

# Public Document Pack



To: Councillor Taylor, Convener; Councillor Carle, Vice Convener; Councillors Donnelly, Boulton, Cooney, Copland, Lesley Dunbar, Flynn, Greig, Hutchison, Len Ironside CBE, Laing, Malik, Nicoll, Noble, Samarai, Jennifer Stewart, Townson and Young; and Mr M Paul (Teacher Representative (Secondary Schools)), Mr A Rafferty (Parent Representative (Secondary Schools)), Mrs A Tree (Third Religious Representative), Mrs I Wischik (Roman Catholic Religious Representative), Vacant (Teacher Representative - Primary Schools), Vacant (Parent Representative (Primary Schools and ASN)), and Vacant (Church of Scotland Representative)

Town House,  
ABERDEEN 9 November 2016

## **EDUCATION AND CHILDREN'S SERVICES COMMITTEE**

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in Council Chamber - Town House on **THURSDAY, 17 NOVEMBER 2016 at 2.00 pm.**

FRASER BELL  
HEAD OF LEGAL AND DEMOCRATIC SERVICES

### **BUSINESS**

#### 1 REQUESTS FOR DEPUTATION

1.1 None received at this stage

#### 2 MINUTES

2.1 Minute of the Meeting of 8 September 2016 - for approval (Pages 5 - 22)

#### 3 COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST

3.1 Committee Business Statement (Pages 23 - 28)

3.2 Motions List (Pages 29 - 30)

4 REFERRALS

4.1 None received at this time

5 EDUCATION AND CHILDREN'S SERVICE FINANCE, PERFORMANCE AND SERVICE WIDE ISSUES

5.1 2016/17 General Fund Revenue and Capital Budget Monitoring (Pages 31 - 38)

5.2 Education and Children's Services - 2015-16 Annual Performance (Statutory Performance Indicators) Report (Pages 39 - 106)

6 EDUCATION

6.1 Aberdeen City 2016 Insight Briefing (Pages 107 - 120)

6.2 Statutory Consultation - Consultation Reports on the Proposals to Make Changes to the School Zone Boundaries for Northfield Academy and St Machar Academy, and to Remove Two Areas of Dual Zoning Between Broomhill School, Airyhall School and Ferryhill School (Pages 121 - 154)

6.3 Naming of the New Academy South of the City - to follow

6.4 Approval to Tender for School Equipment Maintenance and Repair Services (Pages 155 - 184)

6.5 Update on Progress Towards Implementing the Recommendations of the Inclusion Review (Pages 185 - 194)

6.6 Independent Multi-Agency Review (Pages 195 - 206)

6.7 Update on Progress Towards Implementing the Anti-weapon /Knife Strategy and its Alignment to the Recommendations of the Independent Review Carried out after the Incident at Cults on 28th October 2015 (Pages 207 - 228)

6.8 Redevelopment of Provost Skene's House (Pages 229 - 234)

6.9 AWPR Public Art (Pages 235 - 238)

6.10 The Strategy for an Active Aberdeen 2016-26 (Pages 239 - 252)

**AT THIS JUNCTURE EXTERNAL MEMBERS OF THE COMMITTEE WILL  
DEPART**

7 CHILDREN

- 7.1 Children and Young People (Scotland) Act 2014 (Pages 253 - 258)
- 7.2 Payment Controls within Children's Social Work - Update (Pages 259 - 266)
- 7.3 Out of Authority Placements: Children's Homes and Residential Schools (Pages 267 - 274)
- 7.4 Review of Residential Childcare (Pages 275 - 286)

To access the Information Bulletins for this Committee please use the following link:

**[Education & Children's Services Committee Information Bulletin](#)**

Should you require any further information about this agenda, please contact Allison Swanson, tel 01224 522822 or email [aswanson@aberdeencity.gov.uk](mailto:aswanson@aberdeencity.gov.uk)

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## EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 8 September 2016. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Taylor, Convener; Councillor Carle, Vice-Convener; and Councillors Boulton, Cameron (as substitute for Councillor Hutchison), Cooney, Copland, Lesley Dunbar, Flynn, Grant (as substitute for Councillor Donnelly), Greig, Len Ironside CBE, Laing, MacGregor, Malik, Nicoll, Noble, Jennifer Stewart, Townson and Young. External Members (to article 18 only):- Ms Angela Bowyer (Parent Representative (Primary Schools and ASN)), Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Mrs Anne Tree (Third Religious Representative) and Mrs Irene Wischik (Roman Catholic Religious Representative).

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

**<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=504&MIId=3861&Ver=4>**

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

### GOOD NEWS

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

- **Imagining Aberdeen: Children's Parliament Video**

The Committee was reminded of the work that had been done with the Children's Parliament and "Imagining Aberdeen" and was shown a short video which presented the 'Imaging Aberdeen' participants' visions for the city.

The Convener expressed that the film detailing the visions was incredibly moving and thought provoking – particularly when Members considered that the staff from the Children's Parliament had only been working in the four schools, namely, Riverbank, Manor Park, Tullos and Bramble Brae since January 2016. These children, the "Imagineers", had only been working together since May 2016, and had achieved so much together in such a short space of time, it was truly commendable.

The mural and film were not the end of the project. They were very much a starting point for improved dialogue with children and young people – a dialogue which facilitated their increased involvement in the policies and practices that shaped their city. Already officers were using the reports from the 'Imagineers' and their peers to inform the new children's services plan, and the mural and film were being used to help facilitate engagement with some communities in planning for improvements.

The Convener advised that the Service was going to continue to engage with the Children's Parliament over the coming year. It also planned to further embed the work in the four schools by exploring how a rights based approach in the classroom could

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improve attainment – a high priority for all. In addition there were plans to widen the project to other schools across the city. Staff and pupils would present at a City Wide Head Teacher meeting in September 2016, and share the value of their experiences. Colin Morrison and his team were also working with colleagues in Education and Children's Services to plan the delivery of professional learning to other staff across the city schools.

Finally, the Convener reiterated the commitment of Aberdeen City Council to listen to and respond to the views expressed in the mural and film. The Council wanted to ensure decision making reflected the voice of its youngest citizens, and was underpinned by the values of the United Nations Convention on the Rights of the Child and the Wellbeing indicators. It also wanted to continue to realise the Imagineers' vision for a 'Healthy, Happy and Safe' Aberdeen, and looked forward to a continued partnership with the Children's Parliament over the coming months.

The Committee commended the project and thanked Colin Morrison and his team for the work they had undertaken with the four schools.

- **Aberdeen's Festival of Light nominated for multiple awards**

SPECTRA 2016 - Aberdeen's spectacular festival of light - had been nominated in three categories of The Drum Scottish Event Awards 2016, which recognised success and innovation within events and festivals nationally.

In only its third year SPECTRA had been nominated for 'Cultural Event of the Year', 'Large Event of the Year' and 'Festival of the Year', and would go up against long-established events including the Turner Prize which was held in Glasgow earlier this year; the Edinburgh Festival Fringe (Underbelly Circus Hub); The Enchanted Forrest; the Glasgow International Comedy Festival; and The Royal Highland Show.

Now a firm fixture on Aberdeen's cultural calendar, this year's SPECTRA was enjoyed by 35,000 visitors over the course of the festival in February. Union Terrace Gardens, St Nicholas Kirk and Marischal College were transformed with spectacular and innovative light installations created by international artists and smaller events at Seventeen and the Anatomy Rooms.

To be nominated alongside events like the Turner Prize was a huge honour and highlighted the hard work from Aberdeen City Council staff and Curated Place to bring such a unique festival to the people of Aberdeen. SPECTRA proved to be very popular with residents and had been embraced by artists, and this was set to continue, making SPECTRA a real northern light in Scotland's cultural scene.

The winner was due to be announced at an awards ceremony on Wednesday 5 October 2016 in Glasgow.

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SPECTRA 2016 had also been nominated for Best Creative Lighting Event at the Darc Architecture Awards alongside other major international light festivals including the Colosseum Light Messages, Italy; Lighting Up the Royal Seaport's Gas Holders, Sweden and San Francisco City Hall Centennial Celebration, USA. The winner would be announced at the awards ceremony, in London on Thursday 15 September 2016.

With next year's festival currently in development this acknowledgement of the whole team's efforts would have the team fired up to deliver bigger and better than ever before. SPECTRA would return to Aberdeen in February 2017.

- **Exhibition marks 400<sup>th</sup> anniversary of one of Aberdeen's oldest buildings**

To mark the 400<sup>th</sup> anniversary of one of Aberdeen's oldest buildings a new exhibition 'Tales from The Tolbooth' had opened, which explored the early years of one of the best preserved 17<sup>th</sup> century gaols in Scotland.

The Tolbooth Museum, Castle Street, originally the Warehouse of the Tolbooth, was built between 1616 and 1629 by master mason Thomas Watson. The Warehouse served as the prison for both the Royal Burgh of Aberdeen and Aberdeenshire until the 19<sup>th</sup> century.

Over the years many notorious local characters stayed at the Tolbooth and the exhibition explored the history of the building, and crime and punishment through the experiences of five of its earliest residents, namely: Alexander Fraser, Lillias Skene, Margaret Campbell, Charles Duff and Peter Williamson also known as Indian Peter - whose stories were recorded in Aberdeen's well-preserved historical archives.

The exhibition had been created by Aberdeen City Council's curator of history Jenny Pape, who worked closely with Aberdeen City and Aberdeenshire Archives, and the University of Aberdeen's special collections centre to reveal the grim experiences of the five captives to new visitors to the Tolbooth Museum.

To mark the anniversary the 'five residents' would 'come to life' during the museum's participation in Doors Open Day on Saturday 10 September, with a range of activities for visitors to enjoy. The exhibition would run until Saturday 13 April 2018.

- **Teachers get on their bikes for charity**

A group of Aberdeen Head Teachers and Depute Head Teachers took part on a daunting charity cycle challenge on Saturday 27 August and Sunday 28 August 2016.

Team "Closing The Gap" covered 175 miles over the course of Saturday 27 August and Sunday 28 August, starting off from Rhynie in Aberdeenshire to Inverness, and back to Rhynie.

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Sponsorship money raised by the Aberdeen teachers would go to Charlie House, an Aberdeen-based charity which helped children with complex difficulties and life limiting conditions. The team included staff from Aberdeen Grammar School, Hazlehead Academy, Hazlehead Primary School, Bucksburn Academy and Middleton Park School. The team was made up of Alison Muirson, Mark Jones, Kassim Muhammad, Stuart Craig, Mark Jones, Barbara Jones and Jenny Watson.

- **Middleton Park the first in Aberdeen to receive UK award for outstanding digital creativity**

Middleton Park Primary beat off competition to become the UK's Creative School of 2016 at the Times Educational Supplement (TES) Awards dinner in London on Friday 24 June 2016.

The school's staff and Head Teacher were praised for raising pupils confidence, skills and attainment through a wide range of creative and digital projects such as a 'mission to Mars' which saw the children work with an Artist in Residence to create their own art gallery.

Outdoor learning, multi-media courses and film-making were all part of the curriculum for youngsters at the school in Aberdeen's Bridge of Don. They had put in place a game-changing approach to teaching that endorsed innovative, creative learning which centred on each individual child's ability and personality so they get the best outcomes.

Not only had such teaching methods resulted in the pupils striving academically, it was quite evident the pupils at Middleton Park were extremely confident and self-aware children who understood the benefits and joys of learning. The TES Award celebrated the vision, commitment and outstanding contribution to education made by teachers in the classroom and the wider community.

The Committee congratulated all staff at Middleton Park Primary, under the leadership of Head Teacher, Jenny Watson.

- **Teacher Recruitment**

The Convener advised that following on from the Committee meeting on 2 June 2016, under Item 6 2015/16 Revenue Budget Monitoring, wherein the Committee endorsed the Council Leader's letter to the Deputy First Minister and Cabinet Secretary for Education and Skills, she was delighted to report that the Cabinet Secretary had replied, stating that he "understands the particular challenges your local authority faces in respect of teacher recruitment", "welcomes our cross-party approach to help find solutions to this issue" and was "pleased to meet with yourself and colleagues in Aberdeen to consider what further action we can take".

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## **VALEDICTORY**

2. The Convener advised that since the last meeting of the Committee Reverend McKenna had stepped down as the Church of Scotland Representative on the Committee and that notification of his successor was awaited. The Convener thanked him for his valuable input throughout his time on the Committee.

The Convener then advised that this was Mrs Bowyer's last meeting on the Committee as Parent Representative – Primary Schools. She took the opportunity to thank her for her valuable contribution to the Committee's business.

### **The Committee resolved:**

to echo the comments of the Convener, and to thank Reverend McKenna and Mrs Bowyer for the time and commitment they had shown in their role as Members of this Committee.

## **APPOINTMENT**

3. The Convener congratulated Mr Paul, Teacher Representative – Secondary Schools), on his appointment as Acting Head Teacher at Kincorth Academy.

### **The Committee resolved:**

to concur with the remarks of the Convener.

## **DETERMINATION OF EXEMPT BUSINESS**

4. The Convener proposed that item 7.9 (Garthdee Alpine Sports 2014-2017 Strategic Business Plan Refresh (2016/2017)) of today's agenda (article 18 of this minute) be considered with the press and public excluded.

### **The Committee resolved:**

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting during consideration of the aforementioned item of business (article 18 of this minute refers) so as to avoid disclosure of exempt information of the classes described in paragraph 6 of Schedule 7(A) of the Act.

## **MINUTE OF THE MEETING OF 2 JUNE 2016**

5. The Committee had before it the minute of its meeting of 2 June 2016, for approval.

### **The Committee resolved:**

to approve the minute as a correct record.

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**COMMITTEE BUSINESS STATEMENT**

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

**The Committee resolved:**

- (i) to note that reports on items 2 (Aberdeen International Youth Festival – Business Plan), 3 (Joint Inspection of Children's Services Action Plan), 4 (Non Housing Capital Programme – Education Provision), and 7 (Reclaiming Social Work) were to be considered on today's agenda and to remove these items from the statement subject to the decisions taken;
- (ii) in relation to item 6 (Countesswells School Zone, Braeside Building), to instruct officers to detail on the business statement when a report would be submitted to the Committee;
- (iii) to note that item 9 (Sport Aberdeen, Contract Revision and Governance Arrangements), would be reported to the Finance, Policy and Resources Committee and therefore to remove it from the statement; and
- (iv) to otherwise note the updates provided.

**MOTIONS LIST**

7. The Committee had before it a list of motions prepared by the Head of Legal and Democratic Services.

**The Committee resolved:**

to note the update provided.

**2015/16 REVENUE BUDGET MONITORING - ECS/16/053**

8. With reference to article 6 of the minute of the meeting of the Education and Children's Services Committee of 2 June 2016, the Committee had before it a report by the Director of Education and Children's Services and the Head of Finance which advised members of the current year revenue budget to date for the Education and Children's Service, and outlined any areas of risk, and management action being taken in this regard.

**The report recommended –**

that the Committee consider and note the report and the information on management action and risks that was contained therein.

**The Committee resolved:**

- (i) to instruct officers to circulate, by way of email, the current fundraising total for Aberdeen Art Gallery to all Members of the Committee; and
- (ii) to otherwise note the report.

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**EDUCATION AND CHILDREN'S SERVICES DIRECTORATE PERFORMANCE REPORT - ECS/16/049**

9. With reference to article 7 of the minute of the meeting of the Education and Children's Services Committee of 2 June 2016, the Committee had before it a report by the Director of Education and Children's Services which provided a summary of quarterly Education and Children's Services Directorate performance outcome data up to and including 30 June 2016.

**The report recommended –**

that the Committee note the Education and Children's Service Directorate performance report for the quarterly period to 30 June 2016.

**The Committee resolved:**

- (i) to approve the recommendation;
- (ii) to instruct officers to explore whether it was possible for base figures for Looked After Children to be included in future Education and Children's Service Directorate performance reports; and
- (iii) to instruct officers to provide further detail to Councillor Greig directly regarding the drop in library visitors.

**ALEO GOVERNANCE UPDATE: ABERDEEN SPORTS VILLAGE - ECS/16/041**

10. With reference to article 10 of the minute of the meeting of the Education and Children's Services Committee of 24 March 2016, the Committee had before it a report by the Director of Education and Children's Services which reported the outcome of the most recent ALEO Governance Hub Committee meeting in relation to Aberdeen Sports Village.

**The report recommended –**

that the Committee –

- (a) note the contents of the minute of the ALEO Governance Hub Committee meeting of 10 May 2016 in relation to Aberdeen Sports Village; and
- (b) provide comment on any of the areas highlighted in the report.

**The Committee resolved:**

to approve recommendation (a).

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**DECLARATION OF INTEREST**

**The Convener declared an interest in the subject matter of the following article by virtue of her position as a Council appointed Board member of Garthdee Alpine Sports Board. The Convener chose to remain in the meeting as Garthdee Alpine Sports had a specific exclusion in terms of the Councillors' Code of Conduct.**

**ALEO GOVERNANCE UPDATE: GARTHDEE ALPINE SPORTS LIMITED - ECS/16/042**

**11.** The Committee had before it a report by the Director of Education and Children's Services which reported the outcome of the most recent ALEO Governance Hub Committee meeting in relation to Garthdee Alpine Sports Limited.

**The report recommended –**

that the Committee –

- (a) note the contents of the minute of the ALEO Governance Hub Committee meeting of 13 May 2016 in relation to Garthdee Alpine Sports Limited; and
- (b) provide comment on any of the areas highlighted in the report.

**The Committee resolved:**

- (i) to approve recommendation (a);
- (ii) to request Garthdee Alpine Sports Limited to provide further detail to Councillor Townson regarding the number of casual contracts and figures for those who were employees and those who were self-employed; and
- (iii) to instruct the Head of Policy, Performance and Resources to update Councillor Townson on developments regarding the Transfer Agreement and Funding Service Provision between Aberdeen City Council and Garthdee Alpine Sports.

**ALEO GOVERNANCE UPDATE: SPORT ABERDEEN - ECS/16/043**

**12.** With reference to article 9 of the minute of the meeting of the Education and Children's Services Committee of 24 March 2016, the Committee had before it a report by the Director of Education and Children's Services which reported the outcome of the most recent ALEO Governance Hub Committee meeting in relation to Sport Aberdeen.

**The report recommended –**

that the Committee –

- (a) note the contents of the minute of the ALEO Governance Hub Committee meeting of 9 May 2016 in relation to Sport Aberdeen; and
- (b) provide comment on any of the areas highlighted in the report.



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**The Committee resolved:**

- (i) to approve recommendation (a); and
- (ii) to request Sport Aberdeen to confirm to Councillor Jennifer Stewart whether Hazlehead Swimming pool was open on 21 August 2016.

**ALEO GOVERNANCE UPDATE: ABERDEEN PERFORMING ARTS - ECS/16/035**

**13.** The Committee had before it a report by the Director of Education and Children's Services which reported the outcome of the most recent ALEO Governance Hub Committee meeting in relation to Aberdeen Performing Arts.

**The report recommended –**  
that the Committee –

- (a) note the contents of the minute of the ALEO Governance Hub Committee meeting of 10 May 2016 in relation to Aberdeen Performing Arts; and
- (b) provide comment on any of the areas highlighted in the report.

**The Committee resolved:**

to approve recommendation (a).

