Care Policy) – A contribution towards the establishment's energy costs, with the

- detail to be agreed in conjunction with Early Years Managers and the Aberdeen Early Years & Childcare Partnership
- Miscellaneous requests for lets – any requests that do not fall within the above charging categories should be referred to the relevant Head of Service for consideration of an appropriate level of charge

The majority of the above rates assume that all the participants, (though not necessarily the activity leaders, instructors or organisers), are comprised of the particular age group or category of user. However, recognising that organisations are not always homogeneous in their make up, it is proposed that, where more than 50% of the participants fall into one of the discounted/ concessionary categories, then they would be eligible for the reduced rate.

Non – Aberdeen City Users

During the Workshop with Education, Culture and Sport Committee members in December 2009, a number of Councillors felt that there should be some form of differential charging for non – Aberdeen City residents and groups. This was discussed as part of the public consultation and the general opinion was that this would be very difficult to monitor and implement, as many groups operate on a Grampian wide basis or individuals such as the person making the application may live out with the City.

Consultation

Feedback from those consulted mainly focused around the impact of the proposed charges on individual groups. Understandably, there were concerns that any significant increases in charges could potentially result in organisations no longer being viable; particular concerns were raised with reference to school football provision. Officers were very clear to stress that this was the last thing that the City Council wanted, but that charges needed to reflect the facilities being used.

In establishing a realistic way of dealing with this issue, it is felt that it will be important to consider the likely cost for individuals within a group, to assess whether these seem reasonable, and for City Council staff to work with groups to identify ways of making their activities more sustainable, (e.g. by sharing facilities with other similar groups, by increasing membership, or promoting the group).

It is however recognised that there may be a need to some provide some form of interim support, to enable groups to move to a position where they can afford increased charges. Consideration was given to introducing the charges on a phased basis over a two or three year period, however, officers felt that it would not target support to where it would be most needed. Grants could be made available to assist with hire charges where groups felt that the charge increases were detrimental to the sustainability of the activity. A benefit of this approach would allow the individual financial circumstances of groups, including the charges they levy to group members, and their capacity for fund-raising, to be considered. Applications could be considered by Committee on an annual basis, alongside the existing grants for sports and cultural organisations.

Access Priorities

In considering the priority of access for schools and sports centres, it is proposed that this be considered in different time bands, as follows:

After School (3.30-6.00pm)

Whereas in the past, the period immediately after the school day was preserved entirely for school use, it is proposed that general purpose areas within schools are included as part of the Lettings Scheme. This would be programmed, in consultation with Head Teachers, in order to encourage after-school activities, which augment the school curriculum, in line with the following priority order:

- Care Commission registered Out of School Care approved by City Council Education management, for the space/ facilities that they are registered for.
- School Extra-curricular activities.
- Active Schools activities.
- Independent groups and clubs, which provide positive activities for school-aged children.

Early Evenings (6.00-8.00pm) - in line with the following priority order:

- School Extra-curricular activities.
- Independent groups and clubs, which provide activities for school-aged children.
- Voluntary/ community-based Adult groups and clubs.
- Commercial organisations.

Late Evenings (8.00-10.30pm) - in line with the following priority order:

- Voluntary/ community-based Adult groups and clubs.
- Commercial organisations.

Weekends - in line with the following priority order:

- School Extra-curricular activities.
- Active Schools activities.
- Independent groups and clubs, which provide activities for school-aged children.
- Voluntary/ community-based Adult groups and clubs.
- Commercial organisations.

School Holidays - in line with the following priority order:

- City Council supported Holiday Play schemes and Out of School Care Clubs
- Active Schools activities.
- Independent groups and clubs, which provide activities for school-aged children.
- Voluntary/ community-based Adult groups and clubs.
- Commercial organisations.

In the event that there are one or more applicants for a particular let, which appear to be of a similar priority, it is proposed that the following criteria be used to help differentiate between them:

- Continuity of use (i.e. if they have been using the same venue and time slot for more than 3 years)
- Proximity to the establishment (i.e. if one of the groups can clearly demonstrate that a larger proportion of their participants live within the area closest to the venue)
- ClubCap Accreditation (i.e. priority would be given to a club which had achieved ClubCap Accreditation).

- Contribution to City Council policies (i.e. the extent to which the group or activity contributes to the delivery of City Council policies, including the Learning Strategy; Cultural Strategy; Sport and Physical Activity strategy; and Community Learning and Development national priorities).

Consultation

Feedback indicated concern that the new proposals would have a negative impact on groups with long term, consistent lets. Notwithstanding the priorities for access stated above, Officers suggest that recognition be given to groups which have had continuous lets for many years. The new Lettings procedures should try to avoid unnecessary disruption to longstanding lets, in order to allow for group development and facilitate forward planning.

8. Standardise quality assurance requirements of groups applying for facilities.

Rationale

There is inequality between the two booking and letting policies with regards to conditions of hire and requirements of groups to demonstrate their eligibility as a user group. In sports facilities groups providing formal coaching activities or tuition are required to provide evidence of appropriate insurance and coaching qualifications. Whereas in educational establishments no such evidence is currently required, nor is there a requirement to prove eligibility of user category. Officers are currently working with sports clubs to support them to adopt ClubCap, a club accreditation scheme, as a means of acknowledging clubs, which operate in a structured way and in accordance with certain criteria. The accreditation programme is a quality assurance scheme which provides a developmental tool for sports clubs where they work towards certain levels of achievement to prove they are operating in a safe and well organised manner. The required standards can be achieved by large and small clubs, whatever their sport.

Proposal

The proposal is that all groups hiring facilities for structured coaching and tuition purposes will be required to demonstrate that appropriate documentation is in place. All groups will be required to demonstrate their eligibility for category of let.

Consultation

One group stated that it was not a legal requirement for voluntary groups to have coaching qualifications, Officers advised while this was true, that the Council was advocating good practice for sports groups in line with the views of SportScotland and the National Governing Bodies of Sport.

Some feedback indicated that this requirement may be a barrier to some groups. Groups were advised that support could be provided to achieve these requirements and that in order to allow groups to work towards this that a phased approach would be adopted with groups having 3 years to achieve this.

General feedback indicated that this was an excellent idea and that clubs should be encouraged to pursue club accreditation. Officers propose that enhanced accredited sports clubs would receive the additional incentive of the Development Rate, (i.e. a further 25% reduction in the Standard Rate).

A query was raised with regards to whether the Council could assist with insurance requirements. Officers advised that a similar situation had arisen in Aberdeenshire and that the Council or indeed Aberdeen Sports Council may be able to provide assistance.

9. Sign up to 2006 Accord for the Protection of Children in Scottish Sport by 2009.

Rationale

When letting its premises to a third party, the Council has no legal responsibility under the Protection of Children Scotland Act 2003, for vetting the third party's employees or volunteers. The organisation or individual taking the let is responsible for complying with the Act. Local authorities do not have a regulatory role with regards to groups/individuals letting their premises and should make this clear to those taking the let and to those using the service. However, there may be public perception that the City Council has some form of responsibility to ensure that organisations delivering activities on Council premises comply with the Act, even when those services are actually delivered by an independent organisation.

In order to address these public perceptions COSLA recommends that Councils should have conditions of let which seek assurances from the lessee that the requirements of the Act are being met together with other aspects of child protection and should therefore ensure that organisations are asked appropriate questions and given advice on sources of support.

The 2006 Accord aims to ensure that all stakeholders in Scottish Sport and organisations which are primarily concerned with the care, welfare and protection of young people, fulfil their responsibilities to protect children and young people from abuse, harm, exploitation in and through sport. A separate working group consisting of key partners across the city, supported by Children 1st is already progressing this area of work.

Proposal

The proposal is that Aberdeen City Council and Sport Aberdeen sign up the 2006 Accord by April 2010

Consultation

Public feedback indicated that this was an area of the review that all groups fully supported and they welcomed the approach to be adopted.

10. Carry out and implement an Access to Leisure Review.

As this area of work refers in the main to individuals rather than groups or organisations, it is considered appropriate to progress this following the outcome of the other areas of the bookings and lettings review.

Additional Issues

Income to Learning Establishments – A regular concern is that learning establishments receive no direct income from lets, to acknowledge the additional cost of heating, lighting, wear and tear on buildings, and cleaning and janitorial costs, resulting from the additional use on evenings and weekends. In order to

recognise this, partially compensate establishments for any increased intensity of use; it is proposed that 10% of the income is paid to the relevant learning establishment accounts.

School Letting Applications – At present, schools are not required to submit let applications for their own extra-curricular activities, which take place prior to 6.00pm on weekdays. Given that it is suggested that groups could potentially apply for lets before 6.00pm, (subject to requirements of schools), it is proposed that in future schools apply for use between 3.30 – 6.00pm. This would enable the provision of extra-curricular activities to be monitored, and included within usage figures which contribute to statutory performance indicators, and would also enable after-school programmes to be augmented by independently provided activities, and initiatives such as Active Schools. Whilst there is no longer a specific requirement for school management to authorise applications for lets, consultation would be required to ensure that lets would not conflict with school related activities (e.g. exams).

Advance Payment – A specific recommendation from the 2009 Internal Audit Report was that the introduction of advance payments for school lets should be explored. This was discussed as part of the two public consultation events, and the feedback varied dependant on the type of user group. Many groups would be happy to pay 'up front' for a school term, particularly if this guaranteed them some degree of continuity of lets; however a number of smaller groups, including some of the uniformed organisations, such as Brownies and Rainbow groups, indicated that this could cause them cash-flow difficulties. Given the internal audit recommendation it is therefore proposed that advanced payment for lets be introduced, giving due consideration to groups who may experience difficulties in this.

Corporate Lettings Budget —the Council's Corporate Lettings Budget is currently managed through Corporate Governance and is used to off-set the cost of identified free lets. The current expenditure amounts to approximately £140,000 per annum which equates to approximately one third of the overall annual income from Lettings. The eligibility for inclusion in this category has been amended over the years and a number of organisations now utilise this budget. Further work needs to be done to fully review this issue and it is therefore proposed that a further report is prepared for a future committee.

Timescale

Should the recommendations be approved, facility users will receive information and be invited to make applications in April 2010 for use of facilities from August 2010 onwards. The operational details will be finalised before June with the new policy and procedures fully implemented in August 2010.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

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

APPENDIX 1

Proposed Charges for Revised Bookings & Lettings Policy – 18 February 2010

Category	Current Education Rate (per hour)	Proposed Standard Letting Rate (per hour) – based on current Sports Charges (Net of VAT)	Notes
Group 1 (Classrooms/ GP rooms)	£12.34	£8.83	
Group 2 (1 Badminton Court sized facility)	£15.61	£10.70	
Group 3 (2 Badminton Court sized facility)	£15.61	£21.40	
Group 4 (3 Badminton Court sized facility)	£18.87	£32.10	
Group 5 (4 Badminton Court sized facility)	£18.87	£42.80	
Group 6 (Multi Use Games Area)	£33.19	£30.00	Inc. floodlighting
Group 7 (Full Size All Weather Pitch)	£69.30	£60.00	Inc. floodlighting
Group 8 (Swimming Pools – based on 4 lanes)	£18.87	£41.40	£10 per hour reduction for unsupervised Pools

*Note the above charges are based on Adult/ Standard Rates and will be discounted in line with the Charging Policy.

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18 February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	A Games Legacy For Scotland
REPORT NUMBER:	ECS/10/21

1. PURPOSE OF REPORT

The purpose of this report is to outline proposals in the Scottish Government's Legacy Plan for the 2014 Commonwealth Games and to ask the committee to consider those elements of the plan that are relevant to Education, Culture and Sport activity in Aberdeen City.

The report also seeks support for the involvement of local participants in the Mass Cast Delhi 2010 Flag Handover Ceremony in October.

2. RECOMMENDATION(S)

The Committee is recommended to:

1. note the proposals outlined in A Games Legacy for Scotland and the work done to date.
2. endorse that the development of a local legacy plan and associated initiatives be driven forward in partnership with relevant local and national partners, including the Cultural and Active Aberdeen Forums.
3. agree that further reports be brought forward in due course on how the initiatives could be supported and developed in Aberdeen City.
4. support in principle the involvement of local participants in the Mass Cast Delhi 2010 Flag Handover ceremony.
5. refer to the Finance and Resources Committee a request that Aberdeen City Council support up to 4 individuals to participate in Mass Cast by funding a maximum of £2,000 per participant through the Common Good budget in 2010/11.

3. FINANCIAL IMPLICATIONS

Active Nation has been allocated a budget for phases 1 and 2 of its programme by the Scottish Government. Around half a million pounds per year is estimated to be needed for subsequent work. Further government funding is expected for this

but private sector funding is also being sought. This does not include provision for local initiatives for which it is expected that funding will have to be secured locally.

sportscotland has agreed an annual budget of £1.5 million for community sports hubs from 2010-11 onwards. It is not known how much of this would be allocated to supporting local initiatives.

No information is available at this stage on funding to support other initiatives in the Legacy Plan.

There is no specific provision in the Council's budget for supporting Legacy Plan proposals but the potential to use existing resources and to secure external funding will be explored.

All local authorities have been invited to identify up to 9 participants in a Mass Cast display of dance at the Flag Handover Ceremony at the close of the Delhi Commonwealth Games later this year. Up to £4,000 per Mass Cast member will be required to meet the costs of their participation. The Games organisers are presently seeking funding from the Scottish Government and commercial sponsors to contribute towards these costs. However, at present no firm commitments are in place, therefore up to £36,000 may be required to enable 9 individuals from Aberdeen to participate.

Given current budget pressures it is recommended that Aberdeen City Council seek to support up to 4 individuals to participate in Mass Cast by funding a maximum of £2,000 per participant through the Common Good budget. Finance have advised that as such participation could be seen to be upholding the dignity of/promoting the city it would therefore be eligible for funding from the Common Good budget.

Funding may also be available through an application for an Aberdeen City Council Cultural Grant. 2010/11 Cultural Grant applications will be considered by the Education, Culture and Sport Committee in April 2010. Participants would be expected to meet any balance required through fundraising.

4. SERVICE & COMMUNITY IMPACT

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

The report links to outcome 13 in the Single Outcome agreement - We take pride in a strong, fair and inclusive national identity. The strategy will serve to enhance the City's strong Cultural tradition and develop the Cultural life and tourism for the benefit of practitioners, residents and visitors.

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

The report also links to Vibrant, Dynamic and Forward Looking through Culture, Arts and Sport:

- Increase participation in sport, provide support for athletes and reward excellence

- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Ensure high quality, well-managed sports facilities in Aberdeen
- Recognise the role of Sport and Arts in tackling anti-social behaviour
- Support arts venues to bring the best and most innovative performances to the City
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Promote the City as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

5. OTHER IMPLICATIONS

The Games has the potential to contribute towards the overall economic prosperity of Aberdeen and in particular it provides opportunities for local businesses to secure contracts related to the Games. This dimension is being progressed locally by the Director of Enterprise, Planning and Infrastructure.

6. REPORT

6.1 Background

6.1.1 The Scottish Government published A Games Legacy for Scotland on 1 September 2009 following extensive consultation with a wide range of national agencies including COSLA. The purpose of the Legacy Plan is to maximise the benefits of the Commonwealth Games for the whole of Scotland. It also takes account of the potential benefits of the Olympic Games being held in London in 2012. The Plan sets out how the sporting, educational, economic, cultural and health benefits of the Games could be

- An Active Scotland
- Connected Scotland
- Flourishing Scotland
- Sustainable Scotland

6.1.2 45 initiatives are suggested under these themes. At this stage detailed arrangements are still being worked out. The initiatives most relevant to Education, Culture and Sport are set out below.

6.2 Active Scotland

6.2.1. The 2014 Commonwealth Games in Glasgow along with the 2012 Olympic Games in London are likely to generate unprecedented interest in sport and, in doing so, they have the potential to inspire more people to take up sport or at least improve their fitness through more regular exercise. Experience from previous major games suggests that once events are over, their motivational potential dwindles quickly. Both the 2012 and 2014 bids emphasised the need to plan well ahead and to generate interest and enthusiasm in the run up to the Games in order to develop and sustain interest and commitment before and after the events.

- 6.2.2. Two major initiatives are proposed in relation to the Active Scotland theme. They are an **Active Nation** campaign aimed at encouraging more people to exercise more often thereby improving their health and the establishment of a network of **Community Sports Hubs** designed to make sporting opportunities more accessible and to build the capacity of local sports clubs.
- 6.2.3 Since the Legacy Plan was published last September, Scottish Government has been working with a range of national agencies and local authority bodies to develop plans for implementing the Active Scotland and Community Sports Hubs initiatives. These are explained in more detail below.
- 6.2.4 Local authorities are seen as having a key role in taking forward both initiatives. Each council has been asked to identify a Legacy Lead Officer to co-ordinate local aspects of the initiatives and to act as the principal point of contact for the Scottish Government. The Head of Communities, Culture and Sport has taken on this role. A meeting of councils' Lead Officers took place in Edinburgh in October to discuss how best to develop Legacy projects at local level. An "All Scotland Group" has been set up under COSLA's auspices with representation at Elected Member level along with Lead Officers to promote dialogue between councils on developing their plans. It normally meets every quarter.
- 6.2.5 Underpinning Active Nation is the recognition that regular exercise would contribute more than any other factor to improving life expectancy and the quality of life. Although people are living longer, people generally and the elderly in particular are not enjoying better health. Regular exercise among all age groups could address this problem. Research indicates that less than forty per cent of people in Scotland are meeting the recommended levels of physical activity. According to the Scottish Health Survey in 2008 two thirds of women are not active enough for health nor are 55 per cent of men. Around 20 per cent of children are now classified as obese largely as a result of insufficient exercise as well as poor diets. Active Nation aims to accelerate progress towards achieving the target in the national physical activity strategy of 50 per cent of adults and 80 per cent of children meeting the recommended levels of physical activity by 2022.
- 6.2.6 A campaign is planned with four phases which aim to build up interest and involvement towards a peak in 2014 which then needs to be sustained. The next step will be the launch of a web site that will contain a "toolkit" with information and advice on exercising and the ability for people to register their Personal Activity Goal. Extensive social marketing will be undertaken to generate awareness and interest and to then translate this into action. This will include major events and a national advertising campaign.
- 6.2.7 Active Nation recognises that some people will be more easily persuaded than others to exercise more regularly and, importantly, it seeks to tailor programmes to people at different life stages. The way that this is envisaged is set out in Appendix 1.
- 6.2.8 Supporting the national campaign at local level will be vital in increasing participation and sustaining interest. Discussion has taken place with NHS

Grampian and Aberdeenshire Council to develop a co-ordinated approach in the north east to providing information about local opportunities, giving advice and support to those who wish to start exercising regularly on what is suitable for them and organising events to motivate people and sustain their interest. Further work will be undertaken on other proposals contained in Appendix 1 over the coming months.

6.2.9 Local facilities for sport will play an important part in meeting the demand that is expected to be generated through Active Nation and other initiatives for developing sport. It is intended that Sport Aberdeen, Aberdeen Sports Village, schools (particularly the Council's new and refurbished establishments) and other local community facilities will play an important role here.

6.2.10 The Legacy Plan proposes the creation of new community sports hubs which could be based in sports or community centres or schools. These would provide a focus in communities for people wishing to take part in sport and a home for local sports clubs which could come together under one umbrella. The hubs could be based in existing facilities or created within new facilities. Their aim would be to improve the local sporting infrastructure through a partnership between the local authority, local clubs, community planning partners, regional sports partnerships and national governing bodies of sport. Further details are contained in Appendix 2.

6.2.11 Plans for the development of community sports hubs are being co-ordinated by sportscotland. A national advisory group, which includes local government representatives, has been set up to develop plans and oversee progress.

6.2.13 Between six and eight pilot projects are planned but it is hoped that a significant number of community sports hubs will be established across all local authority areas by 2014. sportscotland will be consulted about establishing community sports hubs within Aberdeen City.

6.3 Connected Scotland

6.3.1 There are proposals for both Education and Culture.

6.3.2 The Games will be used to promote Curriculum for Excellence in schools through learning programmes. Learning Teaching Scotland are developing learning and teaching materials for the Games to share with local authorities including proposals for the use of GLOW. Learning Teaching Scotland will also work with local authorities, FE/HE institutions and others (particularly youth groups and youth uniformed organisations) to develop learning opportunities beyond the classroom.

6.3.3 The Scottish Arts Council will lead work to develop a high quality cultural and artistic programme across Scotland incorporating London 2012 and Glasgow 2014. Initial discussions have taken place with the Scottish Arts Council and BP Aberdeen (a major sponsor of London 2012) to seek to maximise the impact of the 2012 Cultural Olympiad and specifically to create a programme within Aberdeen City for 'Open Weekend' in July

2010. This will be progressed with the Council's cultural partners through the Cultural Forum.

- 6.3.4 All local authorities have been invited to identify potential participants in a display of dance at the **Flag Handover Ceremony** at the close of the Delhi Commonwealth Games later this year. Each Local Authority across Scotland is being offered the opportunity of up to 9 places with the '**Mass Cast**' who will perform this dance display. Further details are provided in Appendix 3.
- 6.3.5 It is recognised that this is a fantastic, once in a lifetime opportunity for those who participate in Mass Cast, and representation from Aberdeen City would help contribute to building a local and lasting legacy. Through CityMoves, and other relevant Cultural Forum partners, interested individuals who live in Aberdeen and who meet the specified criteria to participate in Mass Cast are presently being sought.
- 6.3.6 The participation of Aberdeen City residents as representatives of the City in such an international and highly visible event would contribute towards the promotion of the City on a global stage. Nationally and internationally Aberdeen would be seen to be active partners in the 2014 Games and keen to maximise the potential legacy benefits they offer.
- 6.3.7 Up to £4,000 per Mass Cast member will be required to meet the costs of their participation. The Games organisers are presently seeking funding from the Scottish Government and commercial sponsors to contribute towards these costs. However, at present no firm commitments are in place, therefore up to £36,000 may be required to enable 9 individuals from Aberdeen to participate.
- 6.3.8 Given current budget pressures it is recommended that Aberdeen City Council seek to support up to 4 individuals to participate in Mass Cast by funding a maximum of £2,000 per participant through the Common Good budget. It is recommended that this matter is referred to the next Finance and Resources Committee.
- 6.3.9 Funding may also be available through an application for an Aberdeen City Council Cultural Grant. 2010/11 Cultural Grant applications will be considered by the Education, Culture and Sport Committee in April 2010. Participants would be expected to meet any balance required through fundraising.
- 6.3.10 Plans are also being worked up for a torch relay around the UK in connection with the Olympic Games which local authorities are being encouraged to support.
- 6.3.11 Opportunities for young people in Scotland to build lasting and meaningful engagement with other young people in the Commonwealth will be promoted by the British Council through a range of international programmes in education and volunteering. Every local authority and school across Scotland will be encouraged to establish and maintain links with schools and teams across the Commonwealth.

6.4 Sustainable Scotland

- 6.4.1 Initiatives proposed under this theme relate mainly to rejuvenation of the east end of Glasgow and regeneration projects which can act as exemplars for the rest of Scotland.
- 6.4.2 Opportunities do exist for Scottish businesses to tender for contracts associated with The Games and this is being progressed locally by the Director of Enterprise, Planning and Infrastructure. £70 million in contracts have been advertised so far with 70% of those invited to tender being Scottish companies. Of contracts awarded so far all have gone to Scottish companies.

6.5 Flourishing Scotland

- 6.5.1 In addition to plans to promote business opportunities there are proposals to encourage volunteering. The Scottish Qualifications Authority are working towards developing an accredited Volunteering qualification/award as part of programme aimed at ensuring those furthest from the workplace have the opportunity to benefit from the Games.

6.6 Other Proposals

- 6.6.1 Plans have been drawn up by Young Scot in partnership with other agencies to encourage young people's involvement through three initiatives.
- (a) Youth engagement – creating opportunities for young people to be involved in local activities and ensuring effective links between young people and local authority legacy leads
 - (b) Young Legacy Ambassadors – young people to play an active role in promoting the legacy to their peers and other people in their communities.
 - (c) Showcasing young people – Work to promote a positive image of our young people and recognise the valuable input they have in our communities.
- 6.6.2 Volunteering is a key requirement across all four themes. The Games will not only provide an opportunity for people to volunteer to help deliver the Games but also to highlight the value of volunteering and the benefits it can bring to the individual and the beneficiaries. Work is currently underway on how the legacy volunteering agenda will be driven forward.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

A Games Legacy for Scotland - www.scotland.gov.uk/gameslegacy

ACTIVE NATION – PROGRAMME PROPOSALS FOR SCOTLAND

Life Stage	Setting	Front-line Intermediary	Existing 'Top Down' Programmes	Active Nation Touch points
All Early Years , but in particular those living in deprived communities	Health Centre Nurseries Parent and Toddler Groups	Health Visitor Nursery Manager	Play@home Play@home Healthy Start	Parents encouraged to set goals for family-oriented activities and sign-posted to PAGR. Toddler groups or nursery set goals or organise event using AN template and rewards.
All Primary School-Aged Children , but in particular those living in deprived communities	Schools, including after-school clubs Uniformed Youth Groups Non-Uniformed Youth Groups Sports Clubs Leisure Centres	Teachers AS Coordinators (Primary) Scout and Girl Guide Leaders, Boys/Girls Brigade Leaders Youth Workers Sports Coaches Leisure Centre Staff	Curriculum for Excellence Active Schools Jump2It HEAT 3 (NHS)	Awareness-raising via GLOW. Teachers encouraged to signpost pupils to the website to PAGR. Branded AN Award badge for uniformed clubs
All Secondary School-aged or Young People , but in particular those living in deprived communities • Adolescent Girls	Schools, including after-school clubs Uniformed Youth Groups Non-Uniformed Youth Groups Sports Clubs Leisure Centres	Teachers (PE; Guidance) AS Coordinators (Secondary) Medical staff Girls Guide/Scout Leaders Youth Leaders Sport Governing Bodies Staff	Curriculum for Excellence Active Schools Fit for Girls Free to Dance HEAT 3 (NHS) Dynamic Youth Awards Girls on the Move	Awareness-raising via GLOW. Teachers encouraged to signpost pupils to the website to PAGR. Branded AN Award badge for uniformed clubs
All those entering Tertiary Education	Further Education Colleges and University Facilities	College and University Staff	Active Student Programme (in development?)	Promotion and signposting to AN website.
All Adults , but in particular • Women • Older Adults • BME • Lower SEGs	Sheltered Accommodation Residential Care Homes	Unit Manager Manager		Develop bespoke AN programme around World Active Ageing Congress

Life Stage	Setting	Front-line Intermediary	Existing 'Top Down' Programmes	Active Nation Touch points
<ul style="list-style-type: none"> People with mental and physical health problems 	<p>Supported accommodation for those with mental health problems</p> <p>Workplace (payslips, reception areas)</p> <p>Retail (supermarkets etc)</p> <p>Community</p> <p>Primary Care and other Health Services (community pharmacy, medical centre)</p> <p>Healthy Living Centres</p>	<p>Community Psychiatric Nurses or Case Workers</p> <p>HR Manager</p> <p>Retail staff</p> <p>Volunteer Walk or Jog Leader</p> <p>Community Workers</p> <p>Health Coaches; GPs, Practice Nurses; Weight Management Clinic Staff; Physiotherapists, community pharmacy counter assistants</p> <p>Staff</p>	<p>Get Active</p> <p>Healthy Working Lives Awards</p> <p>Take Life On Field marketing</p> <p>Paths to Health jogscotland</p> <p>Keep Well</p>	<p>AN as means of achieving Healthy Working Lives Award.</p> <p>AN to become a part of Take Life On field marketing</p> <p>AN presence in all Community Sports Hubs</p>

COMMUNITY SPORTS HUBS

What is a Community Sports Hub?