**TORRY – PROPOSED NEW PRIMARY SCHOOL WITH EARLY LEARNING AND  
CHILDCARE FACILITIES AND COMMUNITY HUB - ECS/16/045**

**14.** With reference to article 2 of the minute of the meeting of Council of 25 February 2016, the Committee had before it a report by the Director of Education and Children's Services which provided an update on the review of primary school provision in Torry and recommended the construction of a new primary school to increase capacity along with early learning and childcare facilities and the creation of a Community Hub.

**The report recommended –**  
that the Committee –

- (a) note the community engagement that had taken place to date and the analysis of the feedback and comments received from the community;
- (b) note the option appraisal work and outcome of the preferred site for the new primary school, early learning and childcare facilities and Community Hub;
- (c) delegate officers to commence a programme of formal consultation regarding taking forward the Torry Academy site as the preferred site for the development of a new Primary School, early education and childcare facilities and Community Hub;
- (d) instruct officers to feedback the responses to the formal consultation to a future meeting of this Committee; and
- (e) otherwise note the contents of the report.

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**The Committee resolved:**

to approve the recommendations.

**TILLYDRONE / OLD ABERDEEN - PRIMARY SCHOOL PROVISION - ECS/16/046**

15. With reference to article 2 of the minute of the meeting of Council of 25 February 2016, the Committee had before it a report by the Director of Education and Children's Services which provided an update on the review of primary school provision in the Tillydrone / Old Aberdeen area with a view to providing increased educational capacity in Tillydrone and also providing a replacement school for St. Peter's School.

**The report recommended –**

that the Committee –

- (a) note the engagement that had taken place with the community to date and the analysis of the feedback and comments received from the community;
- (b) note the option appraisal work and outcome identifying the St Machar Park site as the preferred site for future school and early learning provision in the area;
- (c) instruct officers to commence a programme of formal consultation regarding taking forward the development of a multi faith campus with nursery provision which included a replacement building for St Peter's School and a non-denominational school; and
- (d) otherwise note the content of the report.

**The Committee resolved:**

- (i) to note the engagement that had taken place between April and June 2016 with the community and the analysis of the feedback and comments received from the community;
- (ii) to instruct officers to evaluate the ground conditions at the former St Machar School / former Tillydrone School site and to confirm whether the St Machar Park site or the former St Machar School / former Tillydrone School site represented the best value option on which to locate a new two or three stream school with early learning and childcare facilities;
- (iii) to instruct the Head of Policy, Performance and Resources to review the educational facilities currently present in Tillydrone along with any proposed (new builds) for both St Peter's School and non-denominational primary provision;
- (iv) to instruct the Head of Policy, Performance and Resources to prepare a written report to the full Council meeting on 6 October 2016 outlining the option appraisal work undertaken and the preferred solution which could then be issued to stakeholders as a formal public consultation proposal;
- (v) to note there was presently no early learning provision within the St Peter's Primary School;
- (vi) to otherwise note the content of the report; and

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- (vii) to request the Head of Policy, Performance and Resources to explore ways in which future literature regarding Catholic Schools could be more explicit in advising that attendance at Catholic Schools was available to all pupils.

**DATA PROTECTED INFORMATION**

**In accordance with the Data Protection Act 1988 (Principle 1), the press and public were excluded from the meeting for the following two items of business.**

**TRANSFORMATION OF PUPIL SUPPORT SERVICES - ECS/16/047**

**16.** The Committee had before it a report by the Director of Education and Children's Services which advised of the implementation of a new continuum of support provision developed as a result of the recommendations contained within the 2014 Inclusion Review.

**The report recommended –**  
that the Committee –

- (a) note the content of the report, which outlined the ongoing transformation of service delivery to ensure the needs of all Aberdeen City's children and young people were being met; and
- (b) note that it was likely this work would result in no young people being educated within one building as detailed in the report. If this was the case, the building would be 'mothballed'. A further report would be submitted to a future meeting of the Committee.

**The Committee resolved:**

to approve the recommendations.

**DECLARATIONS OF INTEREST**

**Councillors Boulton, Cooney and Ironside declared an interest in the subject matter of the following article of business by virtue of their positions as Board members of Aberdeen International Youth Festival. Councillors Cooney and Ironside did not feel it was necessary to withdraw from the meeting during consideration of this item. Councillor Boulton considered that the nature of her interest required her to leave the meeting and take no part in the deliberations thereon. Councillor Boulton was substituted by Councillor Finlayson for this item only.**

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**ABERDEEN INTERNATIONAL YOUTH FESTIVAL GOVERNANCE REVIEW -  
ECS/16/038**

17. With reference to article 11 of the minute of the meeting of the Education and Children's Services Committee of 2 June 2015, the Committee had before it a report by the Director of Education and Children's Services which advised of the outcome of Aberdeen International Youth Festival's (AIYF) governance review and the associated implications relating to the Council.

**The report recommended –**  
that the Committee -

- (a) note the outcome of AIYF's governance review including the proposal moving forward and the associated implications relating to the Council, as detailed in the report; and
- (b) request that officers provide information bulletin updates to the Education and Children's Services Committee on progress in delivering the new governance model for AIYF.

**The Committee resolved:**

- (i) to approve the recommendations; and
- (ii) to agree that the Council retain the ability to appoint up to seven representatives and that the other founding partners, the University of Aberdeen and Local Advisory Committee (Friends of) for AIYF could each appoint three trustees.

**EXEMPT BUSINESS**

**In accordance with the decision taken at article 4 of this minute, the Committee considered the following item of business with the press and public excluded.**

**DECLARATION OF INTEREST**

**The Convener declared an interest in the subject matter of the following article by virtue of her position as a Council appointed Board member of Garthdee Alpine Sports Board. The Convener considered that the nature of her interest required her to leave the meeting and take no part in the deliberations thereon.**

**The Vice Convener took the chair for this item of business only.**

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**GARTHDEE ALPINE SPORTS 2014-17 STRATEGIC BUSINESS PLAN REFRESH (2016-17) - ECS/16/048**

18. With reference to article 16 of the minute of the meeting of the Education and Children's services Committee of 11 March 2015, the Committee had before it a report by the Director of Education and Children's Services which presented the 2014-2017 Garthdee Alpine Sports Strategic Business Plan Refresh 2016/2017 for approval.

**The report recommended –**

that the Committee –

- (a) note the contents of the report; and
- (b) approve the 2014-17 Garthdee Alpine Sports Strategic Business Plan Refresh for 2016/2017.

**The Committee resolved:**

- (i) to approve the recommendations; and
- (ii) to instruct internal audit to examine the Garthdee Alpine Sports Strategic Business Plan and submit a report to a future meeting of Audit, Risk and Scrutiny Committee in this regard.

**At this juncture, the external members of the Committee departed.**

**CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014 - ECS/16/037**

19. The Committee had before it a report by the Director of Education and Children's Services which advised of the new legislative requirements placed on Children's Social Work as a result of the Children and Young People (Scotland) Act 2014.

**The report recommended –**

that the Committee -

- (a) note the new statutory duties that applied to Children's Social Work as a result of the Children and Young People (Scotland) Act 2014 and the associated service and financial implications;
- (b) request a report in November 2016 which would set out how the Residential Children's Homes would deliver on Continuing Care;
- (c) request a report in early 2017 which detailed the allowance paid to remunerate foster and kinship carers who cared for young people in a Continuing Care placement; and
- (d) request a report in 2017 which would outline the projected financial implications of delivering on the new statutory duties of the Act.

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

- (1) approve recommendations (a) and (b);
- (2) request a report in January 2017 which detailed the allowance paid to remunerate foster and kinship carers who cared for young people in a Continuing Care placement;
- (3) instruct the Director of Education and Children's Services to provide a report to the next meeting of Education and Children's Services Committee outlining the projected financial implications of delivering on the new statutory duties of the Act; and
- (4) note the Scottish Government's programme for Scotland 2016/2017; further note the financial implications as set out in paragraph 3; and instruct the Chief Executive to write to the Deputy First Minister and Cabinet Secretary for Education and Skills, asking for a guarantee that the funding provided by Scottish Government for the implementation of delivering the new statutory duties imposed by the Children and Young People (Scotland) Act 2014 would be sufficient to cover the costs imposed by statute and for the Chief Executive to report back on the response received.

Councillor Flynn, seconded by Councillor Nicoll moved as an amendment:-  
that the Committee approve the recommendations in the report.

On a division, there voted:- for the motion (12) – the Convener; the Vice Convener; and Councillors Boulton, Cooney, Lesley Dunbar, Grant, Greig, Ironside CBE, Laing, Malik, Jennifer Stewart and Young; for the amendment (7) – Councillors Cameron, Copland, Flynn, MacGregor, Nicoll, Noble and Townson.

**The Committee resolved:**  
to adopt the motion.

### DECLARATIONS OF INTEREST

**The Convener; the Vice Convener and Councillors Laing and Young declared an interest during the course of discussion of the following item by virtue of their position as Trustees of Oakbank School. None of the Members considered that the nature of their interest required them to withdraw from the meeting during discussion of the item.**

### SCOTTISH CHILD ABUSE INQUIRY - ECS/16/050

**20.** The Committee had before it a report by the Director of Education and Children's Services which provided an update on the background and scope of the Scottish Child Abuse Inquiry and presented the Council's proposed response.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE  
8 September 2016

**The report recommended –**

that the Committee note the Council's approach to establishing readiness for the requirements of the Scottish Child Abuse Inquiry, as follows:

- a strategic group had been established comprising of internal council services and external stakeholders;
- information sources were being collated spanning the historical timeframe 1945-2014;
- communication and training requirements were being scoped to ensure all staff and customers were aware of the Inquiry and had access to additional information and/or support if required;
- sourcing of support services were being collated to ensure a comprehensive package of support could be proactively promoted and accessed by staff and customers at any point in the future; and
- a local helpline and email address would be set up to ensure maximum privacy, care and sensitivity were provided for people to make enquiries or seek support.

**The Committee resolved:**

to approve the recommendation

**CHILDREN'S SOCIAL WORK COMMISSIONING FRAMEWORK - ECS/16/052**

21. The Committee had before it a report by the Director of Education and Children's Services which outlined the actions that Children's Social Work had taken to develop a comprehensive Strategic Needs Assessment and Commissioning Framework to support the implementation of Reclaiming Social Work and provide the Council with assurance or rigorous oversight of public funds.

**The report recommended –**

that the Committee –

- (a) note the report and approve the decision for Children's Social Work to adopt the Public Social Partnership (PSP) model for the commissioning of external services; and
- (b) approve (1) the implementation of the PSP in three phases; (2) separate tendering processes for the three phases, without the need for a pilot phase, within the timescales outlined in the report; and (3) co-design of the service specifications for each phase, including Children's Social Work, the third sector and the views of current service users and their families.

**The Committee resolved:**

to approve the recommendations.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE  
8 September 2016

**FEES AND ALLOWANCES PAID TO FOSTER CARERS, ADOPTERS AND ASSOCIATED SERVICES - ECS/16/036**

**22.** With reference to article 15 of the minute of the meeting of the Education and Children's Services Committee of 2 June 2015, the Committee had before it a report by the Director of Education and Children's Services which sought approval of the various fees and allowances paid to foster carers, adopters, kinship carers and carers who provided supported lodgings, as well as the fees paid to Curators-ad-litem, Reporting Officers and Panel Chairs.

**The report recommended –**

that the Committee -

- (a) approve with effect from 1 April 2016 a 1% increase in the level of:
  - Fostering and Kinship Allowance
  - Payment for Skills fees
  - Adoption Allowance
  - Curator-ad-litem/Reporting Officer fees
  - Supported Lodgings Allowance
- (b) approve with effect from 1 April 2016 that there be no change to the level of fee charged for:
  - Inter-Country Adoptions
- (c) approve with effect from 1 April 2016 that there be no change to the level of fee for:
  - Independent Chairs of Adoption and Permanence/Fostering Panels

**The Committee resolved:**

to approve the recommendations

**JOINT INSPECTION OF CHILDREN'S SERVICES - FINAL REPORT - ECS/16/039**

**23.** With reference to article 13 of the minute of the meeting of the Education and Children's Services Committee of 24 March 2016, the Committee had before it a report by the Director of Education and Children's Services which provided a final update on the progress of implementing the joint inspection of services for children and young people in the Aberdeen City Community Planning Partnership area.

**The report recommended –**

that the Committee note the final report on delivering the multi-agency Action Plan.

**The Committee resolved:**

- (i) to approve the recommendation; and
- (ii) to thank the Chief Social Work Officer and her team.



EDUCATION AND CHILDREN'S SERVICES COMMITTEE  
8 September 2016

**RECLAIMING SOCIAL WORK: UPDATE - ECS/16/046**

**24.** With reference to article 14 of the minute of the meeting of the Education and Children's Services Committee of 24 March 2016, the Committee had before it a report by the Director of Education and Children's Service which provided an update on progress made on implementation of the Reclaiming Social Work programme.

**The report recommended –**

that the Committee continue to support the implementation of Reclaiming Social Work with no substantive changes to the plans originally submitted.

**The Committee resolved:**

- (i) to approve the recommendation; and
- (ii) to thank the Chief Social Work Officer, the Head of Inclusion and their respective teams.

**- COUNCILLOR ANGELA TAYLOR, Convener**

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**EDUCATION AND CHILDREN'S SERVICES**

**COMMITTEE BUSINESS**

**17 NOVEMBER 2016**

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

Reports which are overdue are shaded.

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>
1.	Social Care and Wellbeing 16 May 2013 (article 7)	<p><b><u>Residential Children's Services Review And Redesign Programme</u></b></p> <p>The Committee resolved, amongst other things, request a final report of recommendations be presented to Committee in September 2013.</p>	<p>A report was deferred at the Committee's meeting on 28 January 2016.</p> <p>At its meeting on 24 March 2016, the Committee resolved to extend the review of Residential Children's Services until the November Committee to allow full consideration of the Scottish Government announcement in March 2016 on the SCQF Level 9 qualification for the residential child care sector as this would impact upon the proposed structure and grading of posts.</p> <p><b>A report is on the agenda.</b></p>	Head of Children's Services	17/11/16

2.	Education and Children's Services Committee 24 March 2016, article 6	<p><b><u>2015/16 Revenue Budget Monitoring – Out Of Authority Placements</u></b></p> <p>The Committee resolved, amongst other things, in relation to out of authority placements, to request officers to submit a report detailing: (a) the Council's current position in respect of such placements; (b) what actions the service was taking to address such placements and mitigate the impacts; (c) the cost per child, regardless of location, and how this was calculated; and (d) what improvements were envisaged from the development of the Centre for Excellence and inclusion review, to a future meeting of the Committee.</p>	<p><b>A report is on the agenda.</b></p>	Head of Children's Services/Head of Inclusion	17/11/16
3.	Education and Children's Services Committee 24 March 2016, article 12	<p><b><u>Countesswells School Zone – Braeside Building</u></b></p> <p>The Committee resolved, amongst other things, to request officers to submit a report detailing the costs of opening the Braeside building to a future meeting of the Committee.</p>	<p><b>A report will be submitted to a future meeting of the Committee.</b></p> <p><b>At its meeting on 8 September, the Committee requested that a date for the submission of this report be detailed on the business statement.</b></p> <p><b>An information report is available.</b></p>	Head of Policy, Performance and Resources	08/09/16
4.	Education and Children's Services Committee 24 March 2016, article 15	<p><b><u>Payment Controls in Children's Social Work</u></b></p> <p>The Committee resolved, amongst other things, to agree that an updated report detailing the 13 recommendations and their implementation dates be submitted to Committee's meeting on 17 November 2016 in order to provide Members with progress on how the service had implemented the recommendations within the Audit, Risk and Scrutiny report.</p>	<p><b>A report is on the agenda.</b></p>	Head of Children's Services	17/11/16

5.	Education and Children's Services Committee 2 June 2016, article 9	<p><b><u>PVG Check - Cross Service Recruitment Procedures</u></b></p> <p>The Committee resolved, amongst other things, to agree that the arrangement in place be reviewed on a six monthly basis by Human Resources and Education and Children's Services.</p>		Head of Policy, Performance and Resources	26/01/17
6.	Education and Children's Services Committee 8 September 2016, article 14	<p><b><u>Torry – Proposed New Primary School With Early Learning and Childcare Facilities and Community Hub</u></b></p> <p>The Committee resolved, amongst other things, to instruct officers to feedback the responses to the formal consultation to a future meeting of this Committee.</p>		Head of Policy, Performance and Resources	February 2017
7.	Education and Children's Services Committee 8 September 2016, article 16	<p><b><u>Transformation of Pupil Support Services</u></b></p> <p>The Committee resolved, amongst other things, to note that it was likely this work would result in no young people being educated within one building as detailed in the report. If this was the case, the building would be 'mothballed'. A further report would be submitted to a future meeting of the Committee.</p>		Head of Inclusion	01/06/17

8.	Education and Children's Services Committee 8 September 2016, article 16	<p><b><u>Children and Young People (Scotland) Act 2014</u></b></p> <p>The Committee resolved, amongst other things:</p> <p>(i) to request a report in November 2016 which would set out how the Residential Children's Homes would deliver on Continuing Care;</p> <p>(ii) request a report in January 2017 which detailed the allowance paid to remunerate foster and kinship carers who cared for young people in a Continuing Care placement;</p> <p>(iii) instruct the Director of Education and Children's Services to provide a report to the next meeting of Education and Children's Services Committee outlining the projected financial implications of delivering on the new statutory duties of the Act; and</p> <p>(iv) note the Scottish Government's programme for Scotland 2016/2017; further note the financial implications as set out in paragraph 3; and instruct the Chief Executive to write to the Deputy First Minister and Cabinet Secretary for Education and Skills, asking for a guarantee that the funding provided by Scottish Government for the implementation of delivering the new statutory duties imposed by the Children and Young People (Scotland) Act 2014 would be sufficient to cover the costs imposed by statute and for the Chief Executive to report back on the response received.</p>	<p><b>A report is on the agenda.</b></p> <p>This piece of work is ongoing and to accommodate the timescales for completion of the work, officers have requested that a report be submitted to the Committee on 29 May 2017.</p> <p><b>A report is on the agenda.</b></p>	Head of Children's Services	<p>17/11/16</p> <p>26/01/17</p> <p>17/11/16</p> <p>Dependent on when response is received.</p>
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9.	Council 6 October 2016	<p><b><u>Future Primary Education Provision in Tillydrone and Old Aberdeen</u></b></p> <p>Council agreed, amongst other things, to agree that a consultative report be prepared for a future special meeting of the Education and Children's Services Committee in February 2017.</p>		Head of Policy, Performance and Resources	February 2017
<b>Annual Reports</b>					

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**EDUCATION AND CHILDREN'S SERVICES  
MOTIONS LIST – FOR 17 NOVEMBER 2016 MEETING**

<u>No.</u>	<u>Motion</u>	<u>Date of Council/Committee Meeting</u>	<u>Committee 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.	<u>Motion by Councillor Yuill</u> "That this Council instructs officers to report on the feasibility of locating a major item of public art at an appropriate point alongside the route of the Aberdeen Western Peripheral Route and what the potential sources of funding for such a project might be"	08.10.15 (Council)	Communities, Housing and Infrastructure Committee 27.10.15 to instruct officers to bring forward a report to a future meeting.  A report will be submitted to the Committee's meeting on 17 November 2016.  <b>A report is on the agenda.</b>		Education and Children's Services	8/9/16	Yes – Depending on decision taken on consideration of the report

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## ABERDEEN CITY COUNCIL

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COMMITTEE:	<b>Education &amp; Children's Services</b>
DATE:	<b>17 November 2016</b>
DIRECTOR:	<b>Gayle Gorman</b>
TITLE OF REPORT:	<b>2016/17 GENERAL FUND REVENUE &amp; CAPITAL BUDGET MONITORING</b>
REPORT NUMBER:	<b>ECS/16/070</b>

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### **1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to
- i) bring to Committee Members notice the current year general fund revenue and capital 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

### **3. FINANCIAL IMPLICATIONS**

#### **General Fund Revenue**

- 3.1. The total revenue budget amounts to £218.1m net expenditure. . The Directorate is forecast to be in line with budget. Cost pressures are emerging in parts of the service, but work is in hand to identify how these pressures can be mitigated in order to maintain the current forecast.