Community Sports Hubs will be based in local facilities such as sports centres, community centres, the natural environment and/or schools, and will bring local people together and provide a home for local clubs and sports organisations.

They will also provide information, support and advice on a wide range of sports and physical activities to make it easier for local people to get involved and engage in a more active and healthier lifestyle.

The specifics of each Hub and what it offers will vary according to local need and local resource. However all Hubs will work to the following five principles:

- Creating a more joined up approach to increasing participation
- Allowing individuals and communities to access the full benefits of sport and encourage sustainability by developing genuine community leadership and engagement
- Accessibility for all people within a local community and encouraging long life participation in sport and an active lifestyle.
- Offering a range of sporting activities and providing 'sign posting' for wider sports provision available, inclusive of those from under represented groups.
- Developing the local sporting infrastructure, integrating the local authority, community planning partnerships, regional sporting partnerships, governing bodies and local clubs.

Community Sports Hubs aim to achieve the following outcomes:

Providing the Pathway

- Provide a welcoming, safe, fun environment that will encourage more people to participate in sport.
- Create a "home" for local clubs and local sports organisations.
- Create a social environment where groups of people meet and engage in sport and physical activity.
- Increase capacity within local clubs and sporting organisations.

Well Trained People

- Develop and support a team of committed deliverers e.g. coaches, teachers, leaders, volunteers who will deliver and implement sport at a local level.
- Train and develop an inspired, skilled and motivated workforce who will make a difference to our sport and our communities.

Strong Organisations

- Develop integrated planning, programming and service provision at a local and regional level.
- Provide administration and governance support for local sports clubs and sporting organisation.
- Recognise and respect the value and contribution of all partners.
- Develop pride and profile in communities, sport and the benefits of an Active Scotland.

Quality Facilities

- Integrated planning and programming of local facilities.
- Improved priority access for local clubs and sporting organisations.
- Affordable pricing.
- Integrated facility strategies at a local, regional and national level.

What will success look like?

- Clear and genuine community engagement and leadership within Community Sports Hubs
- Increase in the number of local people participating in sport within Community Sports Hubs.
- Increased capacity within local sports clubs.
- Improved governance structures within local clubs and community hubs.
- Increase in the number and quality of deliverers.
- Increase in number of opportunities available to local communities.
- Improved access to local facilities at an affordable price.

DELHI 2010 COMMONWEALTH GAMES

FLAG HANDOVER CEREMONY

MASS CAST

1. Background

On Thursday 14 October 2010, within the Closing Ceremony of the Delhi 2010 Commonwealth Games at the Jawaharlal Nehru Stadium, Glasgow and Scotland will make the first public statement to the Commonwealth and the world by presenting a Handover Ceremony that will set the scene for the four years leading up to the delivery of the Glasgow 2014 Commonwealth Games.

The Handover Ceremony will mark the start of an amazing journey for athletes, citizens and communities of Scotland and the Commonwealth towards the biggest sporting event Scotland has hosted. This is an unprecedented opportunity for Glasgow and Scotland to deliver a remarkable live event that creates an exceptional experience for audiences throughout the world.

2. Opportunity

Each Local Authority across Scotland is being offered the opportunity of up to 9 places with the Mass Cast. This is an exciting opportunity for people from your local area to not only become Glasgow 2014 Commonwealth Games ambassadors but to also to train and perform at the Handover Ceremony in Delhi in front of a stadium audience of 60,000 people and a global television audience of millions.

3. Criteria

The criteria for the Mass Cast is as follows:

- Excellent dance and movement skills
- Proven amateur experience of dance and/or the performing arts, including participation in shows, displays etc.
- Ability to commit to required rehearsals, Orientation, Boot Camp and performance schedule
 - Orientation: 10 – 11 June 2010
 - Boot Camp: 20 September – 8 October 2010
 - Travel and performance in Delhi: 11 October – 15 October 2010
- 18 years or over on the first day of Orientation (10 June 2010)
- High level of fitness
- Commitment to travel to and perform in India for the Handover Ceremony
- No medical conditions preventing exercise / physical exertion, air travel, travel vaccinations, periods in hot environments
- Consent to all advice and necessary requirements as dictated by the Project Doctor e.g. travel vaccinations and preparatory medical and emergency attention
- Full UK or other passport allowing access to India
- Consent to any necessary security and background checks

4. Recruitment

The recruitment process will be the responsibility of each Local Authority in agreement with the Delhi 2010 Handover Team. In the event of any cast members dropping out prior to Orientation (10 - 11 June 2010), the associated Local Authority will be given the opportunity to find a replacement from their local area. Following Orientation, any dropouts will be replaced by the central reserve cast.

5. Timeline

- Local Authorities to agree and commence recruitment in January 2010
- Local Authorities to provide names of all Mass Cast participants to the Handover Team by the end of March 2010

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Managing Redundancy Policy
REPORT NUMBER	ECS/10/07

1. PURPOSE OF REPORT

On 24th November 2009 the Education, Culture and Sport Committee approved the **Protocol on the Management of Excess Teaching Staff**. This protocol sets out the circumstances which may result in excess teaching staff and the various options available to address such an excess.

Whilst the aim of the protocol is to avoid redundancies wherever possible, the protocol makes reference to the need to consider redundancies as a last resort, where all other alternatives to mitigate the risk of redundancies - as set out in the protocol - has regrettably not proved possible.

The protocol refers to the need for a redundancy policy for teachers in these circumstances. No such policy presently exists within this Authority. The purpose of this report is to introduce a policy that sets out the employer's approach to dealing with potential redundancies, which is to a large extent, governed by statute.

The proposed policy is derived from these statutory requirements as well as the arrangements that currently apply to employees other than teachers.

The purpose of this report is to seek approval of the Managing Redundancy Policy in respect of teaching staff.

2. RECOMMENDATION(S)

It is recommended that Committee approves the application of the attached Policy to teaching staff.

3. FINANCIAL IMPLICATIONS

The financial implications associated with the Managing Redundancy Policy relate to the payment of statutory redundancy payments in cases where compulsory redundancy applies.

Statutory redundancy payments are calculated based on the employee's age and length of service.

4. SERVICE & COMMUNITY IMPACT

The Authority is committed to delivering the Single Outcome Agreement in line with the principles of best value. At times, changes in demand or in priorities can result in posts no longer being required. The Managing Redundancy Policy allows such situations to be addressed in cases where it has not been possible to resolve the overstaffing situation through alternative means.

Vibrant, Dynamic and Forward Looking gives a commitment to “ensure expenditure on education delivers maximum benefit to pupils’ education.” The Managing Redundancy Policy is one of the tools which can be applied to ensure that the staffing budget is being spent in the most appropriate way to ensure that pupils receive maximum benefit.

The Managing Redundancy Policy complies with equalities legislation, ensuring that selection criteria are appropriate and objective.

5. OTHER IMPLICATIONS

The Managing Redundancy Policy details the steps Aberdeen City Council will take to apply the legislation relating to redundancy contained within the Employment Rights Act 1996 (as amended.)

6. REPORT

Background

The existing ACC Managing Redundancy Policy has not previously been agreed as applying to teaching staff, with reductions in the requirement for teachers being managed through the Compulsory Transfer for Teachers and Early Retirement for Teaching Staff procedures or by holding staff in excess within schools.

The current financial situation in the Authority, combined with the Council’s commitment to ensure best value, no longer allow for excess staff to be held where the requirement for the work has diminished. Nor is it equitable for the Managing Redundancy Policy to apply to only some groups of staff.

It is for this reason that there was a need to introduce a Protocol on the Management of Excess Teaching Staff providing for consideration of redundancies as a last resort to address excess staffing. With the introduction of this protocol, it was recognised that a redundancy policy required to be adopted with some urgency to ensure that employees at risk of redundancy are treated fairly and in line with statutory requirements.

As an employer, Aberdeen City Council is committed to attempting to ensure that, wherever possible, those employees who wish to continue in the service of the Authority are able to do so.

A number of factors, including falling school rolls, reviews of the City Learning Estate and the budget pressures on the Authority may mean that it is not possible to deploy all teaching staff identified as excess within the City. The Managing Redundancy Policy will be applied to staff at risk of redundancy.

The attached draft Managing Redundancy Policy reflects the current arrangements that apply to support staff, thus ensuring equity of treatment for all staff employed by the Authority.

Consultation meetings have taken place with the teaching professional associations, and the Redundancy Policy was agreed at the Local Negotiating Committee for Teachers on 5th February 2010.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

The Managing Redundancy Policy should be read in conjunction with the following:

- The Protocol on the Management of Excess Teaching Staff

DRAFT



ABERDEEN
CITY COUNCIL

MANAGING REDUNDANCY POLICY

February 2010

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Section 1: Introduction

- our policy
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SECTION 1: POLICY STATEMENT

Introduction

This policy sets out Aberdeen City Council's approach to dealing with potential redundancies.

Although the Council's policy is to avoid redundancies occurring wherever possible, the needs of the organisation may from time to time require a reduction in the overall number of staff we employ or organisational changes that result in some employees facing redundancy, and there may be occasions where compulsory redundancies are unavoidable.

Where redundancies require to be considered, the Council will ensure that

- **The total number of redundancies made are kept to a minimum**
- **Employees and their trade union representatives are fully consulted on any proposals**
- **Selection for redundancy is based on clear criteria that will be objectively and fairly applied**
- **Every effort is made to redeploy employees whose employment is at risk on redundancy grounds**
- **Other alternatives are considered to mitigate the risk of redundancies**

This procedure applies to all permanent employees of Aberdeen City Council, including teachers and chief officers.

SECTION 2: CONSULTATION

Aberdeen City Council will meet its statutory redundancy consultation and notification obligations as contained in Part IV of the Trade Union and Labour Relations (Consolidation) Act 1992.

The following information will be disclosed, in writing, to the trade unions:

- reasons for the proposals
- number and descriptions of employees who it proposes to dismiss as redundant
- total number of employees of that description employed in the place in which the requirements to carry out that work have ceased or diminished
- proposed selection procedure to be used
- proposals on how dismissals are to be carried out, including the timescale
- proposed method of calculating redundancy payments

Consultation will begin where management are considering redundancies but no firm decisions have been reached, and will be undertaken with the relevant trade unions with a view to reaching agreement. This consultation will include discussions on ways to:

- avoid the dismissals
- reduce the numbers of employees to be dismissed
- mitigate the consequences of the dismissals
- the proposed pool for selection
- the proposed selection criteria

Timescales

To meet its legal obligations the Council will consult within the following timescales, however where reasonably practicable the consultation will begin at the earliest possible stage:

- at least **30 days** before the first dismissal takes effect if **20 to 99 employees** are at risk of redundancy over a period of 90 days or less
- at least **90 days** before the first dismissal takes effect if **100 or more employees** are at risk of redundancy over a period of 90 days

Consultation with trade unions **must** be completed **before** notices of redundancy dismissals are issued.

Notifying central government

The Council will notify the relevant central government department of proposed redundancies of 20 employees or more in writing on the relevant form. Such notification will be made according to the following timescales.

At least 30 days written notification will be given if 20 to 99 days employees are at risk of redundancy dismissal. At least 90 days written notification will be given if 100 or more employees are at risk of redundancy dismissal. These timescales are before the first dismissal takes effect.

A copy of this notification will be supplied to the trades unions at the time of notification to central government.

SECTION 3: STEPS TO AVOID OR MINIMISE COMPULSORY REDUNDANCIES

Preventative measures

The Council will seek to mitigate the effects of any necessary staffing reduction by considering alternative courses of action other than compulsory redundancy. Such courses of action may include:

- natural wastage
- recruitment freeze
- reducing or removing overtime
- sabbaticals (paid or unpaid)
- reduction in working week
- secondments to other organisations
- deployment of staff to other parts of the organisation

In the event that the above measures do not mitigate the need for redundancies, management will consider the following options:

Redeployment

The Council will make every effort to redeploy any employee who is selected for redundancy. This will be carried out in accordance with the Council's Redeployment Policy and Procedure.

Voluntary Redundancies

The Council may consider voluntary redundancies from **within** the pool of affected employees. This will be carried out by inviting noted interests through the approved Early Retirement/Voluntary Severance Scheme.

It is important to note that in the interest of retaining employees with particular skills and competencies, it is emphasised that not all volunteers will be allowed to leave under the Early Retirement/Voluntary Severance Scheme and applications will be considered at management's discretion.

"Bumped" Redundancies

The Council may consider voluntary redundancies from **outwith** the pool of affected employees if there has been, or there is expected to be, an insufficient number of volunteers from within the affected pool. In these circumstances, employees may be invited to volunteer for redundancy to make way for employees with transferable skills whose job has become redundant and who do not wish to volunteer to leave the organisation.

Where the required reductions cannot be achieved by the means stated in this section the affected employees will be selected for compulsory redundancy.

SECTION 4: SELECTION CRITERIA FOR COMPULSORY REDUNDANCIES

The Council will construct a fair and robust set of selection criteria for each pool of affected employees. This will be determined by measuring those in the pool against the skills, knowledge and competencies that need to be retained by the Council.

SECTION 5: TIME OFF WORK

An employee under notice of redundancy will be entitled to reasonable paid time off to look for alternative work, attend interviews, etc. Employees wishing to take advantage of this right should make the appropriate arrangements with their line manager.

SECTION 6: COMPENSATORY PAYMENTS

The compensatory payments made to employees who leave by either voluntary or compulsory redundancy are stated in whichever early retirement/voluntary severance scheme that applies to those employees.

The amount of compensation payable will be confirmed when the employee is selected for redundancy and the sum will be paid along with the employee's final salary payment.

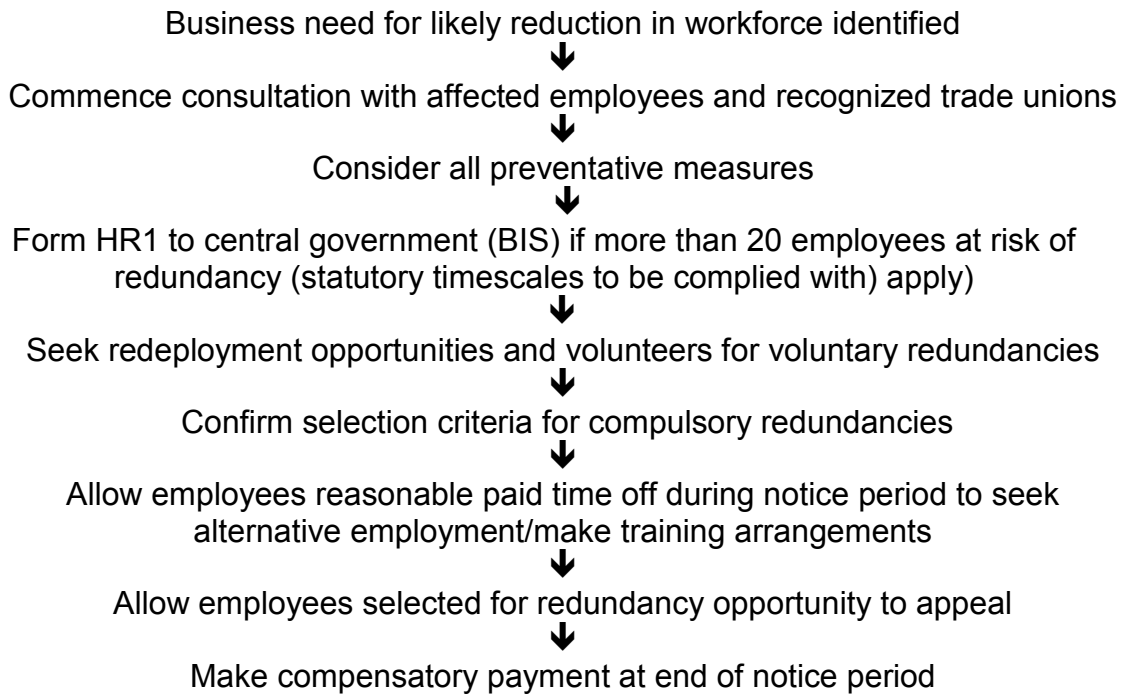
Employees who unreasonably refuse an offer of suitable alternative employment are not entitled to a statutory redundancy payment.

SECTION 7: APPEALS

Any employee who feels that they have been unfairly dismissed on redundancy grounds has the right of appeal.

The appeal should be submitted in writing to the Council's Appeals by Employees Committee or the Corporate Director within 10 days of receipt of the letter terminating their employment.

SECTION 8: FLOWCHART



ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Revised Voluntary Severance/Early Retirement Policy
REPORT NUMBER	ECS/10/06

1. PURPOSE OF REPORT

This report seeks approval for changes to the existing Early Retirement Policy for Teachers, and to introduce Voluntary Severance for teachers.

2. RECOMMENDATION(S)

It is recommended that the committee approves:

- i) The provisions of the new Voluntary Severance/Early Retirement Policy for Teachers as detailed in Appendix 1.
- ii) The replacement of current provisions of the Early Retirement Policy for Teachers with the new provisions (see Appendix 1) with immediate effect.
- iii) The introduction of the compensatory benefits that are provided in the proposed Voluntary Severance/Early Retirement Policy to be phased in up to 31 March 2011, as per the arrangements detailed in Section 6.4 of this report.
- iv) Amendments to the scheme of pensions discretions detailed in Section 6.7 of this report, to reflect the changes within the voluntary severance/early retirement scheme including the phased implementation of the revised compensatory benefits.

3. FINANCIAL IMPLICATIONS

The current Early Retirement for Teachers Policy provides for Scottish Teachers' Superannuation Scheme members age 50 and over to have their pensionable service enhanced by up to 10 pension years where this would result in a saving to the Authority.

These benefits are generous and in the current and future financial circumstances the affordability of these benefits is no longer sustainable for the Council

The Council is currently committed to paying approximately £1.5 million per annum in respect of added years awarded to teachers who have left employment under the current early retirement policy. This sum is charged against the service budget and will only reduce when a pension scheme member in receipt of added

years dies. To continue to enhance pension years for employees who retire early will increase the costs to services year on year.

The cessation of the enhancement of pension years will not realise a saving but will not incur future costs.

Furthermore, “mandatory compensation” costs are normally incurred when an employee is granted immediate access to their benefits. Mandatory compensation is a charge raised by the pension scheme to the employer in respect of the reduction in income to the scheme by letting the employee access their pension benefits early.

Where an employee requests early retirement and there are no redundancy or business efficiency reasons, the employee’s benefits are actuarially reduced and as such there will be no mandatory compensation.

It is also proposed to introduce one-off severance/redundancy payments, using the statutory maximum as a basis for calculation.

4. SERVICE & COMMUNITY IMPACT

The Early Retirement policy has been used in the past to allow employees to leave employment with enhanced financial packages. This has allowed the Council to manage service realignments and staff reduction exercises in an appropriately managed way.

5. OTHER IMPLICATIONS

The VS/ER policy is not a contractual entitlement as it does not appear in national conditions of service or in existing contracts of employment. It is a policy of the Council that is applied on a discretionary basis. Legal advice received indicates that reasonable notice (a minimum of 4 weeks) will need to be given to employees in respect of changes to the policy if agreement with the trade unions is not achievable. The policy will be updated in line with any subsequent changes to the STSS pension regulations.

6. REPORT

6.1. Context of Review

The financial pressure the Council is facing requires all aspects of business to be looked at and assessed on the grounds of affordability. A review of the existing Early Retirement Policy has shown that it is unaffordable. In addition, it will significantly contribute to reducing the financial costs associated with releasing people on a voluntary basis in accordance with the policy.

There is currently no Voluntary Severance scheme for teachers. Teaching Professional Associations have requested that Voluntary Severance be introduced for teaching staff to increase options for those teachers who cannot access their pension benefits and to give parity with support staff.

Evidence of the unaffordability of the current policy is demonstrated in the financial comments of this report, where the Council’s service budgets are

currently charged over £1.5million per year in respect of enhanced pension years payments for teachers. It is prudent to put in place measures that prevent service costs from increasing. The only way to reduce this annual cost in respect of added years is to move away from awarding of added years to pension scheme members who retire early.

6.2 Consultation

Consultation has been undertaken with professional associations through the Teachers' Consultative Forum and the Local Negotiating Committee for Teachers. The revised policy and benefits were agreed at the LNCT meeting on 5th February 2010.

6.3 Proposed Policy

The proposed Voluntary Severance/Early Retirement policy allows all permanent teachers with over two years continuous service, who are within its scope, to express an interest in **voluntary severance**. Those in the Scottish Teachers' Superannuation Scheme (STSS) will have an option to choose early retirement, where they are able to immediately access their pension benefits. The policy is detailed at Appendix 1 of this report. A summary of the provisions and compensatory benefits provided by the proposed scheme is detailed below.

6.3.1. Provisions and Compensatory Benefits

All employees have the option of expressing an interest in voluntary severance. Those who are members of the STSS have the option of early retirement if they qualify to immediately access their pension benefits with the consent of the employer. There are further options that are not affected by the proposed changes to the scheme.

A summary of the main benefits of the options are

Option 1 - Voluntary Severance

- Employees qualify regardless of age or whether they are members of STSS
- Applies on redundancy and efficiency of service grounds
- Full costs of the employee's release need to be recouped over a 5 year period
- A **one-off voluntary severance payment**, calculated as follows:
 - based on employee's age and continuous length of service using the ready reckoner at Appendix 1 of proposed policy
 - number of weeks on ready reckoner X employee's basic weekly pay up to statutory maximum for redundancy (currently £380 per week)
 - for employees whose basic weekly pay exceeds statutory maximum, their weekly pay for the calculation will be the statutory maximum

payment PLUS 33% of the difference between their basic pay and the statutory maximum

- Severance payment INCLUDES any statutory redundancy payment to which employee may have been entitled

Option 2(a) – Early Retirement on the grounds of Redundancy

- Employee qualifies if they are a member of STSS and can immediately access their pension benefits
- Applies only where a redundancy situation is identified (deletion of a post)
- Full cost of the employee's release needs to be recouped over a 5 year period
- Benefit for employee is that they can immediately access their pension benefits based on their pensionable service and contributions without reduction PLUS
- A **one-off voluntary redundancy payment** applies, calculated as follows:
 - based on employee's age and continuous length of service using the ready reckoner at Appendix 2 of proposed policy
 - number of weeks on ready reckoner X employee's basic weekly pay up to statutory maximum for redundancy (currently £380 per week)
 - for employees whose basic weekly pay exceeds statutory maximum, their weekly pay for the calculation will be the statutory maximum PLUS 33% of the difference between their basic pay and the statutory maximum
- Voluntary redundancy payment INCLUDES any statutory redundancy payment to which employee may have been entitled

Option 2(b) – Early retirement on the grounds of efficiency of the service

- Employee qualifies if they are a member of STSS and can immediately access their pension benefits
- Applies where a business efficiency can be achieved (e.g. cost reduction, removal of pay protection, enhancement to service delivery.) It is important to note that the post is not deleted from the structure in these circumstances
- Full cost of the employee's release need to be recouped over a 5 year period
- Benefit for employee is that they can immediately access their pension benefits based on their pensionable service and contributions without reduction. No **one-off compensatory payment applies**

Option 3 – Employee requested early retirement

- Employee qualifies if they are a member of STSS and can access their pension benefits
- Applies where no redundancy situation exists or where no service efficiency applies
- Applies where there is **no cost to the employer**
- Benefit for employee is that they can immediately access their pension benefits based on their pensionable service and contributions, but benefits will be actuarially reduced. No **one-off compensatory payment** applies

6.3.2. Compulsory Redundancy

This policy is primarily about determining the benefits associated with employees **volunteering** to leave employment by reason of redundancy, efficiency or early retirement. However, there may be future situations where the Council is required to make employees compulsorily redundant, in accordance with the provision of the Managing Redundancy policy, although every reasonable effort will be made to prevent such situations occurring. This Voluntary Severance/Early Retirement Policy continues to incentivise employees to volunteer in a redundancy situation by applying benefits above the statutory limit. Where the voluntary take up of the benefits provided for within this policy does not result in the required staff reduction, the only way to effect the workforce reduction needed is by compulsory means. The Council, in these circumstances, will apply the statutory provisions for calculating redundancy payments.

This is

- Half a week's pay for each full year of service where age during year less than 22
- One week's pay for each full year of service where age during year is 22 or above, but less than 41.
- One and a half weeks' pay for each full year of service where age during year is 41+

The ready reckoner shown at Appendix 3 in the policy indicates the number of weeks pay an employee will be entitled to. The rate of weekly pay will be up to the Weekly Statutory Maximum* payment (currently £380.00.)

6.4 Phased Implementation of Proposals

The proposals shown in Appendix 1 of the document is the recommended policy position. However, it is further recommended that the compensatory benefits provided in the proposals are introduced on a phased basis. The phasing seeks to reduce the costs associated with the existing scheme. The enhanced pension years will be pro-rated on the pension membership of the employee.

The phasing proposals for applications for VS/ER are:

	Added Years for Pension	Voluntary Severance/ Voluntary Redundancy Payment
Application Approved		
Before 1 May 2010 (leaving date can be beyond 1 May 2010)	Up to 3 added years <ul style="list-style-type: none"> • 1 Added Year pro-rated for pension membership for 10 years continuous service and over • 2 Added Years pro-rated for pension membership for 20 years continuous service and over. • 3 Added Years pro-rated for pension membership for 30 years continuous service and over. 	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment value* (currently £380.00) Plus 50% of the difference between basic pay and statutory maximum payment
Before 1 May 2011 (leaving date can be beyond 1 May 2011)	Up to 1 added year <ul style="list-style-type: none"> • Added Year pro-rated for pension membership for 10 years continuous service and over 	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment value* Plus 40% of the difference between basic pay and statutory maximum payment
Final Scheme - full implementation will be from 1 May 2011	Nil Added Years	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment* value Plus 33% of the difference between basic pay and statutory maximum payment

6.5. Approval process for Voluntary Severance/Early Retirement

Where an employee expresses an interest in voluntary severance/early retirement this will be assessed at a service level both in terms of service delivery and financial cost. Where the service can support an expression of interest an estimate of the benefits the employee may receive can be released. The employee will then have the opportunity to make a declaration for voluntary severance/early retirement. The declaration then must be formally supported and signed off by the service Director BEFORE being forwarded to the Chief Executive and Conveners for a final decision.