- 3.2. Further details of the financial implications are set out in section 5 and appendix A attached.

#### **3.3. General Fund Capital**

The monies required to fund these projects are achieved through external borrowing, capital receipts and grant income. These projects are all accommodated within the Non-Housing Capital Programme. Any underspend, carry forward or overspend will have implications for the programme. As part of the Council's five year business plan, capital expenditure is now monitored within a five year timescale where

appropriate. This has given budget holders the ability to profile across the full five years. In year monitoring will continue, alongside monitoring the complete Capital Programme.

#### **4. OTHER IMPLICATIONS**

##### **General Fund Revenue**

4.1 None

##### **Non Housing Capital**

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

#### **5. BACKGROUND/MAIN ISSUES**

5.1 The Service revenue monitoring reports and associated notes are attached at Appendix A.

##### **Financial Position and Risks Assessment**

##### **General Fund Revenue**

5.2 The significant areas contributing to the overall funding pressure are as follows:

	<b>£'000</b>
Staff costs (Excluding Escorts)	(1,300)
Escorts costs	200
Teachers Long term Absence budgets	190
Out Of Authority Placements	2,400
Energy & Water costs	(340)
Unitary Charge	(230)

##### (a) Staff Costs

The staff underspend reflects the vacancy levels within the service. These may vary as staff posts are filled and others become vacant.

##### (b) Escorts Costs

The School escorts budget is forecast to be £200k over budget. A review of processes to evaluate the requirement for an escort has been completed and shared with colleagues in schools. It is anticipated that this will reduce future spend on escorts in line with the reduction in transport costs. Linked with the reduction in the numbers of children

requiring to be transported across the city to have their needs met, this budget should reduce in line with the reduction in transport costs

(c) Teachers Long Term Absence budgets

This budget provides cover for situations where cover is required for teachers who are absent from school for over 10 teaching days. Reasons for such cover include Maternity, paternity and illness cover. This is very much a needs led budget which fluctuates on a month to month basis. Finance staff are currently reviewing these costs.

(d) Out of Authority Placements

Officers from across the directorate are undertaking a rigorous review of case files, systems and processes. In addition, the review of our children's homes, combined with a foster care recruitment drive will ensure we are better able to meet the needs of some of our most vulnerable young people within Aberdeen City.

The financial position at 30 August 2016 is that this budget is projecting an overspend of £2.4M, (Children's Social Work £1.6M and Inclusion £800K). Within these figures approximately £1.0M is committed to Secure Accommodation.

It should be noted that this budget is subject to external factors outwith our direct control. This includes decisions made by Children's Hearing Panel and the need to respond to children and young people who require specialist care.

(e) Energy & Water Budgets

Energy and water budgets are expected to be £360K underspent across the service. This is based upon previous years charges adjusted for contractual changes.

(f) Unitary Charge Payments

The Unitary Charge Budget is estimated to be £230K under budget mainly as a result of reduced insurance costs.

## **Non Housing Capital Programme**

The Service Determined Minimum Required is assessed every month by services with support from the SIP Programme Manager and officers from the Programme Management Office, Asset Management and Finance. New governance arrangements implemented in December have introduced a more robust milestone approach to project monitoring which is driving financial re-profiling exercises across the capital plan.

Appendix B shows a breakdown by project of spend to date and applicable supporting information.

## **6. IMPACT**

### **Improving Customer Experience –**

Accurate budget monitoring and forecasting assists the Council to plan and design our services around current and future customer needs as much as possible.

### **Improving Staff Experience –**

Good financial information improves good financial management and helps to track how successful management initiatives, such as service redesign, have been.

### **Improving our use of Resources –**

As a public sector organisation, the Council has a legal duty to be open, transparent and accountable for spending public funds.

### **Corporate -**

Aberdeen the Smarter City:

#### *Smarter Governance (Participation)*

Accurate budget monitoring and forecasting contributes to the process of Smarter Governance.

#### *Smarter Environment (Natural Resources)*

Accurate budget monitoring and forecasting contributes to the process of Smarter Environment.

### **Public –**

The Council has a duty to ensure that best value is considered in all of its operations and this report helps to inform that process.

## **7. MANAGEMENT OF RISK**



### **General Fund Revenue**

To ensure that a balanced budget is achieved the service will need to consider options available to reduce net expenditure.

## **8. BACKGROUND PAPERS**

Financial ledger data extracted for the period.

## **9. REPORT AUTHOR DETAILS**

Brian Dow  
Finance Partner  
 [bdow@aberdeencity.gov.uk](mailto:bdow@aberdeencity.gov.uk)  
 01224 346352

Appendix 2  
Capital Monitoring

As at Period 5 2016/17	Figures for Total Project			Pr	Cu
	Approved Budget	Expenditure to Date	Forecast Expenditure		
Education & Children's Services	£'000	£'000	£'000		
New Brimmond School	12,679	12,715	12,947	R	R
New ASN School (previously Raeden Centre project)	18,500	6,149	18,500	G	G
Art Gallery Redevelopment - Aberdeen Treasure Hub	6,140	6,517	6,566	R	R
Art Gallery Redevelopment - Main Contract (HLF)	30,000	8,167	30,000	R	R
New Academy to the South - ICT Infrastructure	1,000	0	1,000	G	G
New Academy to the South - Infrastructure Improvements	1,500	0	1,500	G	G
New Milltimber Primary	13,000	0	13,000	G	G
Kingsfield Childrens Home	1,550	0	1,550	A	G
Music Hall Refurbishment	1,000	400	1,000	R	A
Greenbrae Primary Extension and Internal Works	4,631	2,694	4,631	A	A
Stoneywood Primary	13,000	959	13,000	A	A
Dyce 3G Pitch	748	689	748	G	G
Refurbish Throughcare Facility - 311 Clifton Road	825	415	825	G	G
Tillydrone Primary School	17,000	0	17,000	G	G
Torry Primary School and Hub	20,000	0	20,000	G	G
	<b>141,573</b>	<b>38,703</b>	<b>142,267</b>		

- The Aberdeen Treasure Hub project has a reported overspend position. The requirement to test the fire suppression system before the building can be commissioned is contributing to this forecast overspend. The final outturn can only be confirmed once the testing is deemed successful by the Council's insurer and no re-tests are required.
- Works on the Art Gallery are progressing, and funding for the archaeological surveys have been identified. Fundraising has brought in £900,000 to date and further efforts are on-going.
- At Council on 29 June 2016, it was determined that a guarantee will be offered to Aberdeen Performing Arts for additional funding for the Music Hall project. Heads of terms were agreed with APA at the end of July and discussions are on-going over timing of funding.



- Brimmond Primary opened at the end of October 2015. Officers from the E&CS Estates team are reviewing data supplied from HubCo to identify any fees which have been duplicated in error, including the possibility of over-charging for the contaminated ground clearance.
- The contractor for the Greenbrae project has advised the Council of contract delays which have resulted in a re-programming of works through the school summer. The subsequent construction timetable has been programmed to allow for the school to remain operational. The extension was successfully completed for the pupil's return from the October break and the contractor has confirmed that work will be completed in December 2016 to allow the school to be fully operational from January 2017.
- The tender returns for the new Stoneywood Primary have been received and are currently being evaluated. The contractor has proposed a construction methodology which is estimated will deliver significant capital savings and ensure the project remains within budget.
- The main steel framework for the new ASN school is complete and the roof is now on. The building is close to being wind and watertight. The underfloor heating has been installed and the main frames of the pools have been constructed and tested. Works to begin creating internal walls have begun, and these are expected to continue through to November.
- Financial close for the South of the City Academy was successfully achieved on 30 June 2016. The revenue funding model confirmed with SFT has been applied for reporting from Period 4 onwards.
- The new Dyce 3G pitch was completed and handed to the Council on 6 July 2016. A programming schedule for use of the facility is being drawn up with local clubs in Dyce.
- The purchase of Kingsfield Children's Home is being re-assessed in the wider context of an estates review of Children's Social Work. A purchase price is to be agreed with the District Valuer. An option appraisal is currently being carried out and the output will be presented to the Strategic Asset and Capital Board. The project remains on amber status until this is completed.
- The refurbishment of 311 Clifton Road has been re-assessed in line with Care Inspectorate guidelines and the estates review of Children's Social work. The contractor is approaching the end of the construction period, and the new facilities are expected to be operational in November.



## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education &amp; Children's Services</b>
DATE	<b>17<sup>th</sup> November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Education and Children's Services - 2015-16 Annual Performance (Statutory Performance Indicators) Report</b>
REPORT NUMBER	<b>ECS/16/065</b>
CHECKLIST RECEIVED:	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to:

Provide Elected Members with a summary of the 2015-16 Annual Performance (Statutory Performance Indicator) outcomes covering the work of the Education and Children's Services Directorate.

### **2. RECOMMENDATION(S)**

The Committee is asked to:

- i) Note the content of the report
- ii) Note the detailed Education and Children's Services 2015-16 Annual Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B

### **3. FINANCIAL IMPLICATIONS**

There are no financial implications arising directly from the report.

### **4. OTHER IMPLICATIONS**

There are no direct implications arising from this report.

### **5. BACKGROUND**

Councils are currently required to publish a range of performance information

sufficient to demonstrate Best Value across a defined range of services and criteria.

These requirements, as they reflect the Education and Children's Service's delivery of outcomes within the community, are encompassed under the three main service headings.

- Cultural and Community Services
- The Education of Children
- Child Protection and Children's Social Work

This report, relating to the integrated functions of the Directorate, offers a revised range of Statutory Performance Indicator measures that are designed to demonstrate Education and Children's Services capacity for continuous improvement in an environment of changing legislative, policy and delivery priorities.

The Council's 2015-16 Statutory Performance Indicator Report, incorporating the outcomes against each of the fifteen Directorate Statutory Performance Indicator measures, was considered at the meeting of the Finance, Policy and Resources Committee on 20<sup>th</sup> September 2016.

Data relating to the Education of Children encompassing the twelve 2015 SQA metrics included in Attainment of National Qualifications suite was previously reported to this Committee in September 2015 and January 2016.

## **5.1 Cultural and Community Services**

### **5.1.1 Sports Facility Attendances (ECS SPI 1)**

The Council's Strategic Business Plan, against which this SPI is a contributing measure, aims to increase the level of participation in sport and physical activity within sports venues by 1.0% per annum.

With a total of 2,549,135 attendances in 2015-16, the annual outcome for this measure represents an increase of just less than 2.5% on the previous year (+ 61,997) which is 37,126 admissions ahead of the annual target figure.

This reinforces a continuous six year trend in rising attendances at Council owned sports facilities ( including community and education establishments) which have risen by 626,843 (+32.6%) over this period.

### **5.1.2 Museums and Galleries (ECS SPI 2)**

The 2015-16 year-end outcomes for this overall measure reflect an increase in visits to and use of the Museums and Galleries Service against the previous year with a total of 1,094,948 as opposed to 1,075,225, a rise of just under 2%.

At this level, the 2015-16 result is only marginally below the full year result from 2013-14, which had been the previous benchmark figure for historical comparison.

### Visits in Person

With the extended closure of three venues, ( the Art Gallery, Cowdray Hall and Provost Skene's House) for redevelopment, the number of physical visits has, as anticipated, reduced considerably (-67 %).from 283,566 to 93,886 in 2015-16.

In addition, Aberdeen Maritime Museum was closed to visitors from 8th to 22nd July 2015 inclusive due to flood damage which had an adverse impact on visitor figures, falling as it did during a peak Summer visitor period.

This is reflected in a combined reduction in visits in person to the remaining two venues of 6.5% across the year.

### Virtual Visits/Enquiries and Outreach Visits

Although website visits (via aagm.co.uk and aberdeenships.co.uk), have remained similar to previous years, usage of the Aberdeenquest website which provides topic support for the school curriculum has increased significantly on last year (+ 25%).

This has contributed to a year-on year increase in virtual visits of over 205,000 visits from 787,225 in 2014-15 to 992,242 in 2015-16. This figure represents a six year high in terms of virtual visits.

Enquiries and Outreach Visits also showed a substantial rise with a combined figure of just 9,000 in 2015-16.

#### 5.1.3 Library and Information Services (ECS SPI 3, 4 and 5)

Total visitor figures have decreased from 1,525,986 in 2014-15 to 1,429,835 in 2015-16. However, this 6.3% drop was less than the fall in the previous year, suggesting that the trend of decreasing visitor numbers being experienced at a national level, is not being replicated to the same extent locally.

### Visits in Person

Physical visitors fell from 996,285 in 2014/15 to 891,810 in 2015-16, a decrease of 10.5%. The highly successful Wild Dolphin Trail, involving the Service as hosts, in 2014-15 undoubtedly contributed to increased figures for the previous year, which it has not been able to sustain this year.

This decline also has to be viewed in the context of a national background of reducing visits to library facilities (around -9.4% over 2012-15 in Scotland)

### Virtual Visits

In a reverse on last year, virtual visitors increased slightly from 529,701 to 538,025 (1.6%). This is mainly due to hits to the libraries webpages increasing, following a redesign of the landing page and other content. Recorded use of the library catalogue fell, due to the change in the library management system but now appear to be recovering to pre-implementation levels.

## Community Participations

There were a total of 27,003 attendances at/participations in Promotions and Extensions activities recorded during 2015-16, a decrease of 1,028 (-3.6%).

A drop in school visits contributed to this, with 61 (-16.4%) fewer visits and 1822 (-16.2%) fewer students attending although the number of educational visits to libraries by nursery schools increased by 16.4%. Linked to this rise in Early Years provision, an increase in Bookbug sessions (an extra 12 sessions over the year) reached 182 more children and their 147 carers, bringing total attendance to over 6000 adults and children.

## Digital Provision

Taking combined PC and Wi-Fi use into consideration, use of IT facilities in Aberdeen City Libraries has increased from 204,840 uses in 2014-15 to 209,290 in 2015-16, a 2.2% rise.

The number of terminals accessed over the year decreased from 183,260 in 2014/15 to 172,925 in 2015/16, a drop of 5.6%. However, Wi-Fi use increased from 21,580 in 14/15 to 36,365 in 2015-16, an increase of 68.5%.

Figures against the latter part of the year are indicative that the position in 2016-17 will show a more substantive rise in Wi-Fi usage which is likely to drive the overall figure forwards.

## **5.2 The Education of Children**

### **5.2.1 Attainment of National Qualifications (ECS SPI 6)**

From the 2013-14 academic years, new National Qualifications were introduced at SCQF levels 4 and 5, replacing Standard Grades. The Indicators contained in the 2015-16 ECS SPI 6 suite reflect the first opportunity for comparative attainment analysis against these new measures

The cumulative trend for SQA attainment in the 2015 academic year, across the measures encompassed within this SPI framework, demonstrates an improvement in 2015 outcomes in comparison with the previous year with the overwhelming majority of Indicators reflecting an increase against the prior year.

The aggregated percentage of pupils/candidates attaining qualifications across the seven new National 4 and 5 measures rose by 22.3 percentage points with each Indicator having improved. This represents significant positive movement in the outcomes for S4 pupils.

Whilst there was a more conservative cumulative increase of 1.7 percentage points against the Indicator measures at SCQF Levels 6 and 7 (S5 and S6 pupils), the outcomes from the first tranche of results against the new Higher Grade from 2014-2015 recorded an attainment rate of 80% across all subjects which compares favourably with the national average of just over 79%.

In most instances, the results exceeded both the predicted expectations derived from the MidYIS Baseline assessments conducted in S1 and the national figures for these measures.

A summary of the measures of SQA attainment, derived from the Insight Tool, shows the year-on-year trend for each core SPI measure is outlined below.

#### SCQF Level 4\*

The percentage of S4 pupils attaining Literacy and Numeracy at National 4 rose slightly to 84.7% (+ 0.1% points.), marginally below the Virtual Comparator figure although above the national average of 82.4%

The S4 pass rate for all subjects, at National 4, increased substantially from 93.8% to 98%, considerably in advance of the both the Service improvement target and the national figure of 93.3%

#### SCQF Level 5\*

The percentage of S4 pupils attaining Literacy and Numeracy at National 5 rose to 47.5% from 42.8% in 2014, an increase of nearly 5% points and more than 4% points ahead of the national figure.

The S4 pass rate for all subjects, at National 5, increased from 77.1% to 79.5%, slightly below the national average of 79.8%

The attainment rate for Skills for Work at National 5 increased by 3.6%, from 91.2% in 2014 to 94.8%.

The attainment rate for National 5 in English by S4 candidates improved by 6.8%, from 82.7% in 2014 to 89.5%.

The pass rate for National 5 in Mathematics by S4 candidates improved by 0.5% from 71.1% on 2014 to 71.6%.

#### SCQF Level 6\*

The pass rate for all subjects at the old Higher Grade (A-C) increased from 76.2% to 77.0% in 2015, above both the Service improvement target for this measure and the national outcome

The percentage of pupils achieving 5 or more awards at the old Higher Grade (A-C) or better rose from 25.6% in 2014 to 27.8% in 2015 although falling slightly short of the target for this measure.

The attainment rate for English at the old Higher Grade (A-C) rose significantly to 80.5% in 2015 from the previous year's figure of 76.3%

The Higher Grade (A-C) pass rate against Mathematics fell by 0.75 percentage points in 2015 to just over 72%. It should, however, be borne in mind that there were some issues around SQA's framing of this particular examination which may have artificially depressed the 2015 outcome.

### SCQF Level 7\*

The pass rate for all subjects at Advanced Higher Grade decreased marginally in 2015 to 78.6% (- 0.6% points) just below the national figure of 80.9%

\* N.B. All values are based on 'pre-appeal' values as at September 2015 and exclude outcomes from completed evaluations where results were pending. Typically, these values will be subject to minor upwards revision on conclusion of the final appeal and marking processes.

#### 5.2.2 School and Pre-school Inspections (ECS SPI 7, 8 and 9)

The Directorate can also evidence outcomes through a range of qualitative indicators as evidenced through formal inspections of school and pre-school provision across the City.

The combined figure of 93.5% reflects the results from inspections of 46 educational settings (local authority and partner provider) carried out during 2015-16. This encompasses 9 Education Scotland reports against 6 individual establishments and 37 Care Inspectorate visits, of which 36 resulted in positive inspection outcomes

At this level of outcome, Aberdeen City's results for 2015-16 have improved on the previous two year's figures and exceed Education Scotland's NPF Baseline + 1 year figure for Scotland (91%) which, in the absence of an official combined statistical measure at a national level, acts as a credible proxy benchmark.