Should the declaration be supported at all stages the employee will then be made a formal offer of voluntary severance/early retirement.

6.6. Other Provisions

6.6.1 Re-employment with Aberdeen City Council

There are provisions within the proposed scheme to restrict an employee accepting a voluntary severance package and returning to employment with the Council within one year. Should the person choose to apply for a vacancy, be successful and accept new employment with the Council there will be a condition on their severance terms that they must repay the difference between what they

have been paid on voluntary terms and what they would have received if they had been made compulsorily redundant.

This provision will not apply to people in a compulsory redundancy situation.

6.6.2 Restriction on the number of Expressions of Interest

The proposals also provide a condition for employees in normal circumstances submitting one “expression of interest” in a calendar year. This provision does not apply to employer initiated early release exercises.

6.7. Revisions to Pension Discretions

The enhancement to pension years is a discretion to be determined by the employer under Part V of the Teachers’ (Compensation for Redundancy and Premature Retirement) Regulations 1997. The final policy proposals will mean that the Council as an employer will choose not to enhance pension years in normal circumstances. The Council reserves the right to approve added pension years only in exceptional circumstances, determined by the Corporate Director for Corporate Governance and supported by the Service Director, in conjunction with the Conveners.

The phased provisions at Section 6.4 of this report provide that the Council will, under its discretionary powers, allow the enhanced pension years detailed in the table shown. The phased pension enhancements will be pro-rated against the scheme member’s pensionable service.

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8. BACKGROUND PAPERS

None



ABERDEEN
CITY COUNCIL

**VOLUNTARY
SEVERANCE/ EARLY
RETIREMENT POLICY
AND BENEFITS FOR
TEACHERS**

February 2010

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SECTION 1 - INTRODUCTION

1.1 Policy Statement

Employees should, wherever possible, be able to continue working for as long as they wish and are able to do so. However, we equally recognise that in some circumstances it may be in the interests of the organisation for employees to be allowed to leave prematurely, and receive compensatory benefits, where this will assist the Council to meet its vision, values and aims.

Local Government works in an environment of constant change, where achieving Best Value is a statutory requirement and where public accountability is necessary. There is a need to review and continually improve performance and service provision by undertaking work more efficiently and effectively.

At the same time, we recognise our responsibility to protect security of employment and the need to retain the skills and knowledge of our workforce. This is a primary aim of our workforce strategy. At times, however, changes will result in people becoming deskilled or even surplus to requirement and on occasion, a need to reduce the size of the workforce in a particular area will arise. Whilst every reasonable effort will be made to reskill and/or redeploy employees in these circumstances, employees faced with this situation may instead express an interest in leaving prematurely and this may be supported by the employee's Service as a means of effectively addressing organisational change.

When dealing with cases under this policy, we will therefore always treat employees with respect, sensitivity and care.

1.2 What the policy covers

This policy explains the circumstances where an employee can be considered for premature release from their employment, the compensatory benefits that may apply and how applications for release under this policy will be assessed and progressed.

The policy adheres to the regulations contained in the Scottish Teachers' Superannuation Scheme. There are 3 main sets of regulations which govern the STSS

- the Teachers' Superannuation (Scotland) Regulations 2005 (SSI 2005/393) (as amended)
- the Teachers (Compensation for Premature Retirement and Redundancy) (Scotland) Regulations 1996 (SI 1996/2317) (as amended)
- the Teachers' Superannuation (Additional Voluntary Contributions) (Scotland) Regulations 1995 (SI 1995/2814) (as amended)

The regulations and amendments that apply to the STSS can be viewed on the Scottish Public Pension Agency web-site at www.sppa.gov.uk/scot_teachers

SECTION 2 – SCOPE AND ELIGIBILITY

2.1 Who is covered by this policy

This policy applies to all teaching employees of the Council with **at least two years' continuous service** who are leaving the Council prematurely on grounds of either redundancy or efficiency.

When applying the process that applies to this policy, allowances will be made for those employees whose first language is not English or who have difficulty expressing themselves to ensure they understand its provisions.

2.2 When the policy applies

This policy applies in situations where

- i) an employee chooses to apply for voluntary severance or early retirement or;
- ii) an employee finds themselves in a position where their job is deleted from the structure and is in a potential redundancy situation (in which case the provisions of the Compulsory Transfer Policy for Teachers and/or Protocol on the Management of Excess Teaching Staff and/or Managing Redundancy policy must be observed (See note 1))
- iii) to avoid a redundancy situation elsewhere a “bumped” redundancy may be identified

Employees who choose to apply for release under this policy **are not guaranteed to have their application accepted or approved**. Management reserves absolute discretion to decide whether to accept any individual application under this policy. The decision whether to accept a particular application will depend on the Council's need to retain the types of knowledge, skills and competencies that it considers to be essential to meet its future organisational aims, the need to retain people with different skills and other circumstances it considers to be appropriate to the delivery of services.

The objective of this policy is to permit the premature release of an employee, with the appropriate compensatory benefits, where at least one of the following criteria is met:

- to assist with workforce management and our workforce strategy which is to ensure that we have the *“right people with the right skills in the right place at the right time”*
- where fewer employees are needed to carry out some or all of the work
- to assist in the provision of more responsive, efficient and cost-effective services
- to assist with the retention of employees and maintenance of a balanced workforce

- to achieve a balanced budget

The cost to the Council of an employee leaving under this policy will be critically evaluated against the financial savings and other quantifiable organisational benefits derived from the employee's release.

Each case under this policy will be considered on its own individual merits. **Management's decision on whether or not to accept or reject an individual application is final.**

Note 1 – relationship to Managing Redundancy Policy

This policy complements, and should be read in conjunction with, the Council's Managing Redundancy Policy, where applicable.

Note 2 – considering cases where there is no cost benefit

Cases of early release under this policy should normally only be supported where there is a financial benefit to the Council. However, in exceptional circumstances, it may be appropriate for the Council to consider favourably an application where a cost would arise. Such cases would need to be carefully documented to demonstrate the non-financial factors that justified application of this policy. It is emphasised that cases must be exceptional and any costs would need to be reasonable

2.3 When the policy does not apply

- This policy will not be used to address sub standard work performance and/or poor attendance; this will be dealt with either through the GTC Code of Practice on Teacher Competence and/or the Managing Attendance procedure
- The Council has separate policies/processes for flexible and ill-health retirement

2.4 Options available to employees

There are two choices open to employees. The first option applies to all employees. The second option is ONLY open to employees who are members of the STSS and can access their pension benefits with the consent of the employer.

Option 1 – Voluntary Severance

The opportunity to apply for "voluntary severance" is open to ALL employees. This may arise in situations where there is a potential redundancy or efficiency of the service. This is irrespective of the employee being a member of the STSS, or not. The benefits that will apply are shown as a one off voluntary severance payment in accordance with the ready reckoner detailed at Appendix 1.

Option 2(a) – Early Retirement on the grounds of Redundancy

The opportunity to apply for “Early Retirement on the grounds of redundancy” is restricted to employees in the STSS who are able to access their pension benefits with the consent of the employer. In cases where a request for early retirement is supported by the Council the benefits that will apply include immediate access to pension benefit without reduction and a one off redundancy payment in accordance with the ready reckoner detailed at Appendix 2.

Option 2(b) Early retirement on the grounds of Efficiency of the Service

With regard to early retirement on the grounds of efficiency of the service, again this is restricted to employees who are able to access their pension benefits, with the consent of the employer, whose cases are supported. No redundancy payment will apply in such cases.

2.5 Difference between “voluntary severance” and “early retirement”

“**Voluntary severance**” applies to all employees covered by this scheme

“**Early retirement**” is applicable only to those employees in the STSS who, under the pension regulations, are able to access their pension benefits.

The benefits are likely to differ depending on whether an employee is leaving under voluntary severance or early retirement, however the process for making and dealing with applications is the same.

SECTION 3 - EMPLOYER INITIATED EARLY RELEASE

The **employer** can initiate an employee’s early release under this scheme in the following situations. **It should be noted that in cases of employer initiated early release, any access to pension benefits will be to Premature Retirement, with the actuarial reduction being met by the employer.**

3.1 Redundancy

Where, in accordance with the Managing Redundancy Policy, a reduction in the workforce is seen as necessary by the employer and employees are invited to express an interest in volunteering to leave the Council’s employment

3.2 Bumped Redundancy

Bumped redundancies may be considered in accordance with the provisions of the Managing Redundancy Policy.

3.3 Efficiency of the service

Where an employee’s early release will result in clear and demonstrable savings and/or an improvement in service delivery.

3.4 Application Process for “Employer Initiated” Early Release

The **employer** may initiate application(s) for early release where the following situations arise:

- 3.4.1 On Redundancy Grounds - where a reduction in the workforce is seen as necessary by the employer and employees are invited to express an interest in volunteering to leave the Council’s employment
- 3.4.2 On grounds of Efficiency of the Service – where there is a clear and demonstrable financial benefit (savings) and service efficiency to the Council by approving an individual request.

Other situations may arise from time to time and it will be for the Head of Human Resources to determine the process after due consultation with the trade unions.

The process for employees wishing to be considered under this section is detailed below.

3.5 Invitation to volunteer

If it should become necessary for the Council to consider releasing employees prematurely under this policy, management will notify the directly affected employees (i.e. employees within the work location, section or service directly affected) and invite them to make an application under this policy within a prescribed time limit.

At the discretion of management, employees not directly affected may also be invited to apply for release under this policy (under a "bumped redundancy" arrangement) where this will create redeployment opportunities for employees at risk of redundancy.

3.5 Invitation Process Step by Step Guide

The invitation process will be as follows:

Step	Action
1	Management identify invitation pool
2	Management consult affected employees and appropriate trades unions on proposed action
3	Invitations to express an interest in leaving under the policy communicated by letter to affected employees. Letter will include a note of interest form and invitation will be for a defined period
4	Employee expresses an interest in release under the policy. Where appropriate (i.e. where there is a saving under the ‘cost efficiency test’) employee issued with an estimate of benefits. (In cases where there is no saving, an estimate of benefits may not be issued)
5	Employee invited to make a formal declaration for release under the scheme, including indicating the option which they are requesting to be released i.e. voluntary severance or early retirement. The invitation will be available for a defined period

6	The Service Management is required to provide a supporting statement and signed off by the Service Director
7	Management consult trades unions on employees being supported for release on redundancy grounds
8	Relevant Committee Convenors asked to approve applications being supported by the Chief Executive
9	Management notifies employees of decision and where appropriate issues notice.

3.7 Cost Efficiency Test

The total cost of releasing an employee on a voluntary basis i.e. mandatory compensation, voluntary redundancy payment / voluntary severance payment will require to be recouped and financial benefit to the Council must be evidenced at the end of five years following the last day of employment of the employee concerned. The savings will be assessed by calculating the total compensation costs that are associated with the application and offsetting these against the reduction in employment costs over the five year period.

The calculations associated with releasing an employee on a voluntary basis must be undertaken in every case and verified with a representative of the City Chamberlain. There may be exceptional circumstances where cases involve modest costs that cannot be recouped over the required 5 year period. In such exceptional circumstances the Cost Efficiency Test may be set aside but this must have the support of the Service Director and Director for Corporate Governance and then agreed by the relevant Conveners.

SECTION 4 – EMPLOYEE INITIATED EARLY RELEASE

Where an employee wishes to explore the possibility of leaving the Council's employment under this policy they must initially discuss their interest in early release with their Head Teacher. Only where the provisions of the "**Cost Efficiency Test**" detailed above are met will cases be recommended for support. **In cases of employee initiated release, the cost efficiency test will be applied to determine whether or not the actuarial reduction will be met by the employer.**

4.1 Limit on number of expressions of interest by an employee

An employee may express an interest in early release under this scheme only once in any rolling 12 month period. In cases where the employee has expressed an interest and the employer subsequently invites applications, the employee **will** be eligible to submit another expression of interest, even though the twelve month period has not expired.

4.2 Application Process for "Employee Initiated" Early Release

The process for employees applying to be considered under this section is detailed below. It recognises that, at times, it may be of mutual benefit for an

employee to leave the employment of the Council but this must be in accordance with the provisions detailed earlier in this policy. The Council is under no obligation to grant any application for voluntary severance/early retirement but it is recognised that an employee may in certain circumstances retire early and access pension benefits as determined within the STSS.

4.3 Process for Expressing Interest Step by Step Guide

Step	Action
1	Employee discusses their interest in release under the policy with their Head Teacher and where agreed submits an expression of interest form.
2	Manager considers whether they could support the employee's release using the criteria set out in this policy
3	Manager meets with the employee to discuss outcome of assessment and confirms their decision in writing. If an application cannot be supported this is the end of the process and the following steps do not apply
4	If an application is provisionally supported, a letter will be sent to the employee to invite them to make a formal declaration for release under the policy including the option that they are requesting to be applied. The letter will include an estimate of benefits and a declaration form. The invitation will be available for a defined period
5	The Service Management is required to provide a supporting statement and signed of by the Service Director
6	Management consult trades unions on employee(s) being supported for release on redundancy grounds
7	Relevant Committee Convenors asked to approve applications being supported by the Chief Executive
8	Management notifies employees of decision and where appropriate issues notice.

SECTION 5 - COMPENSATORY BENEFITS PAYABLE

The compensatory benefits payable to employees being released under this policy will depend on the employee's age and, length of continuous service, whether they are leaving on redundancy or efficiency grounds and whether they are members of the STSS.

In accordance with the discretions that are available to an employer, the Council shall apply the following benefits.