These inspections, conducted by Education Scotland and the Care Inspectorate, display an overall trend of continued and sustained improvement in the quality of provision delivered by and through the Directorate

#### 5.2.3 School Leaver Destinations

The percentage of positive destinations in Aberdeen has fallen between the 2014 and 2015 School Leaver Destinations Report follow-up surveys with a small decrease from 91.7% of total school leavers to 91.1%. At this level, the 2015 academic year outcome for sustained destinations for the City is below the Scotland average of 92.0% (and the Directorate target of 92.1%).

At the same time, the Scottish Government, within publication of the National Performance Indicator Framework, has indicated that annual variations of +/- 1% point are to be regarded as representing an essentially unchanged position.

Additionally, the more statistically reliable three year average of 91.3% is 0.1% above the National Three Year Average and represents a three year improvement rate of 2.2% points, as against the national level of 1.9%.

It is also significant to note the continued longer term improvement trend in this Indicator since 2015 recorded the second highest City outcome since reporting against this indicator was first published in 2008.



#### 5.2.4 Pre-School Provision (ECS SPI 11)

The combined percentage of allocations against ante pre-school and pre-school places in 2015-16 rose by more than 4%, from 83.4% in the previous year to 87.8%, which is a five year high.

Whilst there has been a significant improvement in the overall position, the City's education authority, in common with a number of other local authorities, remains in a position where its capacity to secure full access to early learning and childcare provision continues to face significant pressures from both:

(a) predicted future population growth in this age group and; (b) the availability of places as determined by current physical provision in terms of both facilities and capacity, particularly in the commercial and voluntary sectors.

The Directorate recognises that real and long term progress on tackling inequality can be made through a focus on early years and so actions have and are being taken to increase the provision available to meet demand.

This is evidenced through the additional nursery places provided across the City in the current academic year and the implementation plan to both increase partner provider places and extend our own provision, linked to the City's longer term Local Outcome Improvement Plan.

### **5.3 Child Protection and Children's Social Work**

#### 5.3.1 Background

Implementation of the Reclaiming Social Work model, which is a whole system redesign of services for families in need, is underway within Children's Social Work Services.

In addition, completion of the Inclusion Review has created new opportunities for promoting and addressing the needs of looked after children which are, in part, captured through the Indicators below:

#### 5.3.2 Care Placements of Children (ECS SPI 12)

This Indicator, introduced in 2014-15, has shown a positive improvement this year with 21 children (3.8% of the LAC cohort) experiencing 3 or more moves compared with 34 in the previous year.

However given this is only the second year that we have reported on this SPI it is not possible to suggest this is a trend. While this improvement is to be celebrated it also serves as recognition more still needs to be done.

Research has clearly evidenced that the more placement moves children have they generally experience poorer outcomes. The instability of care experiences doesn't allow for children to put down roots, to plan for their future, to develop a sense of belonging and forge relationships of significance with their primary care givers

which can support them into adulthood. Moves of care placement's often necessitate changes of schools providing a disrupted pattern of education commonly resulting in poorer outcomes i.e. qualifications, employment etc.

This data highlighted that over 80% of the young people who experienced more than 3 moves were children aged 12+. This reflects the challenge of being able to successfully care for children in this age group, who have experienced early neglectful care and trauma, the ramifications of which continue to be felt in their teenage years. In view of this a Service priority continues to be the recruitment; training and support provided to foster carers who care for teenagers.

The review of our Residential Children's Homes has also identified the challenge of caring for young people who are in crisis. Caring for a group of young people with similar and competing needs is a hugely complex task. It requires a staff group with the skills and experience to manage their individual and collective needs.

In addition, Implementation of the Reclaiming Social Work model is intended to support more children remain within their families and enable families to find solutions to their own difficulties and will enable staff to further consider how they can support the needs of children in long term care. One critical factor is the emotional and psychological needs of young adolescents. In conjunction with NHS colleagues discussions are ongoing as to explore how the local Child & Adolescent Mental Health team can better support this vulnerable group of children/young people.

### 5.3.3 Support for Young People and Families at Risk (ECS SPI 13)

Both the measure used to record the SPI (i.e. the number of children and young people with a placement of 'at home or with kinship' as a percentage of the total number of children looked after), and, influentially, the overall number of children looked after have shown reductions for the third year running.

Two thirds of children and young people whose families meet the threshold for a social work service intervention are supported to live at home within their own communities without becoming looked after.

Within the sub-set of those children and young people who are looked after, the proportion that are looked after at home, or with friends or relatives, has fallen for the third year running, which is reflected in similar trends both within comparator authorities and across Scotland, as demonstrated by the 2015 CLAS return.

### 5.3.4 Child Protection Registrations (ECS SPI 14)

In 2015-16 (1st April 2015 to 31st March 2016), there were a total of 249 registrations which, although slightly fewer than last year's figure of 257, indicates that the number of children on the register has remained relatively static for the last 4 years.

The last year has seen a continued raising of the profile of domestic abuse, and within Aberdeen it remains one of the most common risk factors for those placed on the child protection register. For example, of those children on the Child Protection Register on 31st July 2015, domestic abuse was a concern identified at the case

conference for 41% of children. Parental substance misuse was a concern in 36% of cases; emotional abuse in 34% and parental drug misuse in 28%.

Meanwhile, comparisons with our comparator authorities (i.e. Dundee, Edinburgh, Argyll and Bute, South Ayrshire and Renfrewshire) show that as at 31st July 2015, Aberdeen's rate of 2.9 children aged 0 - 15 per 1,000 on the register was in the mid-range between Edinburgh at 3.4 per 1,000 and Argyll & Bute at 2.4 per 1,000 and below the national picture of 3.0 per 1,000.

### 5.3.5 Child Protection Re-registration (ECS SPI 15)

During 2015-16, 30 children were re-registered on the Child Protection Register within a 2 year period of being de-registered. In spite of this figure being the same as for the previous 12 month period, re-registration levels remain a focus for the Service and, given this, audit work was undertaken in February 2016 to consider and reflect upon the quality of intervention and support following de-registration.

However, given that drug and alcohol misuse is cited as a risk factor in over 50% of registrations in Aberdeen City, it is likely that some children will continue to be re-registered, given that both are conditions prone to relapse.

The findings from February 2016's audit, examining the reasons why there has historically been a higher proportion of children in Aberdeen who require more than one period of time on the child protection register, have highlighted that further work is needed into better supporting decision making at the time of de-registration to improve practice and consistency at this stage of intervention.

Linked to this work, actions are also in place to ensure that positive changes are maintained after they cease to be on the child protection register, including ensuring that support is provided and monitored up to three months after children cease to be on the register.

## 6. **IMPACT**

### Improving Customer Experience

Analysis and publication of Performance data and, in particular, the use of benchmark information, offers the Directorate the opportunity to critically evaluate the extent to which it is currently meeting customer needs and, as required, re-align delivery methodologies to ensure that the customer experience is continuously improving.

### Improving Staff Experience

Transparency of performance reporting, in terms of outputs and outcomes, offers staff with the opportunity to gain insight into areas of good practice within the Directorate, those where improvement might be required and importantly, recognise where their contributions are materially influencing and driving the work of their Service.

## Improving our use of Resources

This report aligns with the principles of Best Value whereby local authorities are required to evidence and evaluate the extent to which resource is used effectively and efficiently in the delivery of services to stakeholders through improved outcomes.

### Corporate

Reporting to the Committee is an essential governance requirement of the Directorate's performance management arrangements, by which Members may seek assurance that performance improvement activity is evidenced and robust.

### Public

The report is designed for information purposes and no Equalities and Human Rights Impact Assessment has been prepared.

Transparency of performance reporting is a key component of the Council's Public Performance Reporting (PPR) requirement, which is subject to annual review by Audit Scotland on behalf of the Accounts Commission.

- 6.1 With effect from the 2016/17 reporting year, the Accounts Commission Direction to local authorities on Statutory Performance Reporting has been replaced with new Direction aligning SPI information with enhanced PPR activity within the Best Value audit process.

Councils will still be required to report the output of the Local Government Benchmarking Framework, which reflects a proportion of the Directorate's present SPI suite. However, to support meeting of the new Direction, local authorities will also need to report:

- Performance in improving public services (including with partners)
- Performance in improving local outcomes (including with partners)
- Performance in engaging with communities and service users and responding to their views and concerns
- Performance in achieving Best Value including performance benchmarking, options appraisal and use of resources.

Accordingly, the Directorate, through involvement in development of the Performance Management Framework, which is part of the corporate Governance Review, is beginning to identify suitable cross-service performance information, including non-quantitative measures and case studies, which will support the new Direction.

## **7. MANAGEMENT OF RISK**

There are no additional direct risks to be considered as a result of the publication of this report.

## **8. BACKGROUND PAPERS**

Appendix A: 2015-16 Education and Children's Services Statutory Performance Indicator Scorecard

Appendix B: 2015-16 Education and Children's Services Statutory Performance Indicator Trendcharts

Finance, Policy and Resources Committee, 20<sup>th</sup> September 2016 - Statutory Performance Indicators 2015/16

Education and Children's Services Committee, 3<sup>rd</sup> September 2015 – Aberdeen City 2015 SQA Briefing and 28<sup>th</sup> January 2016 – Aberdeen City 2015 Insight Briefing.

## **9. REPORT AUTHOR DETAILS**

Co-ordinated by Alex Paterson, Development Officer, Performance Improvement, Education and Children's Services.



01224 522137



[apaterson@aberdeencity.gov.uk](mailto:apaterson@aberdeencity.gov.uk)

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## Appendix B - 2015-16 ECS SPI Indicator Outcomes

Report Author: Alex Paterson  
Generated on: 30th September 2016



### ECS SPI 1

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Total number of attendances for indoor pool and dry sports facilities; schools and community education establishments	2,222,588			2,487,138			2,549,135				
Total number of attendances for pool sports facilities; schools and community education establishments	486,620			652,925			727,447				
Total number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex (sports facilities; schools and community education establishments)	1,735,968			1,834,213			1,821,688				

### ECS SPI 2

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Number of visits to/usages of council funded or part funded museums - person; enquiries; outreach; virtual	1,114,535			1,075,225			1,094,948				

Number of visits to/usages of council funded or part funded museums - virtual	835,822			787,225			992,242				
Number of visits to/usages of council funded or part funded museums - person	273,191			283,566			93,805				
Number of visits to/usages of council funded or part funded museums - outreach	2,675			1,711			7,216				
Number of visits to/usages of council funded or part funded museums - enquiries	2,847			2,723			1,596				

**ECS SPI 3**

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Total number of library visits - person; virtual	1,647,002			1,525,986			1,429,835				
Number of visits to libraries - virtual	659,567			529,701			538,025				
Number of visits to libraries - person	987,435			996,285			891.810				

**ECS SPI 4**

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Number of community participations generated by Library and Information Service Promotions and Extensions activity	23,803			28,301			27,003				



## ECS SPI 5

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Number of Netloan PC terminal and Wi-Fi access uses in Library Learning Centres	221,304			204,840			209,290				

## ECS SPI 6

Performance Measure – Academic Year	2013			2014			2015			2015 Target	Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value*	Long Trend	Short Trend			
a. National 4 - % of S4 pupils attaining SCQF level 4 in Literacy and Numeracy				84.6%			84.7%			85.6%^		
b. National 4 - Pass Rate for all subjects at S4				93.8%			98.0%			93.3%^		
c. National 5 - % of S4 pupils attaining SCQF level 5 in Literacy and Numeracy				42.9%			47.5%			50.5%^		
d. National 5 - % pass rate for all subjects at S4				77.1%			79.5%			79.8%^		
e. National 5 – % pass rate for all Skills For Work subjects				91.2%			94.8%					
f. National 5 - % of S4 pupils achieving award in English ( Grade A-C)				82.7%			89.5%					
g. National 5 - % of S4 pupils achieving award in Maths (Grade A-C)				71.1%			71.5%					
h. SCQF Level 6 - % pass rate for all subjects at Old Higher Grade	77.1%			76.2%			77.0%			76.7%^		
i. SCQF Level 6 - % of pupils attaining 5+ awards at SCQF level 6 or better by the end of S6	23.1%			25.6%			27.8%			29.3%+		
j. SCQF Level 6 - % pass rate for English at Old Higher Grade	69.9%			76.3%			80.5%					
k. SCQF Level 6 - % pass rate for Mathematics at Old Higher Grade	73.6%			72.8%			72.1%					
l. SCQF Level 7 - % pass rate for all subjects at Advanced Higher Grade	82.8%			81.2%			78.6%			80.9%+		

Legends: \* Pre-appeal, ^ Virtual Comparator, + National figure

### ECS SPI 7

Performance Measure	2013/14			2014/15			2015/16			2015/16 Target	Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend			
% of positive Quality Reference Indicator outcomes from Education Scotland inspections of local authority schools (primary and secondary) per financial year.	80.0%			66.6%			90.0%			95%		
% of positive Quality Reference Indicator outcomes from Education Scotland inspections of local authority primary schools per financial year	83.3%			50%			93.3%					
% of positive Quality Reference Indicator outcomes from Education Scotland inspections of local authority secondary schools per financial year	NA			100%			80%					

### ECS SPI 8

Performance Measure	2013/14			2014/15			2015/16			2015/16 Target	Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend			
% of local authority Early Learning and Childcare centre inspections receiving positive Care Inspectorate and Education Scotland reports per financial year	100%			86.7%			100%			100%		
% of local authority Early Learning and Childcare centres receiving positive Education Scotland inspection reports per financial year	100%			50%			100%					
% of local authority Early Learning and Childcare centres receiving positive Care Inspectorate reports per financial year	100%			92.3%			100%					

## ECS SPI 9

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
% of partner provider Early Learning and Childcare centres inspections receiving positive Care Inspectorate and Education Scotland reports per financial year	84.6%			95.5%			88.2%				
% of partner provider Early Learning and Childcare centres receiving positive Education Scotland inspection reports per financial year	100%			100%			50%				
% of partner provider Early Learning and Childcare centres receiving positive Care Inspectorate reports per financial year	83.3%			95%			93.3%				

## ECS SPI 10

Performance Measure – Academic Year	2013			2014			2015			2015 Target	Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend			
% of school leavers from publicly funded schools in positive and sustained destinations	91.0%			91.7%			91.1%			92.1%		

## ECS SPI 11

Performance Measure	2013/14			2014/15			2015/16			2015/16 Target	Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend			
% of eligible population allocated Ante Pre-School, Pre-School and Deferred Entry nursery places in local authority and partner provider settings	87.3%			83.4%			87.8%			90%		

% of eligible ante pre-school child population allocated part time nursery provision within local authority and partner provider settings	80.1%			76.3%			84.4%					
% of eligible pre-school child population allocated part time nursery provision within local authority and partner provider settings	94.7%			90.7%			91.1%					

### ECS SPI 12

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
The percentage of looked after and accommodated children with 3 or more placements in the past year	NA			6%			3.8%				









### ECS SPI 13












Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
% of looked after young people and families at risk supported to stay together or in their own communities	52.5%			48.6%			46.1%				

### ECS SPI 14

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
Number of children on child protection register as at 31 <sup>st</sup> March 2016	260			257			249				

## ECS SPI 15

Performance Measure	2013/14			2014/15			2015/16			Status	Long Trend
	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend	Value	Long Trend	Short Trend		
The number of children re-registering on the Children Protection Register within two years of being taken off the register	22			30			30				

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

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## Appendix C: 2015-16 ECS SPI Report

**Report Author:** Alex Paterson

**Generated on:** 29th September 2016

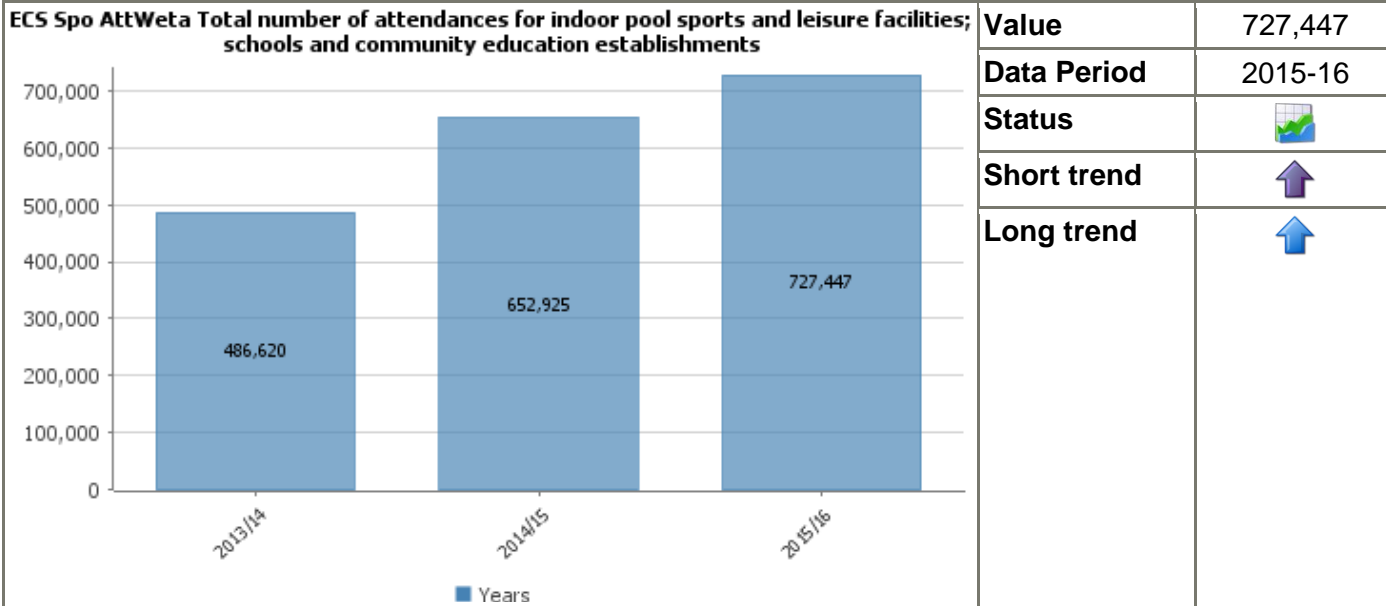
ECS SPI 1																							
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<b>Short trend</b>	↑																						
<b>Long trend</b>	↑																						
<b>Data Source</b>	ALEO XN Leisure Management Information Systems																						
<b>Why is this important?</b>	<p>This Indicator, in part, assists the Council's scrutiny of ALEO performance, guides/contributes to the City's strategic planning for sport and physical activity through identification of trend patterns.</p> <p>It also offers baseline data against the City's draft sport and physical activity strategy, "The Strategy for an Active Aberdeen, 2016-20" and serves to inform future decisions, both by the Council and ALEO partners, around estate and asset management, funding provision and, where relevant, the re-direction of resources to deliver the most effective mix of activities/facilities.</p>																						
<b>Benchmarking Information</b>	<p>With the exception of a single Indicator within the Scottish Local Government Benchmarking Framework, (see link below) there are currently no meaningful benchmark measures at a national level which inform comparative analysis.</p> <p><a href="http://www.improvementservice.org.uk/benchmarking/tool.html">http://www.improvementservice.org.uk/benchmarking/tool.html</a></p> <p>Benchmarking of use of local authority funded/managed and independent sports facilities is now largely conducted in the context of the Active Aberdeen Partnership as part of its wider overview of physical activity levels across the City.</p> <p>Through this forum, the Council (represented by Sport Aberdeen) participates in the Scottish Local Government Benchmarking Framework Family Group relating</p>																						

	<p>to sports services</p> <p>Local benchmarking is delivered through quarterly and annual historical comparison and achievement of the objectives set out in ALEO business plans and, to an extent, through contributions to higher level Outcome groups ( e.g. Healthy and Active, Health and Wellbeing and the Community Planning process.</p> <p>Both Sport Aberdeen and Aberdeen Sports Village offer operational benchmarking measures which are derived from a variety of industry sources ( e.g. CIPFA, APSE and Esporta)</p>
<b>2016-17 Target</b>	<p>The Council's Strategic Business Plan, against which this Indicator is a contributing measure, aims to increase the level of participation in sport and physical activity within sports venues by 1.0% per annum.</p> <p>Extrapolation of the strategic level target to this particular Indicator would indicate that 2,575,000 attendances could be anticipated over the course of 2016-17.</p>
<b>Intelligence</b>	<p>With a total of 2,549,135 attendances in 2015-16, the annual outcome for this measure represents an increase of just less than 2.5% on the previous year (+ 61,997) which is 37,126 admissions ahead of the annual target figure.</p> <p>This reinforces a continuous six year trend in rising attendances at Council owned sports facilities ( including community and education establishments) which have risen by 626,843 (+32.6%) over this period.</p>
<b>Service Manager</b>	Sport Aberdeen/Aberdeen Sports Village
<b>Head of Service</b>	Euan Couperwhite



**ECS SPI 1a**

**Total number of attendances for indoor pool sports and leisure facilities; schools and community education establishments**



**Data Source** ALEO XN Leisure Management Information Systems

**Intelligence** The total Citywide Pool admissions for 2015-16 are recorded at 727,447 attendances, an increase of 11.4% on the previous year’s figure of 652,925, aligned to rising footfall across the majority of pool facilities and enhanced participation in Aberdeen Aquatics programmes. This is the highest annual outcome recorded against this measure since its introduction in 2010/11.

Arm’s Length External Organisation Managed Centres

Admission figures for transferred Sport Aberdeen premises in 2015-16 were recorded at 429,294 representing an 8.5% increase on 2014-15 with some 33,719 more attendances over the course of the twelve month period spread across the eight directly managed facilities. This improvement, in large part, reflects the comparative rise in Aberdeen Aquatics admissions recorded across all the facilities ( + 25.6%) and a marginal increase in public session attendances which, in turn, was bolstered by reinstatement of operations at Tullos Pool.

Community Education and School Pool Facilities

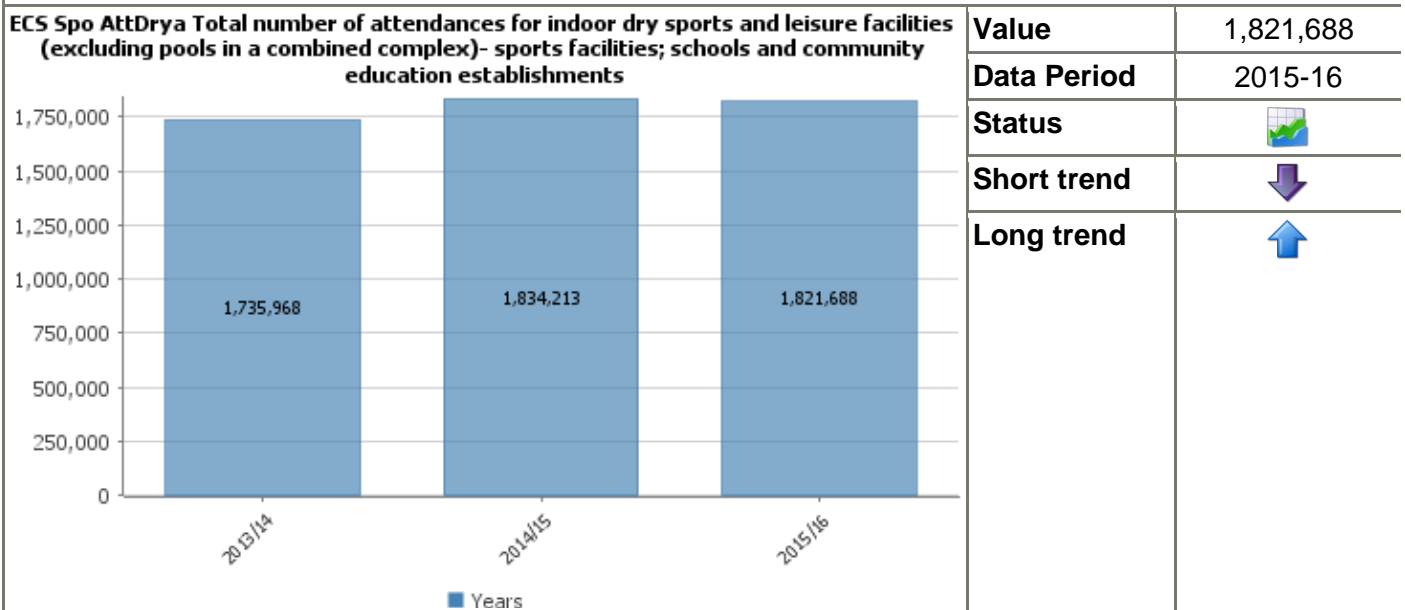
The extent of attendances relating to Community Education and ‘stand-alone’ School Pool facilities, has fallen slightly by 401 attendances, generating an annual total of 44,286 admissions (- 0.9%) linked largely to falling admissions to both public use and lesson programmes at Dyce Academy and Aberdeen Grammar School. At the same time, reductions at these two pools are largely compensated by rising admissions to Hazlewood and Dyce Primary schools.

**Service Manager** Sport Aberdeen/Aberdeen Sports Village

**Head of Service** Euan Couperwhite

**ECS SPI 1b**

**Total number of attendances for indoor dry sports and leisure facilities (excluding pools in a combined complex)- sports facilities; schools and community education establishments**

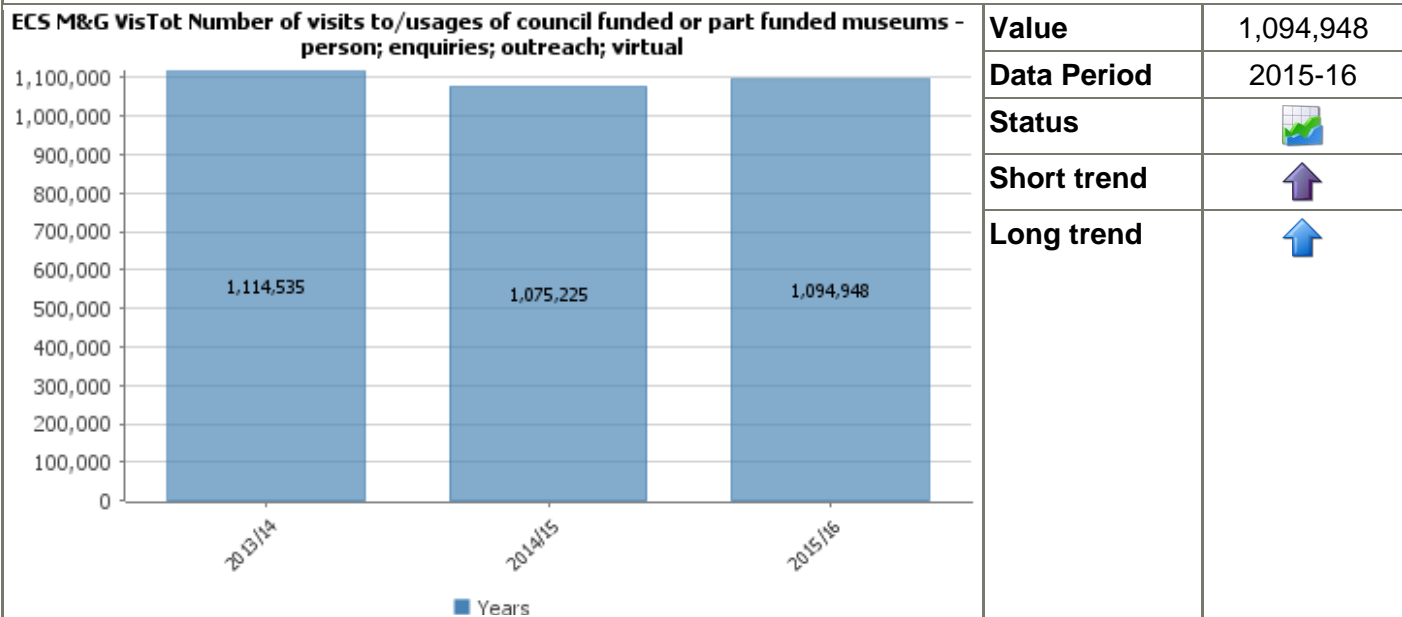


<b>Data Source</b>	ALEO XN Leisure Management Information Systems
<b>Intelligence</b>	<p>Citywide Indoor Dry Sports attendances for 2015-16 show a marginal decrease of 0.7% (- 12,525 admissions) compared to 2014-15 with a total of 1,821,688 attendances. This is the second highest full year outcome for this measure since its introduction in 2010/11</p> <p><u>Arm's Length External Organisation Managed Centres</u></p> <p>Across the ALEO managed sports facilities, Sheddocksley, Torry and Westburn Tennis Centres, along with Westburn Pavilion all reflected significant increases (+11% or greater) in attendance levels. Of the remaining sites, the LP Alex Collie, Cults Academy, Beacon and both Beach Leisure Complex sites attained increased attendances of between 1.4 % and 9.5 %.</p> <p>Two sites, the Jesmond and Kincorth Centres reflected varying degrees of attendance reduction whilst the Peterculter Centre maintained exactly the same level of footfall as the previous year. Overall, the outcome for the above, directly managed, Sport Aberdeen sites was 754,805, an increase of 5.5% (+ 39,033) on the previous year.</p> <p>Aberdeen Sports Village experienced a downturn in admissions against 2014-15 of 4.4%, reducing to 736,278, although this is still the second highest outcome for the facility.</p> <p>Cumulatively, this reflects 1,491,033 attendances at ALEO managed sites, an increase of 0.4% (+ 5,429) in comparison with 2014-15.</p> <p><u>Community Education and School Sports Premises</u></p> <p>Attendance levels across the range of Community Education and School sports</p>

	<p>premises based activities have fallen by 5.2% to 330,605, arising, most significantly, from reductions in lettings use within a proportion of academies along with the Cults Primary site.</p> <p>Counter to this trend, significant positive movement in figures at Bridge of Don, Hazlehead and Kincorth Academy was recorded and attendances at the remaining primary/CEC venues also increased.</p>
<b>Service Manager</b>	Sport Aberdeen/Aberdeen Sports Village
<b>Head of Service</b>	Euan Couperwhite

**ECS SPI 2**

**Number of visits to/usages of council funded or part funded museums - person; enquiries; outreach; virtual**



**Data Source** Museums & Galleries Service

**Why is this important?** This shows the level of community engagement with the Museums and Galleries Service. It also reflects the increasing trend towards, and popularity of, electronic methods of service delivery along with the contribution of outreach projects delivered by the Service.

**Benchmarking Information**

The capacity for a degree of operational benchmarking of the Museums and Galleries Service outcomes and outputs against comparator authority and national levels is provided through an annual CIPFA publication normally released in August of each year.

Limited benchmarking of a restricted suite of measures relating to spend per visit is also published through the Scottish Local Government Benchmarking Project (SLGBP) with information linking to comparative user satisfaction being made available through release of the Scottish Household Survey outcomes.

Through the SLGBP Family Group network, local authorities are discussing development of a range of potential alternative measures which will better capture and enable reflection against comparative impacts delivered by museum and gallery services

**2016-17 Target**

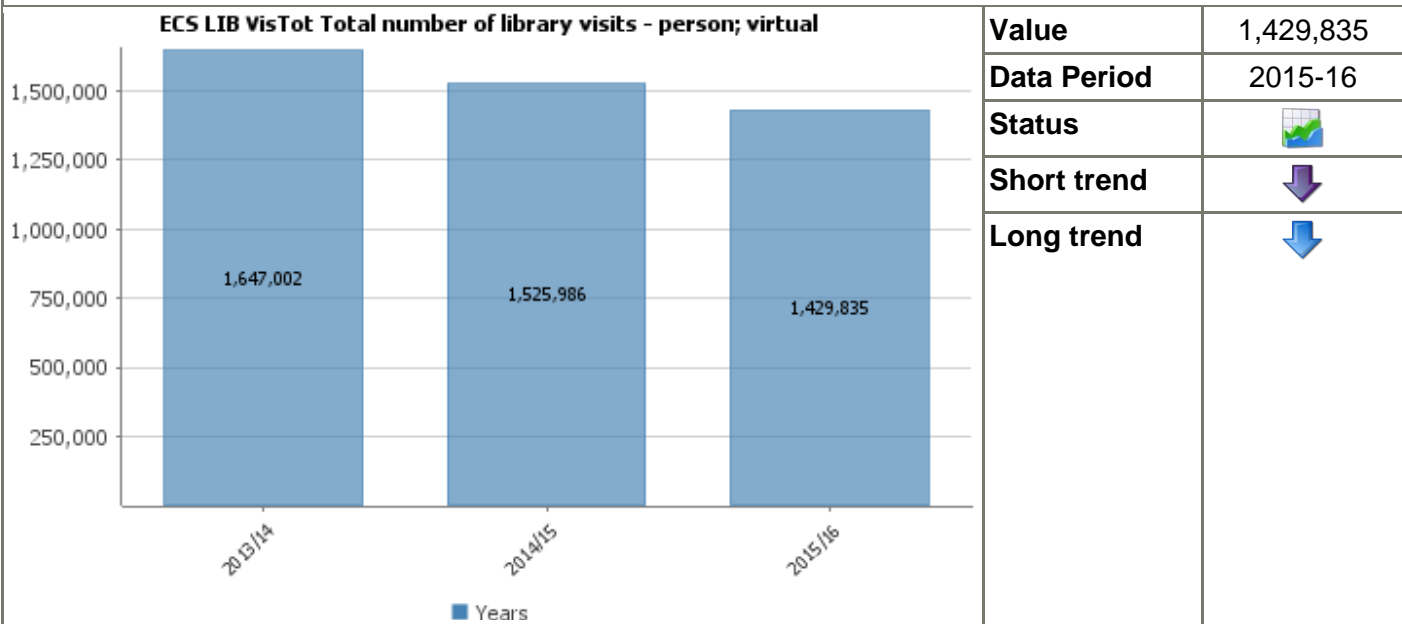
The number of visits to Museums and Galleries is a direct contributing metric towards Smarter Living Strategic Objective 2 “We aspire to be recognised as a place of excellence for culture and arts ...” which aims to increase attendances and visits to places of culture by 70,000 by 2017-18.

In this instance, whilst no specific target for this particular metric against 2016-17 has been set, the Service seeks to increase active visits to Museums and Galleries offerings as an intermediate aim towards meeting of the above Objective.

<b>Intelligence</b>	<p>The 2015-16 year-end outcomes for this overall measure reflect an increase in visits to and use of the Museums and Galleries Service against the previous year with a total of 1,094,948 as opposed to 1,075,225, a rise of just under 2%.</p> <p>At this level, the 2015-16 result is only marginally below the full year result from 2013-14, which had been the previous benchmark figure for historical comparison.</p> <p><u>Visits in Person</u></p> <p>With the extended closure of three venues, ( the Art Gallery, Cowdray Hall and Provost Skene’s House) for redevelopment, the number of physical visits has, as anticipated, reduced considerably (-67 %).from 283,566 to 93,805 in 2015/16.</p> <p>In addition, Aberdeen Maritime Museum was closed to visitors from 8th to 22nd July 2015 inclusive due to flood damage following torrential rain and flooding on 7 July; this had an adverse impact on visitor figures, falling as it did during a peak Summer visitor period.</p> <p>This is reflected in a combined reduction in visits in person to the remaining two venues of 6.5% across the year.</p> <p><u>Virtual Visits/Enquiries and Outreach Visits</u></p> <p>Although website visits, via aagm.co.uk and aberdeenships.co.uk, have remained similar to previous years, usage of the Aberdeenquest website which provides topic support for the school curriculum has increased significantly on last year (+ 25%) resulting in a year-on year increase in virtual visits of over 205,000 visits from 787,225 in 2014-15 to 992,242 in 2015-16.</p> <p>This figure represents a six year high in terms of use of and engagement with the Service’s on-line provision. The number of enquiries fell from 2,723 to 1,685, an expected outcome significantly linked to closure of the main museum venue over the twelve month period.</p> <p>Outreach participations and engagement, in part due to relocation of the Service’s events programme, including talks and concerts, rose significantly to 7,216 in 2015-16 from the previous year’s figure of 1,711.</p>
<b>Service Managers</b>	Museums and Galleries Senior Management
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 3**

**Total number of library visits - person; virtual**

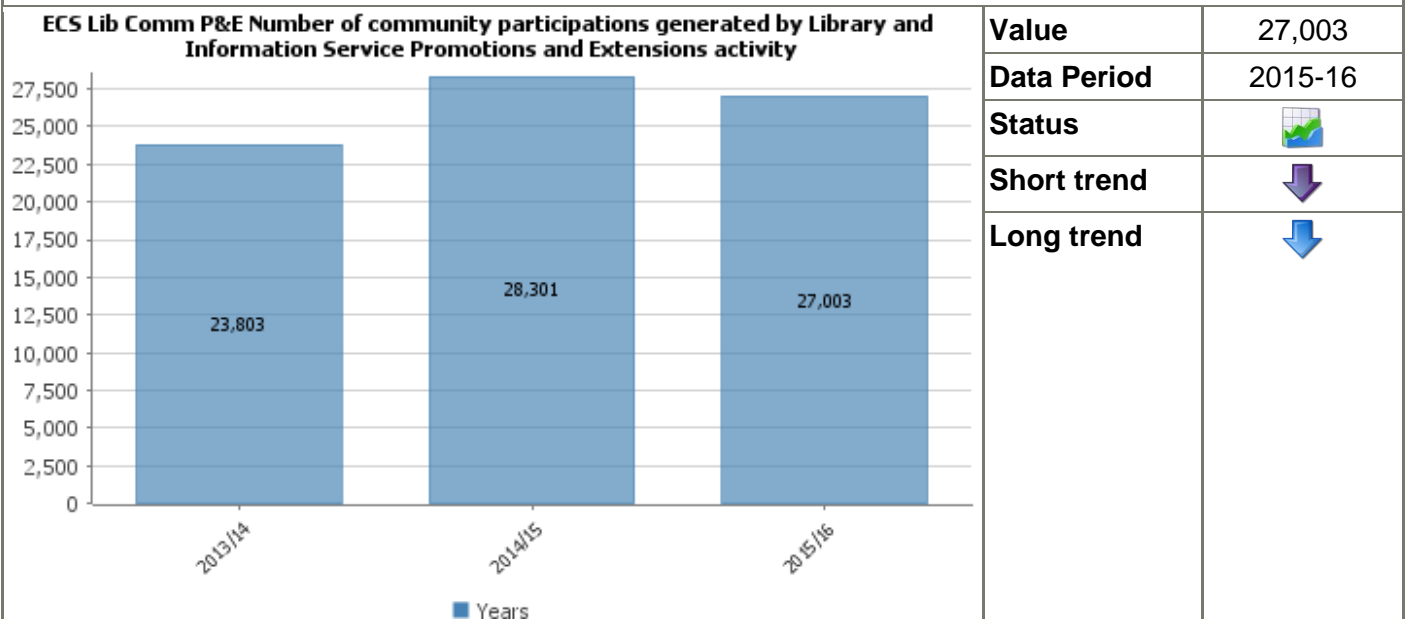


<b>Data Source</b>	Library and Information Services
<b>Why is this important?</b>	This Indicator, incorporating the discrete information captured in ECS SPI's 4 and 5, shows the level of active community engagement with the Library and Information service, demonstrates the range of channels used to engage with customers and incorporates the trend towards increasingly electronic methods of service delivery.
<b>Benchmarking Information</b>	<p>The capacity for operational benchmarking of Library and Information Services outcomes and outputs is provided through two annual CIPFA publications which are normally released in August and March of each year.</p> <p>Limited benchmarking of a restricted suite of measures relating to spend per visit is also published through the Scottish Local Government Benchmarking Project with information linking to comparative user satisfaction being made available through release of the Scottish Household Survey outcomes.</p>
<b>2016-17 Target</b>	<p>The number of visits to Libraries is a direct contributing metric towards Smarter Living Strategic Objective 2 "We aspire to be recognised as a place of excellence for culture and arts ..." which aims to increase attendances and visits to places of culture by 70,000 by 2017-18.</p> <p>In this instance, whilst no specific target for this particular metric against 2016-17 has been set, the Service seeks to increase active use of the Library and Information Service as an intermediate aim towards meeting of the above Objective.</p>