For employees who VOLUNTEER for release under the Policy

5.1 Voluntary Severance

The benefit that will apply to an employee who has their declaration for voluntary severance approved by the Council, will be a **Voluntary Severance Payment**. This payment is payable to all employees to whom this policy applies who have their declaration for voluntary severance approved

by the conveners. This is irrespective of them being a member of the pension scheme or not.

The **Voluntary Severance Payment** applies where an employee chooses to leave the Council's employment on a voluntary basis (i.e. the employee has not been issued with a dismissal notice on the grounds of redundancy) they will receive a one off lump sum "**Voluntary Severance Payment**" based on their age and completed years of service (see ready reckoner at **Appendix 1**). The voluntary severance payment **includes** any statutory redundancy payment for which the employee would qualify.

A week's pay will be the employee's basic pay up to the statutory maximum payment*. For employees whose basic pay exceeds the statutory maximum payment* their payment will be the statutory maximum payment* PLUS 33% of the difference between the statutory maximum payment* and the employee's basic weekly pay.

See **Note 5** for circumstances under which a voluntary severance payment can be withheld or reduced.

5.2 Early Retirement on Grounds of Redundancy (this option only applies to members of the STSS who are able to access their pension benefits with the employer's consent)

Where an employee in the STSS **VOLUNTEERS** for early retirement on the grounds of redundancy and qualifies under the pension regulations (i.e. Pension Scheme Member aged 55 and over OR from age 50 for any existing member on 31 March 2009 with minimum 2 years membership who leaves on or before 5 April 2010) to immediately access their pension benefits with the consent of the employer, and this is approved by the conveners, they will qualify for the following payments:

- 5.2.1 Where an employee chooses to leave the Council's employment on a voluntary basis (i.e. the employee has not been issued with a dismissal notice on the grounds of redundancy) a one off lump sum "**Voluntary Redundancy Payment**" based on their age and completed years of service (see ready reckoner at **Appendix 2**). The voluntary redundancy payment **includes** any statutory redundancy payment for which the employee would qualify,

A weeks' pay will be the employee's basic pay up to the statutory maximum payment*. For employees whose basic pay exceeds the statutory maximum payment* their payment will be the statutory maximum payment* PLUS 33% of the difference between the statutory maximum payment* and the employee's basic weekly pay

- 5.2.2 Normally, employees who are members of STSS can receive a refund of their contributions when they leave the STSS if they have not qualified for benefits.

Note 3 – Mutually Exclusive Benefits – Early Retirement on the grounds of Redundancy

The benefits under 1.1 and 1.2 above are mutually exclusive. Where an employee qualifies and chooses the benefits under 1.2 the benefits under 1.1 will not apply. Such an employee can opt for the benefits under 1.1 instead of 1.2.

5.3 Efficiency of the Service

In certain situations it may be in the Council's interest to allow employees to leave on the grounds of efficiency of the service. This will normally be where an employee is on a protected salary and there is still a requirement for the post they occupy to remain on the structure. By releasing the employee there must be a saving to the Council (please refer to the paragraph on the cost efficiency test).

Where an employee who is in the STSS is able to access their pension benefits this will normally be supported by the employer without actuarial reduction. However, as there is no redundancy situation there will be no one off voluntary redundancy payment.

Where an employee is unable to access their pension benefits through an efficiency of the service case, (or does not wish to access their pension benefits) they may choose to request their case be considered under the voluntary severance option under 1.1 above. (Please refer to Note 4)

Note 4 – Mutually Exclusive Benefits – Early Retirement on the grounds of Efficiency of the Service

Where the Council determines that the Efficiency of the Service case does not satisfy the cost efficiency test, the employee may request their case to be considered under 1.1 above. It should be noted that the benefits under 1.1 and 1.3 are mutually exclusive.

5.4 Early Retirement with actuarial reduction

There are circumstances where an employee in the STSS may request to retire early. Teachers aged 55 or over who have pensionable or excluded employment on or after 1 July 2002 can apply for Actuarially Reduced Pension Retirement. In such cases, the consent of the employer is required, but such consent cannot be withheld for more than 6 months from the date on which the request is made.

If there is not a redundancy or efficiency of the service (see below) an employee may apply to retire early (i.e. leave employment and be permitted to access their pension benefits.) In such cases where the employee, under the pensions regulations, is able to access their pension benefits, which will

be actuarially reduced, the Council will consider each request on its individual merit. There is no obligation on the employer to approve any such application.

5.5 For employees in a compulsory redundancy situation

All employees in a **COMPULSORY** redundancy situation (i.e. have been placed on contractual notice of compulsory redundancy) will have the statutory minimum provisions applied which is

- Half a week's pay for each full year of service where age during year less than 22
- One week's pay for each full year of service where age during year is 22 or above, but less than 41.
- One and a half weeks' pay for each full year of service where age during year is 41+

The ready reckoner shown at Appendix 3 indicates the number weeks an employee will be entitled to. The rate of weekly pay will be up to the Weekly Statutory Maximum payment*

5.6 Calculating One Off Payments

Payment shall be calculated by using the appropriate ready reckoner shown at appendices 1, 2 and 3 where an employee's age and length of continuous service will determine the number of weeks pay to which they will be entitled.

Once the number of weeks entitlement is determined the payment can be calculated by multiplying this by the weekly statutory maximum payment*. This is the entitlement for employees in a compulsory redundancy situation

For those in a voluntary severance or early retirement due to redundancy situation (i.e have not been served with a compulsory redundancy notice) whose weekly rate is greater than the weekly statutory maximum payment*, the payment will be increased to the value equivalent of 33% of the difference between the weekly statutory maximum payment* and the basic weekly pay of the employee at the time of leaving.

A number of example calculations are shown at Appendix 4

5.7 Pension Enhancement

The Council will **not** normally exercise its discretion to award enhanced pension benefits to employees seeking early retirement who are members of the STSS. Only in cases where there are exceptional circumstances determined by the Director of Corporate Governance on recommendation of

the Service Director and approved by the Convenors of Education, Culture and Sport and Finance and Resources shall enhancement be considered and granted.

5.8 Qualifying Service for Redundancy Purposes

The qualifying service for calculating a severance /redundancy payment is a **continuous** service with an organisation covered by the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Orders, which cover local authorities and related bodies. This must be a minimum of 2 years. Continuity of employment is broken if the period of time between an employee leaving and re-entering local authority service exceeds one week.

See **Note 5** for circumstances under which a statutory redundancy payment can be withheld or reduced.

5.9 Phased Implementation Schedule

The compensatory benefits in respect of enhanced pension years, one-off voluntary severance and redundancy payment outlined above represent the final position of the policy. There will be a phased introduction of these compensatory benefits in accordance with the table shown below

	Added Years for Pension	Voluntary Severance/ Voluntary Redundancy Payment
Application Approved		
Before 1 May 2010 (leaving date can be beyond 1 May 2010)	Up to 3 years enhancement <ul style="list-style-type: none"> • 1 Added Year pro-rated for pension membership for 10 years continuous service and over • 2 Added Years pro-rated for pension membership for 20 years continuous service and over. • 3 Added Years pro-rated for pension membership for 30 years continuous service and over. 	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment* value (currently £380.00) Plus 50% of the difference between basic pay and statutory maximum payment
Before 1 st May 2011 (leaving date can be beyond 1 May 2011)	Up to 1 year enhancement <ul style="list-style-type: none"> • 1 Added Year pro-rated for pension membership for 10 years continuous service and over 	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment* value Plus 40% of the difference between basic pay and statutory maximum payment
Final Scheme – full implementation will be from 1 st May 2011	Nil Years enhancement	Payment in accordance with number of weeks shown in the relevant ready reckoner up to the statutory maximum payment* value Plus 33% of the difference between basic pay and statutory maximum payment

Note 5 – when redundancy/severance payments can be reduced or withheld

When calculating a redundancy/severance payment, the Council will apply normal basic contractual pay, capped at the statutory maximum payment, except where the employee behaves in such a way that any mitigation of the redundancy dismissal has not been possible (e.g. not co-operating with the redeployment search.).

There is likely to be a loss of entitlement to a redundancy payment (or voluntary severance payment due to be made on redundancy grounds) where:

- (1) the employee commences employment with an organisation covered by the Redundancy Payments Modification Orders within 4 weeks of their leaving date
- (2) the employee is redeployed to another job in the Council before the end of their notice period
- (3) the employee refuses an offer of suitable alternative employment
- (4) the employee leaves employment before the leaving date set by the Council
- (5) the employee is dismissed for some other reason during their notice period

Note 6 – annual leave and notice periods

Normally any balance of annual leave should be used before leaving and the employee will continue in employment during their contractual notice period. This will avoid the need to pay in lieu of notice or for untaken annual leave and thereby reduce costs.

Employees are usually entitled to one week's notice for each year of service up to a maximum of 12 weeks` notice. The service counted for calculating notice is all continuous local authority service with an organisation covered by the Modification Orders.

Notice periods can be waived by mutual consent, there is no facility to pay in lieu of notice.

Note 7 – income tax on compensatory payments

For those employees who only qualify for lump sum payments, (e.g voluntary severance / redundancy) the Council is advised by HMRC that any such payment will be tax free as long as it does not exceed £30,000, but this will depend on the rules determined by HMRC that apply at the time.

Restrictions on returning to employment with Aberdeen City Council

The following re-employment restrictions will apply to employees who have volunteered and accepted an offer made under this policy

- **Restrictions for employees who accept an offer of Voluntary Severance / Early Retirement.**

Where an employee has an application for voluntary severance/early retirement approved by the Council, there will be an expressed and clear undertaking that where an application is approved the employee shall not apply for or accept paid work for Aberdeen City Council for a period of at least 12 months from the last date of employment. This provision also includes returning as an agency worker or working for Aberdeen City Council as an independent consultant.

This restriction can be waived if the person concerned either:

- i) agrees to refund the difference in value between the voluntary severance payment they actually received and what the statutory maximum redundancy payment would have been.
- ii) requests this restriction to be waived due to a significant change in their personal circumstances and this is agreed by the Service Director. The Service Director must be satisfied that there would be significant service benefit to allow the person to be considered for future paid service.
- iii) the Service Director can agree to waive this restriction in respect of appointments to the Teacher Relief Pool where there is exceptional need to expand the pool of relief teachers.

- **Provisions for Employees who are made compulsorily redundant.**

No such restrictions apply to employees who are made compulsory redundant, although by statutory provisions they will lose their right to their redundancy payment if they are re-employed by the Council, or employed by a body covered by the Modification Orders, within 4 weeks of their leaving date.

SECTION 6: REVIEW OF THE PROCEDURE

Human Resources will monitor the arrangements of this policy in light of needs of the Council's business, employment best practice and statutory requirements.

Appendix 1

Ready reckoner for calculating a voluntary severance payment (this includes any entitlement to a statutory redundancy payment)

		Service (Years)																		
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Age (years)																				
17		3																		
18		3	4																	
19		3	4	5.5																
20		3	4	5.5	7															
21		3	4	5.5	7	8.5														
22		3	4	5.5	7	8.5	9.5													
23		4	5.5	7	8.5	9.5	11	12.5												
24		5.5	7	8.5	9.5	11	12.5	14	15											
25		5.5	8.5	9.5	11	12.5	14	15	16.5	18										
26		5.5	8.5	11	12.5	14	15	16.5	18	19.5	20.5									
27		5.5	8.5	11	14	15	16.5	18	19.5	20.5	22	23.5								
28		5.5	8.5	11	14	16.5	18	19.5	20.5	22	23.5	25	26							
29		5.5	8.5	11	14	16.5	19.5	20.5	22	23.5	25	26	27.5	29						
30		5.5	8.5	11	14	16.5	19.5	22	23.5	25	26	27.5	29	30.5	31.5					
31		5.5	8.5	11	14	16.5	19.5	22	25	26	27.5	29	30.5	31.5	33	34.5				
32		5.5	8.5	11	14	16.5	19.5	22	25	27.5	29	30.5	31.5	33	34.5	36	37			
33		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	31.5	33	34.5	36	37	38.5	40		
34		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	34.5	36	37	38.5	40	41.5	42.5	
35		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	37	38.5	40	41.5	42.5	44	45.5
36		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	40	41.5	42.5	44	45.5	47
37		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	42.5	44	45.5	47	48
38		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	45.5	47	48	49.5
39		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	47	48	49.5	51
40		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	47	49.5	51	52.5
41		5.5	8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	47	49.5	52.5	53.5
42		7	9.5	12.5	15	18	20.5	23.5	26	29	31.5	34.5	37	40	42.5	45.5	48	51	53.5	56.5
43		8.5	11	14	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	47	49.5	52.5	55	58
44		8.5	12.5	15	18	20.5	23.5	26	29	31.5	34.5	37	40	42.5	45.5	48	51.5	53.5	56.5	59
45		8.5	12.5	16.5	19.5	22	25	27.5	30.5	33	36	38.5	41.5	44	47	49.5	52.5	55	58	60.5
46		8.5	12.5	16.5	20.5	23.5	26	29	31.5	34.5	37	40	42.5	45.5	48	51	53.5	56.5	59	62
47		8.5	12.5	16.5	20.5	25	27.5	30.5	33	36	38.5	41.5	44	47	49.5	52.5	55	58	60.5	63.5
48		8.5	12.5	16.5	20.5	25	29	31.5	34.5	37	40	42.5	45.5	48	51	53.5	56.5	59	62	64.5
49		8.5	12.5	16.5	20.5	25	29	33	36	38.5	41.5	44	47	49.5	52.5	55	58	60.5	63.5	66
50		8.5	12.5	16.5	20.5	25	29	33	37	40	42.5	45.5	48	51	53.5	56.5	59	62	64.5	67.5
51		8.5	12.5	16.5	20.5	25	29	33	37	41.5	44	47	49.5	52.5	55	58	60.5	63.5	66	69
52		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	48	51	53.5	56.5	59	62	64.5	67.5	70.
53		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	52.5	55	58	60.5	63.5	66	69	71.5
54		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	56.5	59	62	64.5	67.5	70	73
55		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	60.5	63.5	66	69	71.5	74.5
56		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	64.5	67.5	70	73	75.5
57		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	66	69	71.5	74.5	77
58		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	66	70	73	75.5	78.5
59		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	66	70	74.5	77	80
60		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	66	70	74.5	78.5	81
61*		8.5	12.5	16.5	20.5	25	29	33	37	41.5	45.5	49.5	53.5	58	62	66	70	74.5	78.5	82.5

61* - The table stops at age 61 because for employees age 61 and over, the payment remains the same as for age 61. The above table shows the entitlement in weeks.