<b>Analysis</b>	<p>Total visitor figures have decreased from 1,525,986 in 2014-15 to 1,429,835 in 2015-16. However, this 6.3% drop was less than the fall on the previous year, suggesting that the long term trend of decreasing visitor numbers is being countered to an extent by effective management action.</p> <p><u>Visits in Person</u></p> <p>Physical visitors fell from 996,285 in 2014/15 to 891,810 in 2015-16, a decrease of 10.5%. The highly successful Wild Dolphin Trail in 2014-15 undoubtedly contributed to increased figures for the previous year, which we have been unable to sustain this year</p> <p><u>Virtual Visits</u></p> <p>In a reverse on last year, virtual visitors increased slightly from 529,701 to 538,025 (1.6%). This is mainly due to hits to the libraries webpages increasing, following a redesign of the landing page and other content. Recorded use of the library catalogue fell, due to the change in the library management system but now appear to be recovering to pre-implementation levels.</p> <p><u>Use of Technology</u></p> <p>Customers also increasingly interact with the Service through a number of alternative technology-based routes that are not specifically captured through the Library and Information Service Indicator suite;</p> <p>Mobile and PC App launches increased from 9,279 to 10,722, an increase of 15.6% and use of the 24/7 telephone line also rose, from 206 to 267 calls (29.6%), in spite of limited access during changes of both system and telephone numbers. Use of online databases increased by 59.2%, reaching over 2 million hits for the first time.</p>
<b>Service Manager</b>	Library and Information Services Senior Management
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 4**

**Number of community participations generated by Library and Information Service Promotions and Extensions activity**



**Data Source** Library and Information Service

**Analysis** There were a total of 27,003 attendances/participations recorded during 2015-16, a decrease of 1,028 (-3.6%).

In a reverse on last year's submission, a drop in school visits contributed to this, with 61 (-16.4%) fewer visits and 1822 (-16.2%) fewer students attending.

The number of educational visits to libraries by nursery schools however increased by 16.4% and an increase in Bookbug sessions (an extra 12 sessions over the year) reached 182 more children and their 147 carers, bringing total attendance to over 6000 adults and children. It is planned to increase Bookbug sessions further over the coming year.

Although there were fewer PC taster sessions in 15-16, attendance trebled, demonstrating increased efficiency in use of staff time. Focus shifted in 2015-16 to hosting events within libraries, which resulted in a fall in external events (by 74%); this was more than compensated by increased attendance at library-based activities.

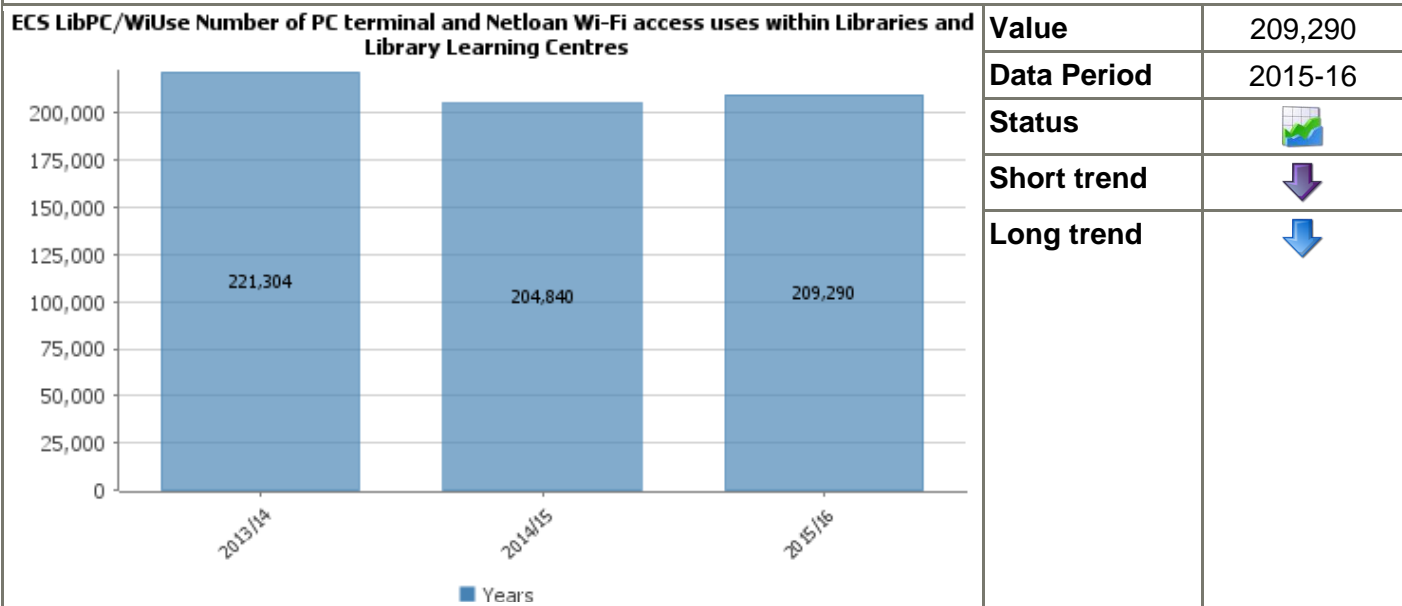
**Service Manager** Library and Information Services Senior Management

**Head of Service** Andrew Griffiths



**ECS SPI 5**

**Number of PC terminal and Netloan Wi-Fi access uses within Libraries and Library Learning Centres**



<b>Value</b>	209,290
<b>Data Period</b>	2015-16
<b>Status</b>	
<b>Short trend</b>	
<b>Long trend</b>	

<b>Data Source</b>	Library and Information Services
<b>Intelligence</b>	<p>Taking combined PC and Wi-Fi use into consideration, use of IT facilities in Aberdeen City Libraries has increased from 204,840 uses in 2014-15 to 209,290 in 2015-16, a 2.2% rise.</p> <p>The number of terminals accessed over the year decreased from 183,260 in 2014/15 to 172,925 in 2015-16, a drop of 5.6%. However, Wi-Fi use increased from 21,580 in 2014-15 to 36,365 in 2015-16, an increase of 68.5%.</p>
<b>Service Managers</b>	Library and Information Services Senior Management
<b>Head of Service</b>	Andrew Griffiths

## ECS SPI 6 – Attainment of Children

### Overall Summary

The cumulative trend for SQA attainment in the 2015 academic year, across the measures encompassed within this SPI framework, demonstrates an improvement in 2015 outcomes in comparison with the previous year with the overwhelming majority of Indicators reflecting an increase against the prior year.

The aggregated percentage of pupils/candidates attaining qualifications across the seven new National 4 and 5 measures rose by 22.3 percentage points, with each Indicator having improved, which represents significant positive movement in the outcomes for S4 pupils.

Whilst there was a more conservative cumulative increase of 1.7 percentage points against the Indicator measures at SCQF Levels 6 and 7 (S5 and S6 pupils), the outcomes from the first tranche of results against the new Higher Grade from 2015 suggest an attainment rate of 80% across all subjects which also compares favourably against the national average of just over 79%.

Summary of the measures of SQA attainment, derived from the Insight Tool, shows the year-on-year trend for each core SPI measure as follows:

### SCQF Level 4\*

a. The percentage of S4 pupils attaining Literacy and Numeracy at National 4 rose slightly to 84.7% (+ 0.1% points.), marginally below the Virtual Comparator figure although above the national average of 82.4%

b.. The S4 pass rate for all subjects, at National 4, increased substantially from 93.8% to 98%, considerably in advance of the both the Service improvement target and the national figure of 93.3%

### SCQF Level 5\*

c. The percentage of S4 pupils attaining Literacy and Numeracy at National 5 rose to 47.5% from 42.8%% in 2014, an increase of nearly 5% points and more than 4% points ahead of the national figure.

d. The S4 pass rate for all subjects, at National 5, increased from 77.1% to 79.5%, slightly below the national average of 79.8%

e. The attainment rate for Skills for Work at National 5 increased by 3.6%, from 91.2% in 2014 to 94.8% in 2015.

f. The attainment rate for National 5 in English by S4 candidates improved by 6.8%, from 82.7% in 2014 to 89.5% in 2015.

g. The pass rate for National 5 in Maths by S4 candidates improved by 0.5% from 71.1% on 2014 to 71.6% in 2015.

### SCQF Level 6\*

h. The pass rate for all subjects at the old Higher Grade (A-C) increased from 76.2% to 77.0% in 2015, above both the Service improvement target for this measure and the national outcome

i. The percentage of pupils achieving 5 or more awards at the old Higher Grade (A-C) or better rose from 25.6% in 2014 to 27.8% in 2015 although falling slightly short of the aspirational target for this measure.

j. The attainment rate for English at the old Higher Grade (A-C) rose to significantly to 80.5% in 2015 from the previous year's figure of 76.3%

k. The Higher Grade (A-C) pass rate against Mathematics fell by 0.7 percentage points in 2015 to just over 72%

SCQF Level 7\*

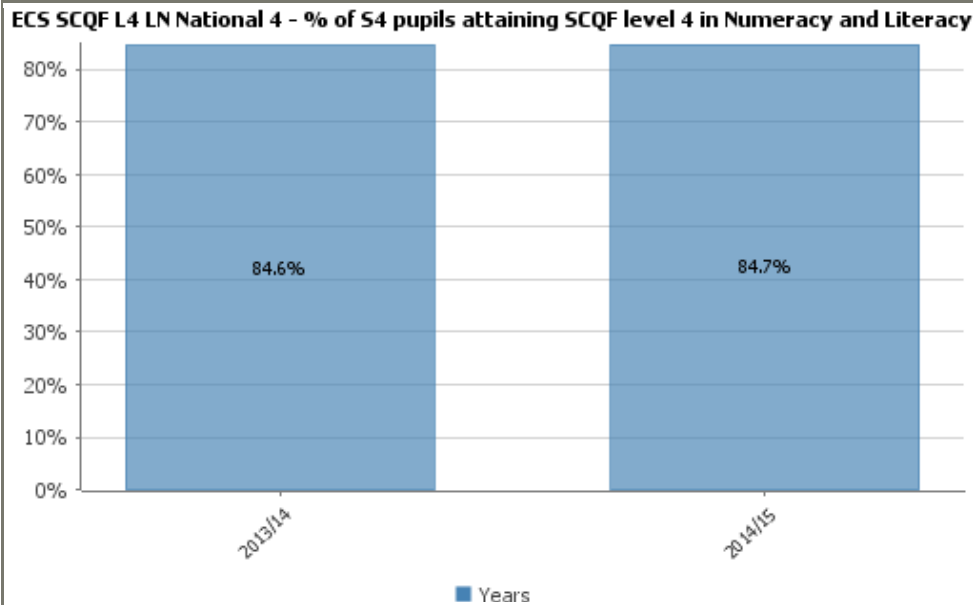
l. The pass rate for all subjects at Advanced Higher Grade decreased marginally in 2015 to 78.6% (-0.6% points) just below the national figure of 80.9%

\* All values are based on 'pre-appeal' values as at September 2015 and exclude outcomes from completed evaluations where results were pending. Typically, these values will be subject to minor upwards revision on conclusion of the final appeal and marking processes.

<p><b>Why is this important?</b></p>	<p>The National Performance Benchmarking Measures relating to education outcomes were introduced for reporting against the 2014 academic year.</p> <p>Attainment data, aims to support the key principles and purposes of the Curriculum for Excellence by helping local education authorities and schools to focus on understanding and reducing the gap between higher and lower attainers and raising attainment for all.</p>
<p><b>Benchmarking Information</b></p>	<p>Benchmarking against attainment has improved significantly with the development of the Virtual Comparator model that takes results from statistically similar pupils across Scotland.</p> <p>This is done by selecting four key characteristics which go into the makeup of an Authority or school: gender balance; staying-on rate; percentage of time spent in mainstream; and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD).</p> <p>From these four areas, Insight matches ten pupils from around Scotland to every one pupil in Aberdeen City or in the school in question and treats this matched group as the Virtual School or Authority (Virtual Comparator). However, it is worth noting that certain contexts need to be taken into account, such as presentation policies and senior phase models.</p> <p>National benchmarking of a limited number of education measures relating to attainment is available through the Scottish Local Government Benchmarking Framework and more comprehensively, through Scottish Government publications.</p> <p>The Directorate is presently engaging, through the ADES Performance Improvement Network, with the national dialogue around developing a revised suite of 'benchmark attainment and achievement' metrics to better align with the National Performance Benchmarking Measures and the National Improvement Framework being introduced under the Education Scotland 2016 Act.</p>
<p><b>2016-17 Target</b></p>	<p>The Directorate, in setting attainment targets for 2016-17, aims to demonstrate a year-on-year improvement against both previous outcomes and, where not already being achieved, meeting or exceeding of Virtual Comparator and national outcomes against each measure</p>

**ECS SPI 6a**

**National 4 - % of S4 pupils attaining SCQF level 4 in Literacy and Numeracy**

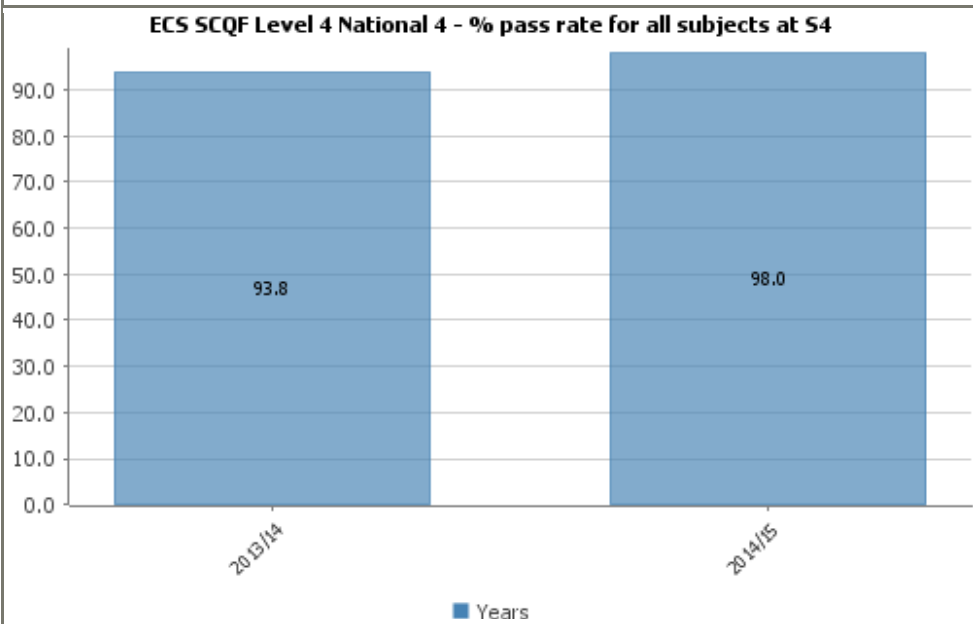


<b>Value</b>	84.7%
<b>Data Period</b>	2015
<b>Target</b>	85.6%
<b>Status</b>	✔
<b>Short trend</b>	↑
<b>Long trend</b>	↑

<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The percentage of S4 pupils attaining Literacy and Numeracy at National 4 rose slightly to 84.7% (+ 0.1% points.), marginally below the Virtual Comparator figure although above the national average of 82.4%
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6b**

**National 4 - % pass rate for all subjects at S4**

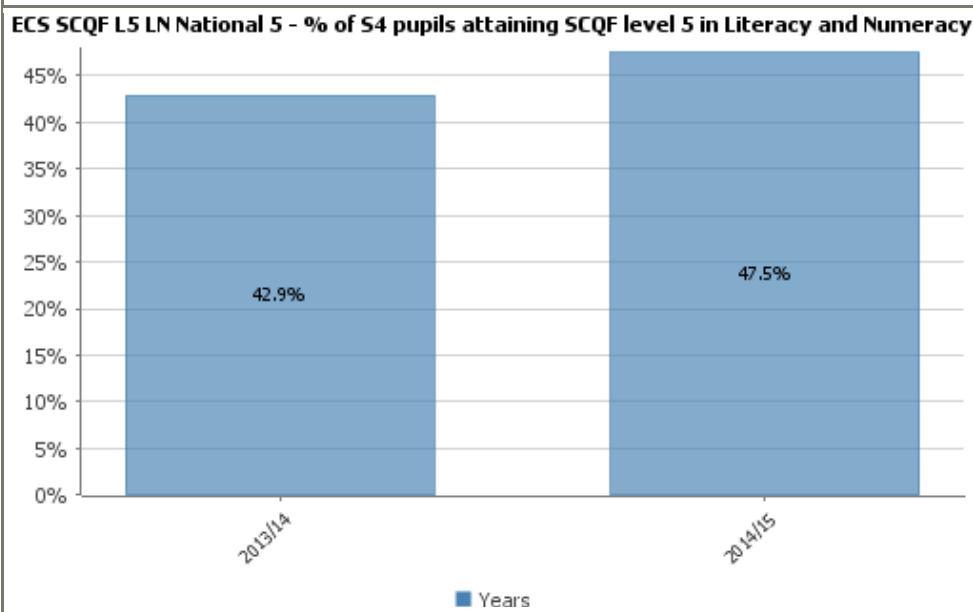


<b>Value</b>	98%
<b>Data Period</b>	2015
<b>Target</b>	93.3%
<b>Status</b>	✔
<b>Short trend</b>	↑
<b>Long trend</b>	↑

<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The S4 pass rate for all subjects, at National 4, increased substantially from 93.8% to 98%, considerably in advance of the both the Service improvement target and the national figure of 93.3%
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6c**

**National 5 - % of S4 pupils attaining SCQF level 5 in Literacy and Numeracy**



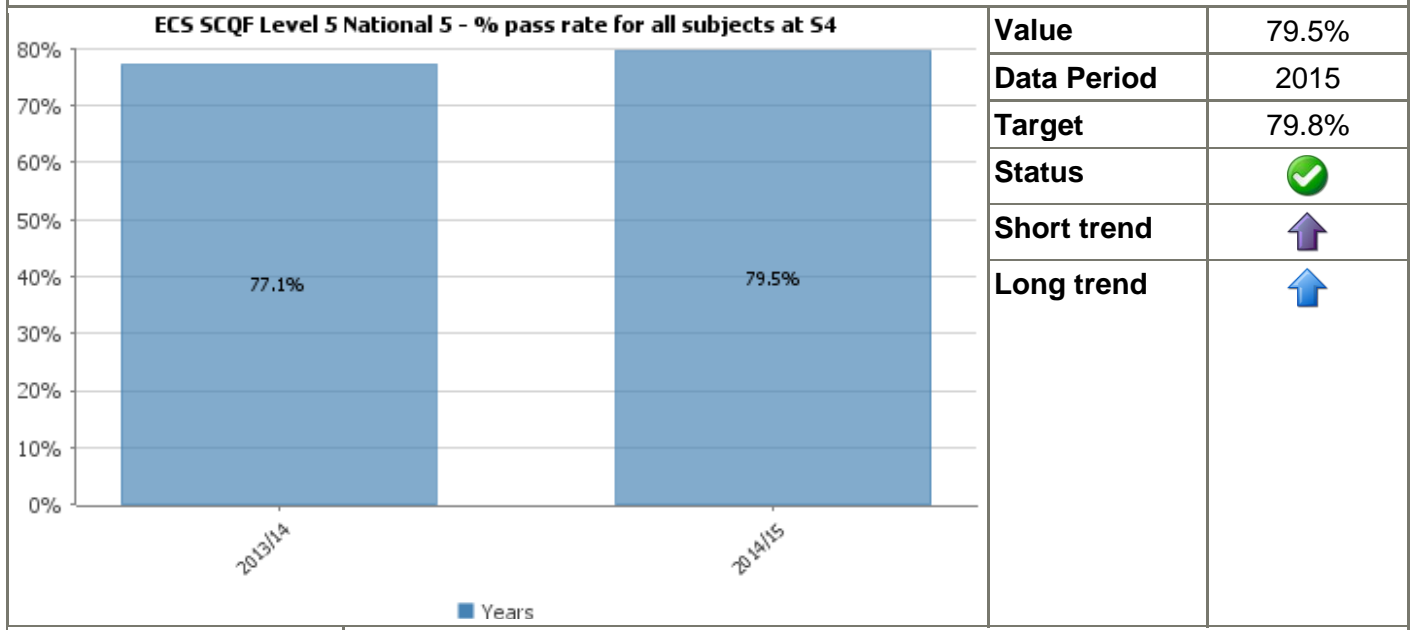
<b>Value</b>	47.5%
<b>Data Period</b>	2015
<b>Target</b>	50.5%
<b>Status</b>	✔
<b>Short trend</b>	↑
<b>Long trend</b>	↑

<b>Data Source</b>	Insight Tool
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<b>Analysis</b>	The percentage of S4 pupils attaining Literacy and Numeracy at National 5 rose to 47.5% from 42.8%% in 2014, an increase of nearly 5% points and more than 4% points ahead of the national figure.
<b>Service Manager</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6d**

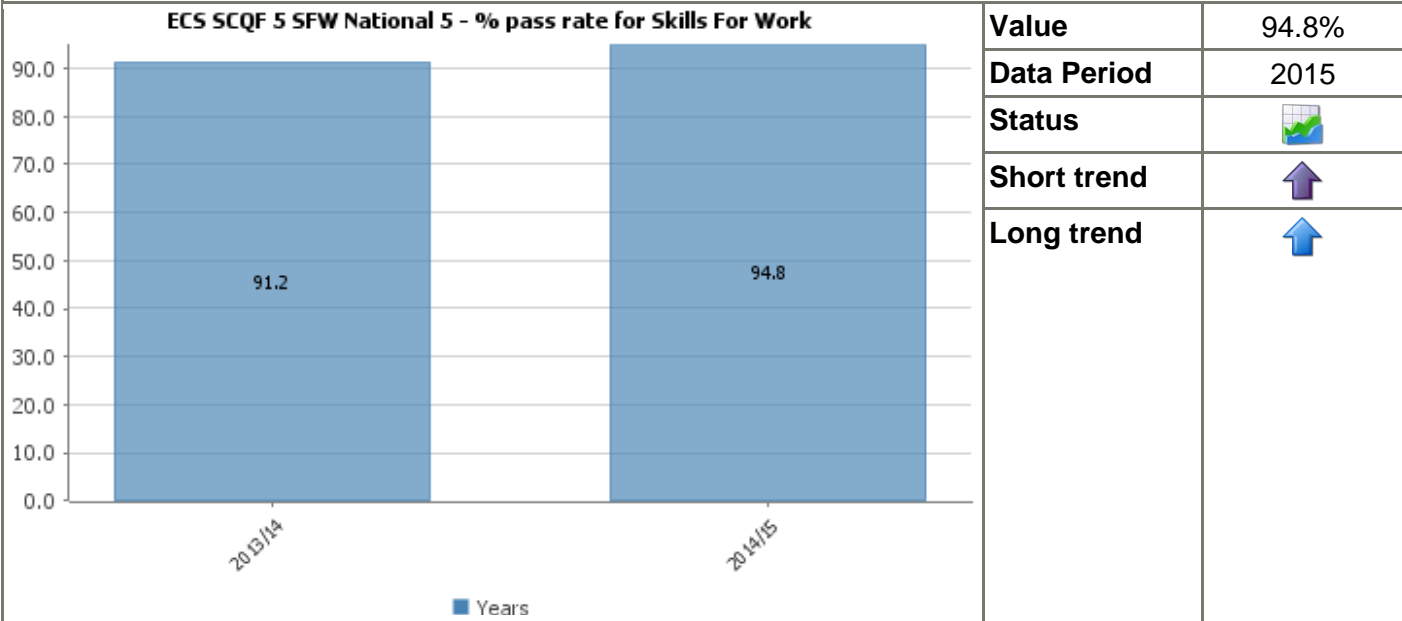
**National 5 - % pass rate for all subjects at S4**



<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The S4 pass rate for all subjects, at National 5, increased from 77.1% to 79.5%, slightly below the national average of 79.8%
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6e**

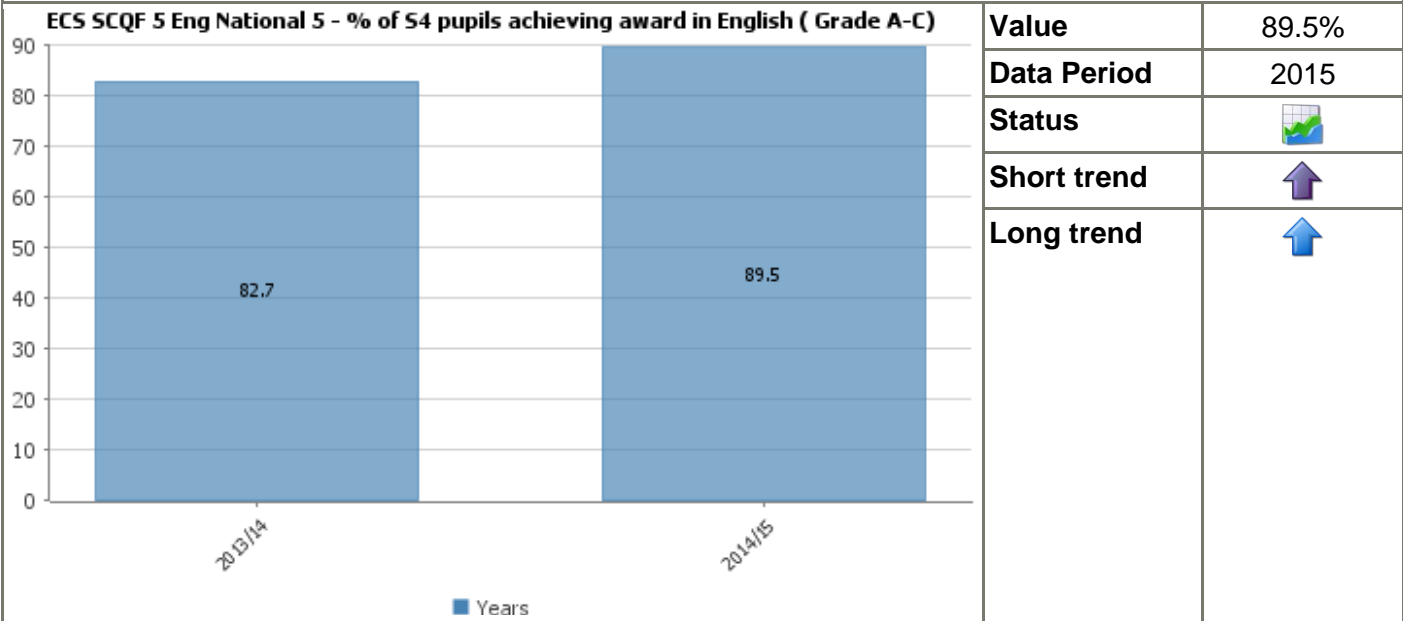
**National 5 - % pass rate for Skills For Work**



<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The attainment rate for Skills for Work at National 5 increased by 3.6%, from 91.2% in 2014 to 94.8% in 2015.
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6f**

**National 5 - % of S4 pupils achieving award in English ( Grade A-C)**

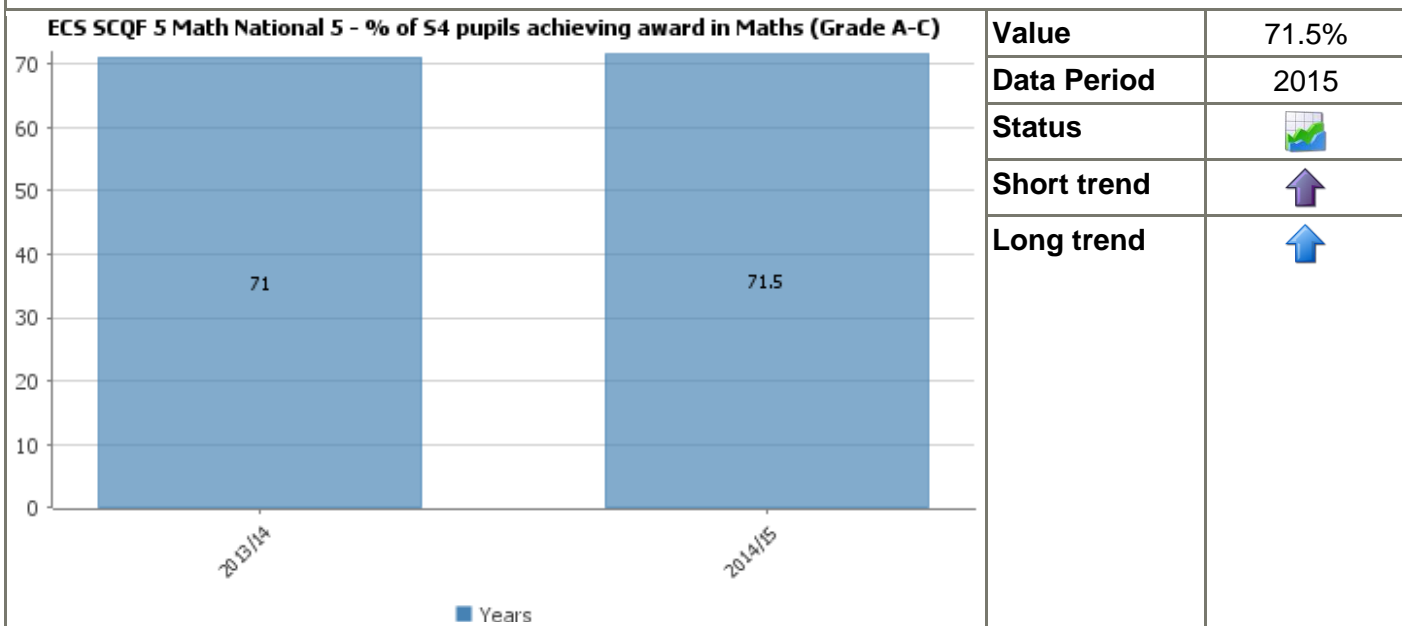


<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The attainment rate for National 5 in English by S4 candidates improved by 6.8%, from 82.7% in 2014 to 89.5% in 2015.
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths



**ECS SPI 6g**

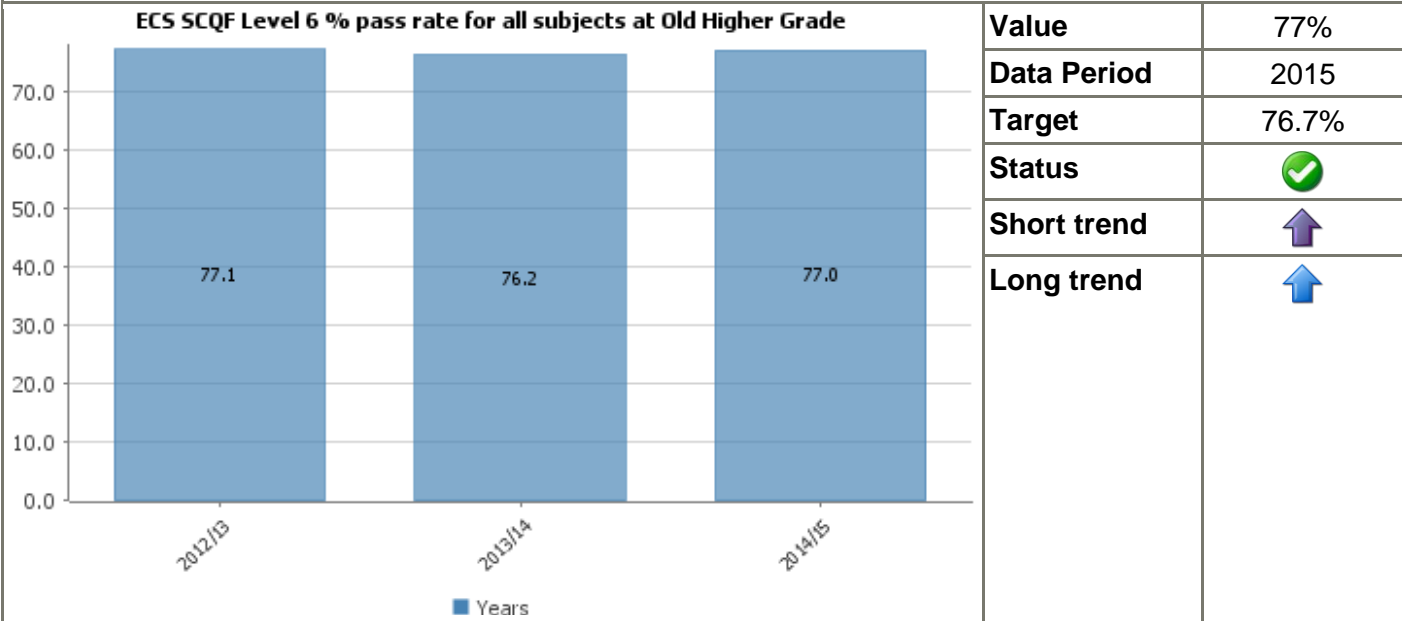
**National 5 - % of S4 pupils achieving award in Maths (Grade A-C)**



<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The pass rate for National 5 in Maths by S4 candidates improved by 0.4% from 71.1% on 2014 to 71.5% in 2015.
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6h**

**% pass rate for all subjects at Old Higher Grade**

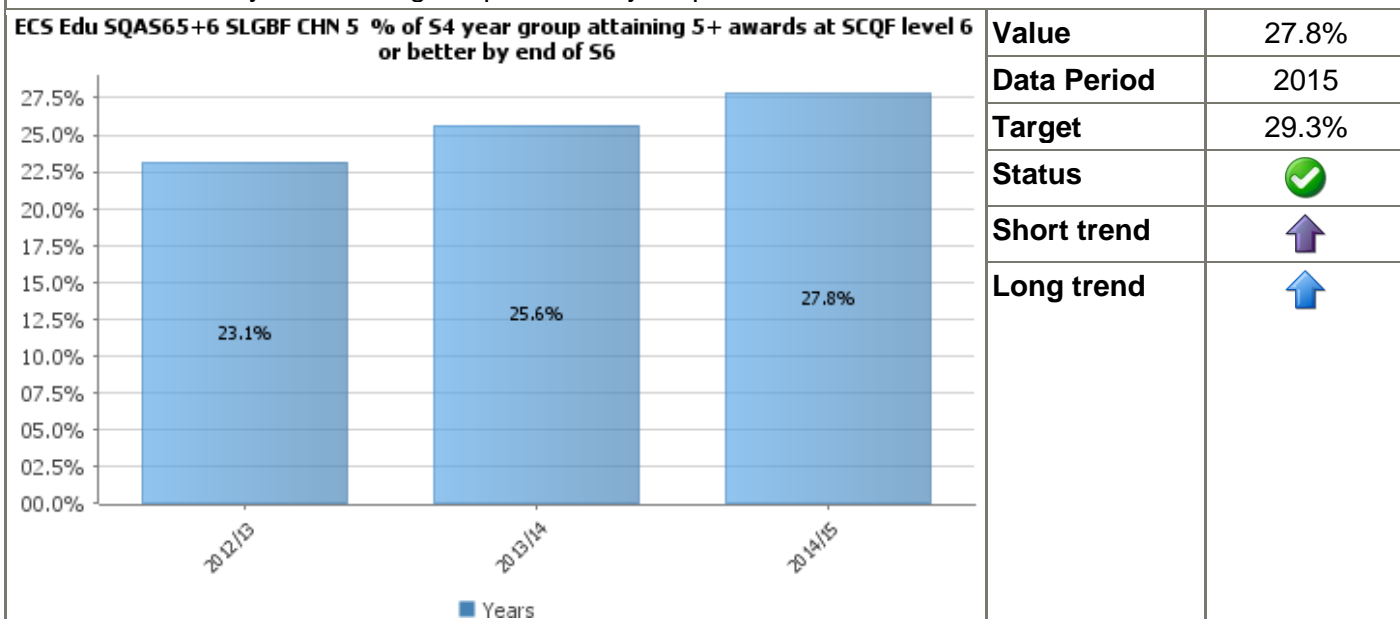


<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The pass rate for all subjects at the old Higher Grade (A-C) increased from 76.2% to 77.0% in 2015, above both the Service improvement target for this measure and the national outcome.
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6i**

**% of S4 year group attaining 5+ awards at SCQF level 6 or better by end of S6**

Trend calculation method is year on year - Short trend calculates current year v previous year; Long trend calculates current year v average of previous 3 year periods.