Ready Reckoner for calculating an Early Retirement (on the grounds of redundancy) payment (this includes any entitlement to a statutory redundancy payment)

Age (years)	Service (Years)																			
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
50	3	4½	6	7½	9	10½	12	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	24½	
51	3	4½	6	7½	9	10½	12	13½	15	16	17	18	19	20	21	22	23	24	25	
52	3	4½	6	7½	9	10½	12	13½	15	16½	17½	18½	19½	20½	21½	22½	23½	24½	25½	
53	3	4½	6	7½	9	10½	12	13½	15	16½	18	19	20	21	22	23	24	25	26	
54	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	20½	21½	22½	23½	24½	25½	26½	
55	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22	23	24	25	26	27	
56	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	23½	24½	25½	26½	27½	
57	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25	26	27	28	
58	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	26½	27½	28½	
59	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28	29	
60	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	29½	
61*	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	30	

61* - The table stops at age 61 because for employees age 61 and over, the payment remains the same as for age 61.

The above table shows the entitlement in weeks.

Ready reckoner for calculating a compulsory redundancy payment

		Service (Years)																		
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Age (years)																				
17	1																			
18	1	1½																		
19	1	1½	2																	
20	1	1½	2	2½																
21	1	1½	2	2½	3															
22	1	1½	2	2½	3	3½														
23	1½	2	2½	3	3½	4	4½													
24	2	2½	3	3½	4	4½	5	5½												
25	2	3	3½	4	4½	5	5½	6	6½											
26	2	3	4	4½	5	5½	6	6½	7	7½										
27	2	3	4	5	5½	6	6½	7	7½	8	8½									
28	2	3	4	5	6	6½	7	7½	8	8½	9	9½								
29	2	3	4	5	6	7	7½	8	8½	9	9½	10	10½							
30	2	3	4	5	6	7	8	8½	9	9½	10	10½	11	11½						
31	2	3	4	5	6	7	8	9	9½	10	10½	11	11½	12	12½					
32	2	3	4	5	6	7	8	9	10	10½	11	11½	12	12½	13	13½				
33	2	3	4	5	6	7	8	9	10	11	11½	12	12½	13	13½	14	14½			
34	2	3	4	5	6	7	8	9	10	11	12	12½	13	13½	14	14½	15	15½		
35	2	3	4	5	6	7	8	9	10	11	12	13	13½	14	14½	15	15½	16	16½	
36	2	3	4	5	6	7	8	9	10	11	12	13	14	14½	15	15½	16	16½	17	
37	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15½	16	16½	17	17½	
38	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16½	17	17½	18	
39	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17½	18	18½	
40	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18½	19	
41	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19½	
42	2½	3½	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	
43	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
44	3	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	
45	3	4½	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
46	3	4½	6	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	
47	3	4½	6	7½	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
48	3	4½	6	7½	9	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	
49	3	4½	6	7½	9	10½	12	13	14	15	16	17	18	19	20	21	22	23	24	
50	3	4½	6	7½	9	10½	12	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	24½	
51	3	4½	6	7½	9	10½	12	13½	15	16	17	18	19	20	21	22	23	24	25	
52	3	4½	6	7½	9	10½	12	13½	15	16½	17½	18½	19½	20½	21½	22½	23½	24½	25½	
53	3	4½	6	7½	9	10½	12	13½	15	16½	18	19	20	21	22	23	24	25	26	
54	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	20½	21½	22½	23½	24½	25½	26½	
55	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22	23	24	25	26	27	
56	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	23½	24½	25½	26½	27½	
57	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25	26	27	28	
58	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	26½	27½	28½	
59	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28	29	
60	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	29½	
61*	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	30	

61* - The table stops at age 61 because for employees age 61 and over, the payment remains the same as for age 61.
The above table shows the entitlement in paid weeks.

Worked Examples of Calculating Voluntary Severance and Early Retirement (on the grounds of redundancy) Payments in accordance with Ready Reckoners shown at Appendices 1,2 and 3

Example 1: - Calculating the Voluntary Severance payment for an employee who's basic weekly pay is BELOW the Statutory Maximum Weekly wage*

If an employee is 45 years old with 15 years service the ready reckoner (Appendix 1) shows the severance payment will be based on 47 weeks pay.

If this employee's basic weekly wage is £350.00 (this is currently below the statutory maximum payment*) the severance payment is calculated as:

$$47 \text{ weeks} \times \text{£}350.00 = \text{£}16,450$$

Example 2 – Calculating the Voluntary Severance payment for an employee who's basic weekly pay is ABOVE the Statutory Maximum Weekly wage

If however, an employee of the same age and service years as example 1 has a basic weekly rate of £680.00 (this is currently above the statutory maximum weekly payment*). The same ready reckoner is used but in this case the statutory maximum weekly payment* is subtracted from the employee's basic weekly wage and the resulting figure is multiplied by the number of weeks shown on the ready reckoner then further multiplied by 33%.

$$\text{i.e. } \text{£}680.00 - \text{£}380.00^* = \text{£}300 \times 47 \text{ weeks} = \text{£}14,100 \times 33\% = \text{£}4,653.00$$

This then is added to the number of weeks shown on the ready reckoner multiplied by the Statutory Maximum Weekly payment*

$$\text{i.e. } 47 \text{ weeks} \times \text{£}380.00 = \text{£}17,860$$

Total severance payment is the sum of these two calculations

$$\text{i.e. } \text{£}17,860 + \text{£}4,653 = \text{£}22,513$$

Example 3 - Calculating the voluntary redundancy payment for an employee who has applied for Early Retirement on the grounds of redundancy whose basic pay is BELOW the Statutory Maximum Weekly wage*

If an employee is 56 years old with 20 years service the ready reckoner (Appendix 2) shows the severance payment will be based on 27.5 weeks.

If this employee's basic weekly wage is £320.00 (this is currently below the statutory maximum payment*) the severance payment is calculated as:

$$27.5 \text{ weeks} \times \text{£}320.00 = \text{£}8,800$$

Example 4 - Calculating the voluntary redundancy payment for an employee who has applied for Early Retirement on the grounds of redundancy whose basic pay is ABOVE the Statutory Maximum Weekly wage*

If however, an employee of the same age and service years as Example 3 has a basic weekly wage of £680.00 (this is currently above the statutory maximum weekly payment*). In this case the statutory maximum weekly payment* is subtracted from the employee's basic weekly wage and the resulting figure is multiplied by the number of weeks then further multiplied by 33%.

$$\text{i.e. } \text{£}680.00 - \text{£}380.00 = \text{£}300 \times 27.5 \text{ weeks} = \text{£}8,250 \times 33\% = \text{£}2,722.50$$

This then is added to the number of weeks shown on the ready reckoner multiplied by the statutory maximum weekly payment*

$$\text{i.e. } 27.5 \text{ weeks} \times \text{£}380.00 = \text{£}10,450$$

Total severance payment is the sum of these two calculations

$$\text{i.e. } \text{£}2,722.50 + \text{£}10,450 = \text{£}13,172.50$$

Example 5 – Calculating a compulsory redundancy payment for an employee whose basic weekly wage is ABOVE the statutory maximum weekly payment*.

If an employee is 36 years old with 10 years service with a basic weekly wage of £750.00. The ready reckoner (appendix 3) shows the severance payment will be based on 10 weeks pay and the statutory maximum weekly payment* will be applied.

$$\text{i.e. } 10 \text{ weeks} \times \text{£}380.00 = \text{£}3,800.00$$

Example 6 – Calculating a compulsory redundancy payment for an employee whose basic weekly wage is BELOW the statutory maximum weekly payment*.

If an employee who is 48 years old with 22 years service and whose basic weekly pay is £250.00. The ready reckoner (Appendix 3) shows the severance payments will be based on 23.5 weeks pay and the employee's basic weekly wage will be applied.

$$\text{i.e. } 23.5 \text{ weeks} \times \text{£}250.00 = \text{£}5,875$$

* This is the Statutory maximum weekly payment which is £380.00 (correct as at 1st October 2009) Please refer to BIS website for up to date figures www.berr.gov.uk.

Actuarially Reduced Benefits

The following factors are applicable to those members whose NPA is 60.

AGE	0	1	2	3	4	5	6	7	8	9	10	11
Complete years												
55	0.773	0.776	0.780	0.783	0.786	0.790	0.793	0.796	0.800	0.803	0.806	0.810
56	0.813	0.817	0.820	0.824	0.827	0.831	0.834	0.838	0.841	0.845	0.848	0.852
57	0.855	0.859	0.863	0.866	0.870	0.874	0.878	0.881	0.885	0.889	0.893	0.896
58	0.900	0.904	0.908	0.912	0.916	0.920	0.924	0.928	0.932	0.936	0.940	0.944
59	0.948	0.952	0.957	0.961	0.965	0.970	0.974	0.978	0.983	0.987	0.991	0.996

The following factors are applicable to those new members who joined the scheme after 1 April 2007 and whose NPA is 65.

AGE	0	1	2	3	4	5	6	7	8	9	10	11
Complete years												
55	0.582	0.585	0.587	0.590	0.592	0.595	0.597	0.600	0.602	0.605	0.607	0.610
56	0.612	0.615	0.617	0.620	0.623	0.625	0.628	0.631	0.633	0.636	0.639	0.641
57	0.644	0.647	0.650	0.653	0.655	0.658	0.661	0.664	0.667	0.670	0.672	0.675
58	0.678	0.681	0.684	0.687	0.690	0.693	0.696	0.699	0.702	0.705	0.708	0.711
59	0.714	0.717	0.721	0.724	0.727	0.730	0.734	0.737	0.740	0.743	0.747	0.750
60	0.753	0.757	0.760	0.764	0.767	0.771	0.774	0.778	0.781	0.785	0.788	0.792
61	0.795	0.799	0.803	0.807	0.810	0.814	0.818	0.822	0.826	0.830	0.833	0.837
62	0.841	0.845	0.849	0.853	0.857	0.861	0.866	0.870	0.874	0.878	0.882	0.886
63	0.890	0.894	0.899	0.903	0.908	0.912	0.917	0.921	0.925	0.930	0.934	0.939
64	0.943	0.948	0.953	0.957	0.962	0.967	0.972	0.976	0.981	0.986	0.991	0.995

Worked Example (1) – Premature Retirement

Benefits payable to a 55 year old teacher with 34 years continuous service and a pensionable salary of £40,000 per annum:

SPPA Pension	$1/80 \times 34 \times £40,000 \times 0.773 =$	£13,141
ACC Pension _(mandatory compensation)	$1/80 \times 34 \times £40,000 \times 0.227 =$	£3,859
Total Pension		£17,000
SPPA Lump Sum	$3/80 \times 34 \times £40,000 \times 0.773 =$	£39,423
ACC Lump Sum _(mandatory compensation)	$3/80 \times 34 \times £40,000 \times 0.227 =$	£11,577
Total Lump Sum		£51,000
Capitalised Cost of Mandatory Compensation to ACC		£87,252

Worked Example (2) – Actuarially Reduced Pension

Pension payable to a 55 year old teacher with 34 years continuous service and a pensionable salary of £40,000 per annum:

Actuarially Reduced Pension	$1/80 \times 34 \times £40,000 \times 0.773 =$	£13,141
Actuarially Reduced Lump Sum	$3/80 \times 34 \times £40,000 \times 0.773 =$	£39,423

SUMMARY OF EMPLOYEE'S OPTIONS AVAILABLE FOR VOLUNTARY SEVERANCE / EARLY RETIREMENT APPLICATION

1. COMPENSATORY BENEFITS PAYABLE – MAIN OPTIONS UNDER THE POLICY

(FOR EMPLOYEES WHO VOLUNTEER FOR RELEASE)

	<u>Option 1 Voluntary Severance</u>	<u>Option 2 Early Retirement with redundancy</u>	<u>Option 3 Early Retirement – Efficiency of Service</u>
<u>Benefits</u>	<ul style="list-style-type: none"> • Voluntary Severance payment based on age and length of service (see ready reckoner at Appendix 1) Note: this includes any redundancy payment where applicable. 	<ul style="list-style-type: none"> • Immediate access to pension benefits without reduction • Voluntary redundancy payment based on age and length of service (see ready reckoner at Appendix 2) 	<ul style="list-style-type: none"> • Immediate access to pension benefits without reduction
<u>Qualification & Notes</u>	<ul style="list-style-type: none"> • STSS membership not required • Applies to both redundancy and efficiency of service cases • Can apply to all employees covered by the policy • Employer's consent is required 	<ul style="list-style-type: none"> • STSS Member, over 2 years service, aged 55 and over • PLUS from age 50 for any existing member on 31/03/2009 with minimum 2 years membership who leaves on or before 05/04/2010 • Can be considered for voluntary severance payment option under (1) but only as an alternative if pension benefits above are deemed to be unaffordable for the Council or the employee does not wish to access their pension benefits. • Option 1 and 2 are, however, mutually exclusive. • Employer's consent is required 	<ul style="list-style-type: none"> • STSS Member over 2 years service aged 55 and over • PLUS from age 50 for any existing member on 31/03/2009 with minimum 2 years membership who leaves on or before 05/04/2010 • No voluntary redundancy, or voluntary severance payment applies • Can choose to be considered for voluntary severance payment instead of this option. • Option (1) and (3) are, however, mutually exclusive. • Employer's consent is required

2. COMPENSATORY BENEFITS PAYABLE – OTHER OPTIONS UNDER THE POLICY

(FOR EMPLOYEES WHO VOLUNTEER FOR RELEASE)

Early Retirement with actuarial reduction

Benefits

- Immediate access to pension benefit with actuarial reduction (benefits will be reduced)

Qualification & Notes

- Aged 55 or over with pensionable or excluded employment on or after 1 July 2002
- Employer consent required, but such consent cannot be withheld for more than 6 months
- No employer consent required if aged over 60

3. FOR EMPLOYEES IN A COMPULSORY REDUNDANCY SITUATION

Compulsory Redundancy

- Statutory redundancy payment only (see ready reckoner at Appendix 3)

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Essential Car User Scheme
REPORT NUMBER	ECS/10/05

1. PURPOSE OF REPORT

As part of the Equal Pay and Modernisation Agreement, the Essential Car User Scheme was revised and new arrangements were put in place for those staff covered by the agreement.

The purpose of this report is to ensure parity across staff groups in terms of entitlements under the Essential Car User Scheme.

2. RECOMMENDATION(S)

It is recommended that the Committee approve the attached Essential Car User Scheme for those staff covered by Scottish Negotiating Committee for Teachers (SNCT) terms and conditions of employment.

3. FINANCIAL IMPLICATIONS

Currently, there are 25 staff on SNCT terms and conditions of employment who are in receipt of existing car user allowance. This group comprises a number of specialist teachers, a music co-ordinator and educational psychology staff. Under existing arrangements, all 25 individuals are assessed as being entitled to 100% of the allowance, although this is pro-rated in respect of part time staff. The current annual cost of essential car user allowance for these staff is £19,317. Under the proposed revision of the scheme, the mileage rate will increase, but the lump sum payment will decrease.

It is not possible to give an actual cost under the new scheme until staff are assessed against the new criteria, however it is estimated that a saving in the region of 32% per annum may be accrued under the revised scheme.

4. SERVICE & COMMUNITY IMPACT

The Community Plan identifies Getting It Right For Every Child as a key priority for the Council. The Essential Car User Scheme can facilitate travel from establishment to establishment for those staff who meet the criteria, thus allowing

staff to respond quickly to the needs of individual children. This also applies to the commitments in Vibrant, Dynamic and Forward Looking to:

- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.
- Make greater provision within the City for young people with additional needs to avoid placements out of the area.

Some of the individuals who currently receive ECU are visiting specialists. These teachers support the commitment in Vibrant, Dynamic and Forward Looking to:

- Recognise the role of Sport and the Arts in tackling anti-social behavior

In order to ensure equality across staff groups in the Council, it is important that the same Essential Car User Scheme is applied to all employees (including Teachers).

The involvement of the Head of Human Resources in applying the criteria and monitoring the application of the Scheme will ensure equality and consistency throughout the Council.

5. OTHER IMPLICATIONS

Replacing the existing Essential Car User Scheme with the revised Scheme will potentially have a modest financial impact on members of staff. Staff could become disaffected as a result, and morale could decrease. However, the new scheme has been agreed for all staff who are not Teachers or covered by SNCT provisions, and it would not be equitable to run two different schemes for different groups of staff.

Should it be the case that staff previously deemed to be essential car users no longer meet the criteria, they may choose not to use their own vehicles for work but rather to use public transport to travel around the City. This will improve the City's carbon footprint, but could have implications in terms of travel time between establishments for these staff.

6. REPORT

The scheme proposed in this report is the scheme that has already been approved and agreed for all other Council employees. Approval to apply the revised scheme to those staff on teaching terms and conditions of employment will ensure parity across the Council.

All posts will be reviewed against the new criteria set out in the attached Scheme, and where appropriate essential car user payments will be made to staff as detailed in the Scheme.

Consultation has been undertaken with the relevant professional associations, and the revised Essential Car User Scheme was agreed at the meeting of the Teachers' Consultative Forum on 4th December 2009 and the Local Negotiating Committee for Teachers on 5th February 2010.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Refer to any sources used in the writing of your report. Please note that it is a statutory requirement that any papers that are listed must be made available to the public on request.

None

ABERDEEN CITY COUNCIL

Revised Essential Car User Scheme

1. Essential Car User Status

ECU status will be allocated to specific posts and NOT be automatically applied to generic job titles e.g. Social Worker, Planner etc. The post will be identified as an ECU where it meets the criteria (see attachment)

If the post is identified as an ECU it will then be assessed in relation to the employee and be deemed to be appropriate by the Head of Service. Where the Head of Service deems the ECU to be appropriate to the employee this will then be offered on a contractual requirement.

Should the person refuse to provide a car for work purposes, this may be viewed as a breach of contract and dealt with under the disciplinary procedures.

2. Benefits of ECU Status

There will be four levels of ECU

Level 1

Where the post meets the ECU criteria and it is assessed the employee will do under 1,200 business miles per annum*. In these cases the ECU designation will entitle the employee to a parking permit, to claim all mileage at Inland Revenue Rates and to an ECU lump sum of £120 per annum.

Level 2

Where the post meets the ECU criteria and it is assessed the employee will do between 1,201 and 5,000 business miles per annum*. In these cases the ECU designation will entitle the employee to a parking permit, to claim all mileage at Inland Revenue Rates and to an ECU lump sum of £250 per annum.

Level 3

Where the post meets the ECU criteria and it is assessed the employee will do between 5,001 and 7,500 business miles per annum*. In these cases the ECU designation will entitle the employee to a parking permit, to claim all mileage at Inland Revenue Rates and to an ECU lump sum of £500 per annum.

Level 4

Where the post meets the ECU criteria and it is assessed the employee will do over 7,501 business miles per annum*. In these cases the ECU designation will entitle the employee to a parking permit, to claim all mileage at Inland Revenue Rates and to an ECU lump sum of £800 per annum

**The lump sum ECU Allowance will be assessed on the mileage of the employee over the preceding 12 month period (April- March.) All lump sum allowances will be reviewed on 31 March each year. New starters with an ECU will have mileage estimated based on usage of the previous post-holder or a similar post if the post is new.*

Actual Annual Business Mileage	Annual ECU Allowance
Under 1,200 miles	£120
1,200 – 5,000 miles	£250
5,001 – 7,500 miles	£500
Over 7501 miles	£800

Employees with an ECU **MUST** have a car available **at all times** for better performance of duties (the exception is when the car is subject to repair/maintenance or other substantial reason for temporarily not having their car available for work purposes.) It is not permissible for an ECU not to have a car available during any part of the working week, failure to have a car available without reasonable explanation could result in the employee being subject to action under the disciplinary process.

3. Corporate Consistency

To ensure a consistent approach to the application of the criteria the list of posts approved for ECU will be held corporately by the Head of Human Resources.

Any Head of Service wishing to add a post within their remit to the list of ECU designated posts must make a case on the attached pro-forma to the Head of Human Resources. The case will be assessed by an independent Corporate Director and Head of Service, advised by the Head of Human Resources or nominee. The decision of this group will be final with no appeal provisions.

ABERDEEN CITY COUNCIL

Essential Car User Criteria

1. Emergency Response

Where there is a frequent and regular (this needs to be evidenced) and ongoing requirement of the job for the employee to be immediately mobile to respond physically to attend emergency situations to undertake normal duties.

An emergency situation is seen where the employee must be in attendance to perform a statutory or significant public service to ensure the safety or well being of the community or local environment.

2. Carriage of Equipment to undertake the role

Where as a frequent and regular (this need to be evidenced) part of the job an employee is required as part of their duties to transport bulky equipment. This includes the transportation of but not limited to

- bulky measuring equipment to undertake normal duties on site
- bulky aids, adaptations or equipment for service user independent living

It does not include the transportation of

- Lap-top computers, files or paperwork
- Presentation equipment e.g. flip charts, projectors screens
- other people or service users

Mobile and Remote Working Justification

The Council has certain posts where mobility is inherent to the everyday aspect of the job. i.e. the job cannot be done if the employee is not mobile virtually all day every day. In these cases the employee must occupy a post where

- mileage WITHIN THE CITY is likely to be significant i.e. over 6,000 miles per annum
- important daily services are provided to customers or clients that are in remote locations not serviced by public transport
- numerous visits/meetings at different sites or work locations are made on a daily basis

ABERDEEN CITY COUNCIL

BUSINESS CASE

COMMITTEE	Education, Culture and Sport
LEAD OFFICER	Mark Armstrong
AUTHOR OF BUSINESS CASE	Jonathan Kitching
TITLE OF BUSINESS CASE	Cromdale Cook
BUSINESS CASE NUMBER:	ECS/10/02

PURPOSE OF BUSINESS CASE

To create a zero hrs post of cook. This will enable groups staying in the Centre to have the option of having meals prepared for them or to prepare their own.

This additional Service would be optional for visiting groups. All costs associated would be passed on to the visiting group.

RECOMMENDATION(S)

It is recommended that Committee approve the following:

Additional resource(s) / change to structure required	Job title(s)	No of jobs
Establishment of permanent job	Cook	1
Conversion of fixed term job to permanent status		
Creation of fixed term job		
Extension of fixed term job		
Dis-establishment of permanent job		
Change to Job Title	Former: Revised:	

BUSINESS CASE

1. **With specific reference to anticipated outputs/outcomes, state how the recommendation(s) support corporate objectives e.g. Council's Policy Statement; Vision and Values; Local Government (Scotland) Act 2003; Community Plan; Transformation Programme etc.**

Enabling and encouraging citizens of all ages across the city, whatever their background or economic position, to reach the maximum of their potential throughout life.

Improving opportunities for people of all ages to become involved in recreational activities, leisure pursuits.

Encouraging participation and promoting the development of active communities through coaching, leading and volunteering opportunities across the city.

Additional information

Cromdale Outdoor Centre is in Cromdale village 5 miles north of Grantown-on-Spey and within the Cairngorm National Park. It is a residential facility, sleeping up to 36 and is extensively used by Aberdeen groups (and groups from other areas) on residential activity weeks and weekends. It was awarded to Aberdeen City Council by the Property Commission in 1996. It is managed and maintained by **adventure aberdeen** (re-branded Outdoor Education Service). It is owned by Seafield Estates. The building has two caretaker / cleaners on a total of 20 hrs per week

An information flyer giving more details of the centre can be found on a link from the **adventure aberdeen** web pages www.aberdeencity.gov.uk/adventureaberdeen

2. **State how the recommendation(s) support service objectives and plans and/or the achievement of a Statutory Performance Indicator.**

The recommendation seeks to deliver an improved service option for groups staying at the Cromdale Outdoor Centre.

adventure aberdeen's commitment to providing a high quality provision to a range of groups and partnerships across the city would be enhanced by having this service option available to service users.

Service users have frequently requested this service in the past but it has not been available.

3. **Outline why the new work cannot be undertaken within existing staff resources e.g. by re-distributing resources or curtailing lower priority services.**

This work is a new service option and is currently not available. This additional service would only be on an 'as and when' basis when requested by a visiting group.

4. Risk Management: What are the consequences of not proceeding with the recommendation(s)?

Not being able to attract service users who would only wish to use the Centre if catering / cooking / meals were available.

Not developing the service options in line with service user requests.

5. Risk Assessment: What Health and Safety considerations have been taken into account?

The Cromdale kitchen and the duties of the cook have been risk assessed. The post holder will require to hold relevant awards, training and experience

6. Financial Implications:

All cost associated with the extension of duties would be found within existing resources and costs relating to wages / hours worked (including on-costs) would be recharged to the visiting group

Impact on current year's revenue/capital budget:

Job Title	JE Grade	Min Salary*	Max Salary*
Cook	9	£9.18 per hour	£10.33 per hour

There would be no impact on this year's revenue / capital budget. However we would anticipate attracting more service users and consequently generating more income.

Full year impact on revenue/capital budget:

Job Title	JE Grade	Min Salary*	Max Salary*
Cook	9	£9.18 per hour	£10.33 per hour

There would be no impact on a full year's revenue / capital budget. We would however anticipate attracting more service users and consequently generating more income.

Source and amount of revenue/capital budget funding available:

This is not required

Amount of external monies available within the current financial year:

This proposal anticipates attracting external monies from user groups both from within and out with the council.

Amount of external monies available in total:

Unknown

- 7. If the recommendation(s) relate to additional staffing, outline and justify the proposed contractual status of the new employee(s) i.e. 'permanent' or fixed term?**

This post will be permanent zero hrs post working on an 'as and when required' basis.

- 8. If the recommendation(s) are funded on a time-limited basis from an external source, what is the likelihood of the project continuing beyond the term of funding?**

Not appropriate

- 9. If the project is likely to continue beyond the term of funding, what steps are being considered in order to finance this extension?**

Not appropriate

- 10. In the case of fixed term contracts, state whether this contract is task or event related; outline the proposed exit strategy and detail how potential exit costs will be met.**

Not appropriate

- 11. What accommodation and equipment considerations have been taken into account?**

Not appropriate

- 12. Report Author Details**

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Exempt information as described in paragraph(s) 8 of Schedule 7A of the Local Government (Scotland) Act 1973.

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