<b>Data Source</b>	This data is drawn from the 2014-15 Scottish Local Government Benchmarking Report, based on information from the primary source, the Scottish Qualifications Authority (SQA)
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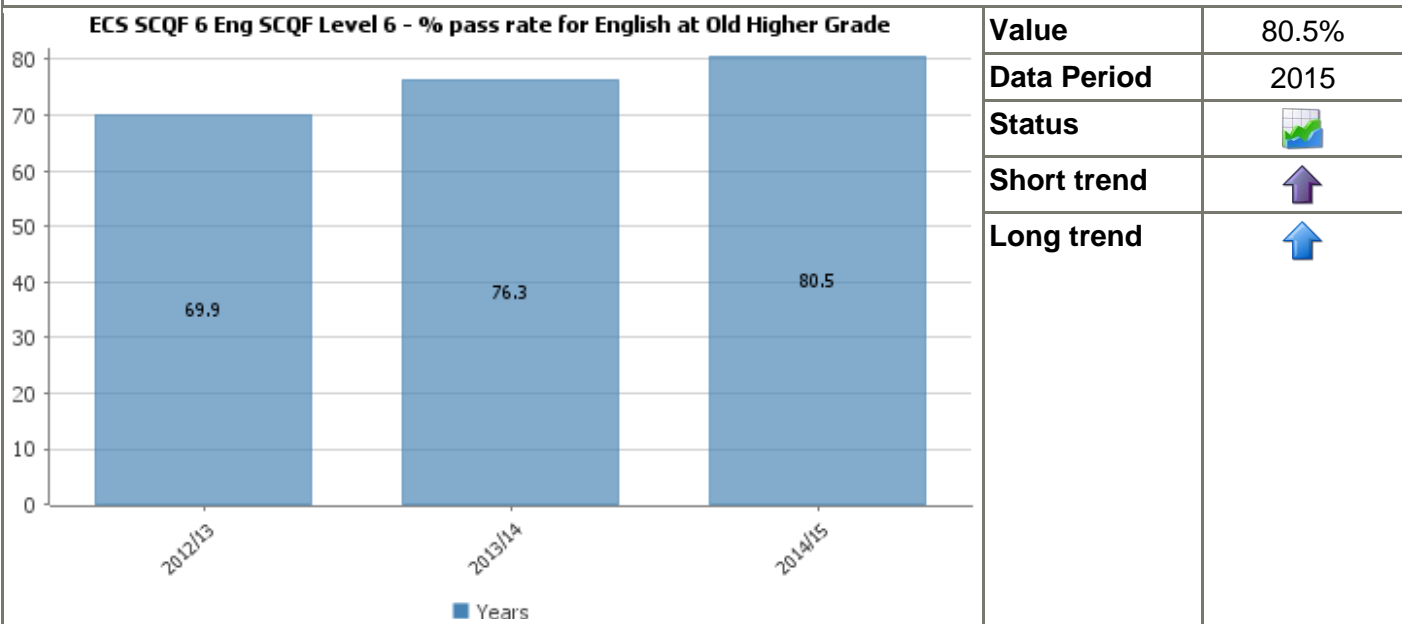
<b>Analysis</b>	The percentage of pupils achieving 5 or more awards at Higher level, Grade A-C at the end of S6 rose by 2.2% points to 27.8% which was in line with the national trend pattern of improving qualification levels, maintaining the City's relative national position at the same level as in 2013-14.
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<b>Service Managers</b>	Education Senior Management Team
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<b>Head of Service</b>	Andrew Griffiths
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**ECS SPI 6j**

**SCQF Level 6 - % pass rate for English at Old Higher Grade**

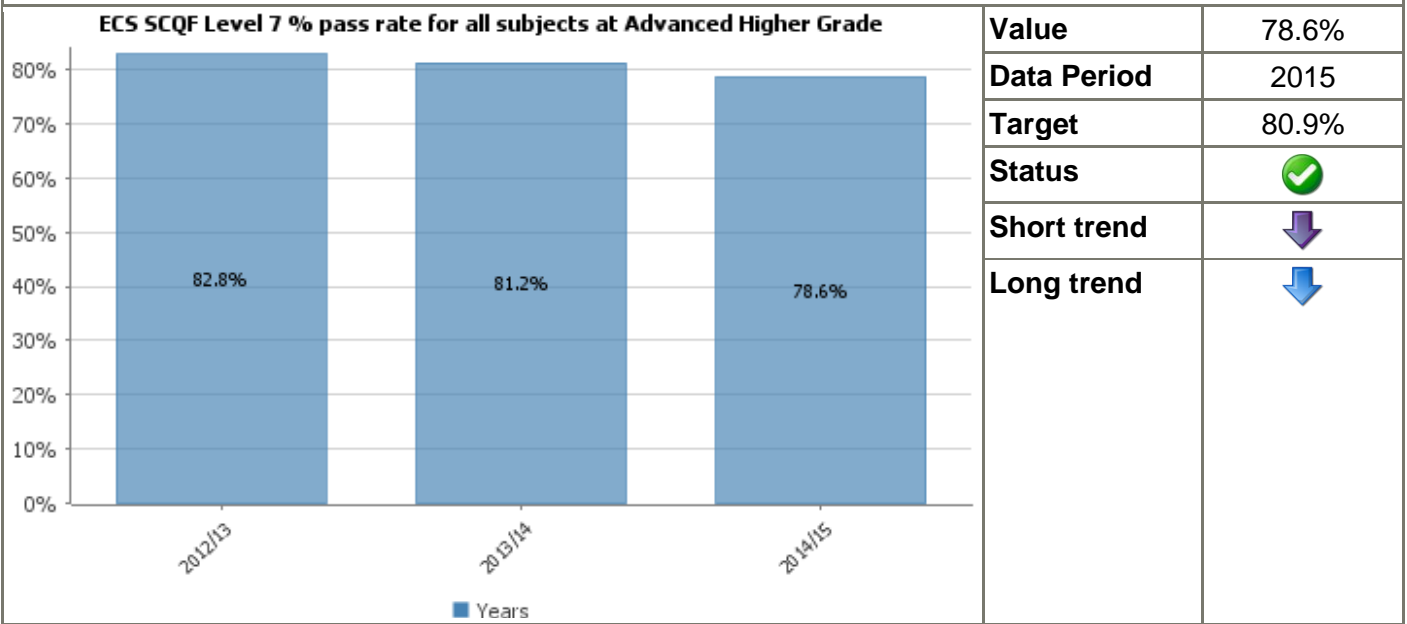


<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The attainment rate for English at the old Higher Grade (A-C) rose to significantly to 80.5% in 2015 from the previous year's figure of 76.3%
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 6k - SCQF Level 6 - % pass rate for Mathematics at Old Higher Grade**

ECS SCQF 6 Math SCQF Level 6 - % pass rate for Mathematics at Old Higher Grade		Value	72.1%								
<table border="1"> <caption>Pass Rate Data</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>73.6</td> </tr> <tr> <td>2013/14</td> <td>72.8</td> </tr> <tr> <td>2014/15</td> <td>72.1</td> </tr> </tbody> </table>		Year	Pass Rate (%)	2012/13	73.6	2013/14	72.8	2014/15	72.1	Data Period	2015
		Year	Pass Rate (%)								
		2012/13	73.6								
		2013/14	72.8								
		2014/15	72.1								
Status											
Short trend											
Long trend											
Data Source	Insight Tool										
Analysis	The Higher Grade (A-C) pass rate against Mathematics fell by 0.75 percentage points in 2015 to just over 72%										
Service Managers	Education Senior Management Team										
Head of Service	Andrew Griffiths										

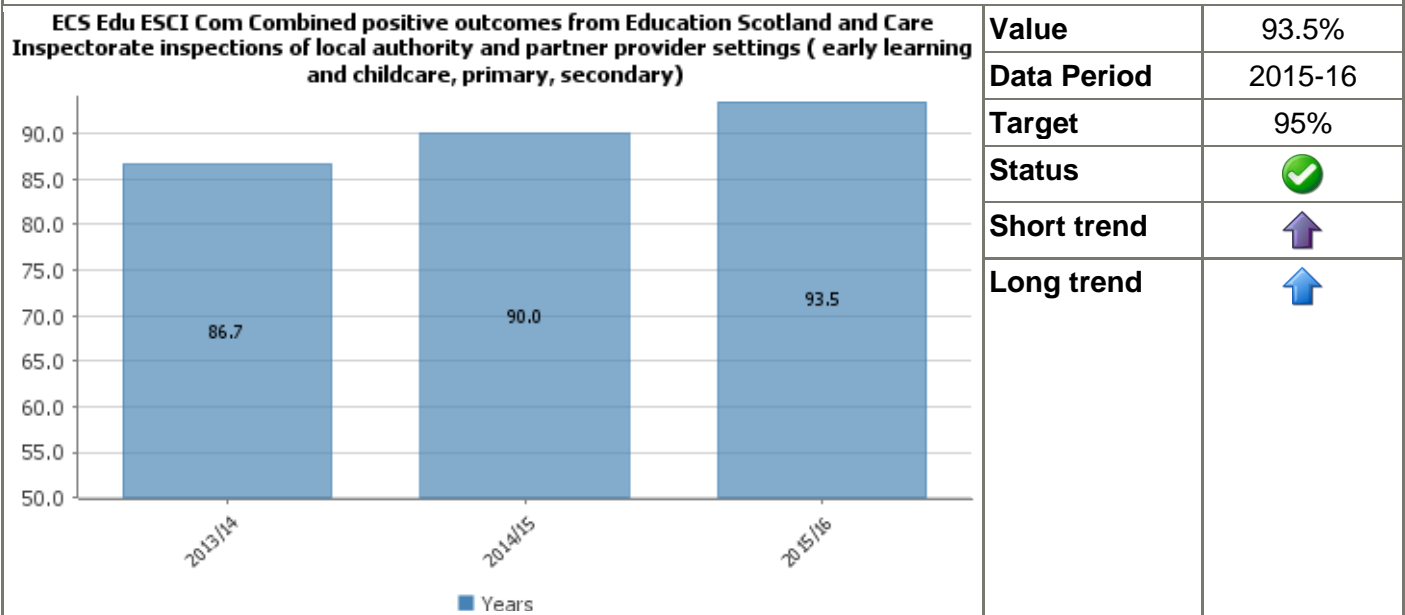
**ECS SPI 6I - % pass rate for all subjects at Advanced Higher Grade**



<b>Data Source</b>	Insight Tool
<b>Analysis</b>	The pass rate for all subjects at Advanced Higher Grade decreased marginally in 2015 to 78.6% (- 0.6% points) just below the national figure of 80.9%
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

## ECS 7,8 and 9 Combined Education Establishment Inspection Outcomes

Combined positive outcomes from Education Scotland and Care Inspectorate inspections of local authority and partner provider settings ( early learning and childcare, primary, secondary)



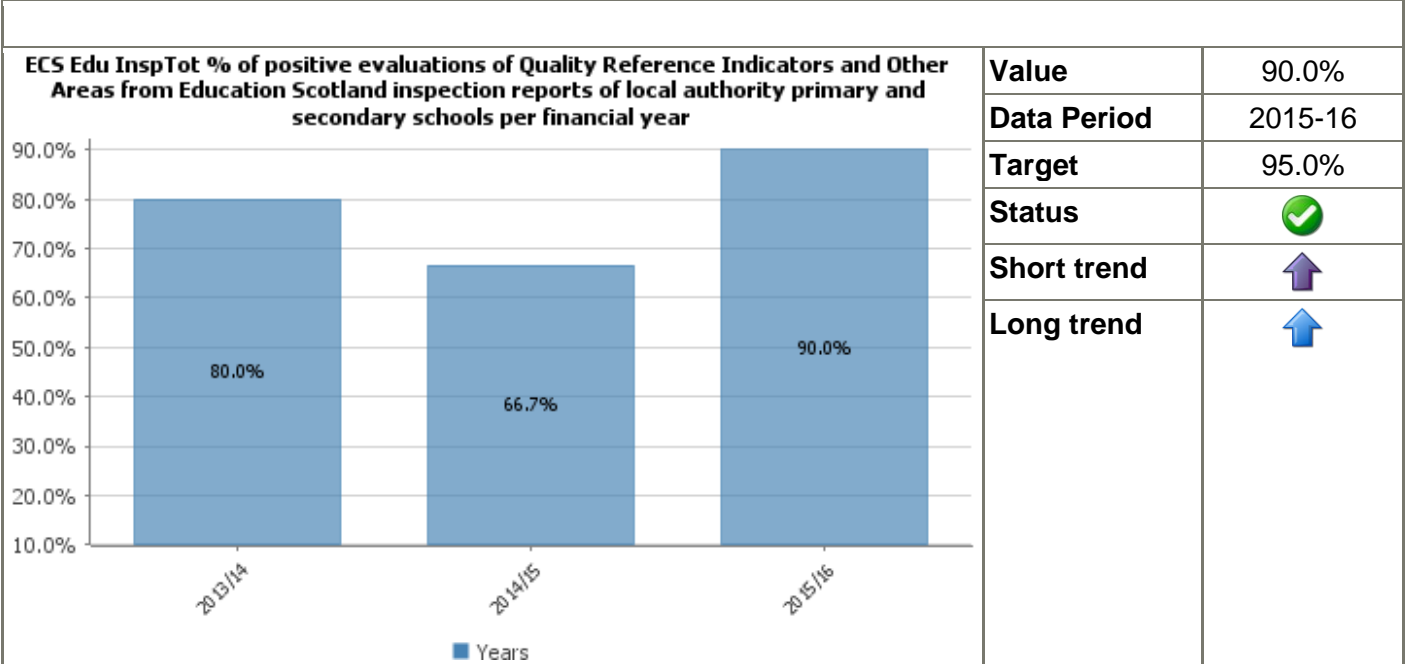
<b>Data Source</b>	Education Scotland and Care Inspectorate
<b>Why is this important?</b>	This measure serves as a formal indicator of the quality of education, support and care provision afforded to children within local authority and funded partner provider Early Years, Primary and Secondary school settings, through a combination of peer-based and self-evaluation evidence.
<b>Benchmark Information</b>	<p>There is presently no direct capacity for benchmarking of this combined measure although Education Scotland outcomes for schools and early years establishments in each academic year from 2011-12 onwards, including those for 2015-16, (pending publication) are compared with the national baseline and where made available, against the Authority's formal HMle benchmark group. <a href="http://www.educationscotland.gov.uk">http://www.educationscotland.gov.uk</a></p> <p>Information relating to the drill-down national outcomes of Care Inspectorate work, which can be used as a point of comparison, is beginning to be shared with local authorities but has yet to be presented in a consistent publication format that is accessible enough to allow inter-authority comparison. <a href="http://www.careinspectorate.com/">http://www.careinspectorate.com/</a></p>
<b>2016-17 Target</b>	The aspirational target for this measure, which combines outcomes from Education Scotland and Care Inspectorate inspections of both local authority and partner provider education and childcare settings, is set at an averaged 97% for the 2016-17 academic year. The target figures for sub-indicators against each inspection regime, relating to local authority provision only, are 100% for the academic year.

<b>Intelligence</b>	<p>This figure of 93.5% reflects the outcomes from inspections of 46 educational settings ( local authority and partner provider) carried out during 2015-16 which encompasses 9 Education Scotland reports against 6 individual establishments (which less than 4% of all City provision) and 37 Care Inspectorate visits, of which 36 resulted in positive inspection outcomes</p> <p>At this level of combined positive inspection outcome Aberdeen City's results for 2015-16 have improved on the previous two year's figures and exceed Education Scotland's NPF Baseline + 1 year figure for Scotland (91%) which, in the absence of an official combined statistical measure at national level, acts as a credible proxy benchmark.</p> <p>Drilling down further into the inspection evaluations against each 'Quality Reference Indicator', 91.7% of the areas assessed were rated as positive which is just short of the national 92% (rounded) figure based on the most recently published Baseline + 1 estimate and, as with the establishment inspection outcome itself, shows improvement against the 2014-15 outcome.</p>
<b>Service Managers</b>	Education, Early Years and Partner Provider Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths



**ECS SPI 7 – Education Scotland Inspections**

**% of positive evaluations of Quality Reference Indicators and Other Areas from Education Scotland inspection reports of local authority primary and secondary schools per financial year**

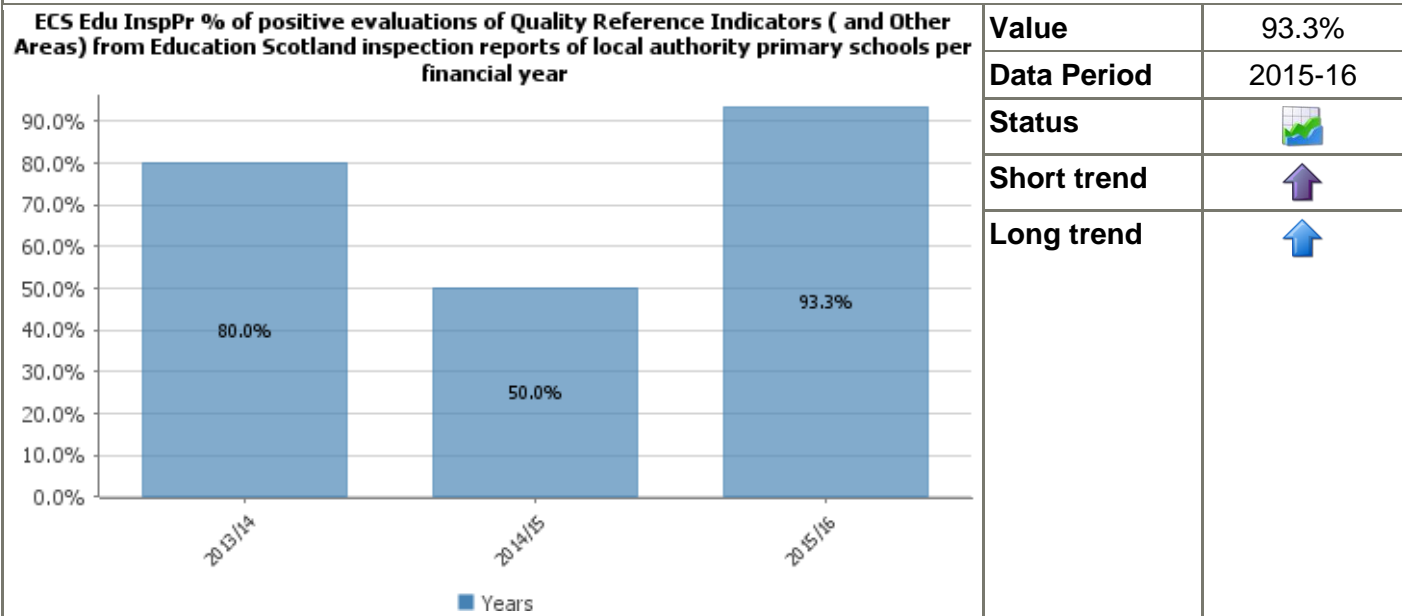


<b>Value</b>	90.0%
<b>Data Period</b>	2015-16
<b>Target</b>	95.0%
<b>Status</b>	✔
<b>Short trend</b>	↑
<b>Long trend</b>	↑

<b>Data Source</b>	Education Scotland
<b>Why is this important?</b>	This measure serves as a formal indicator of the quality of education within Primary and Secondary school settings, through external assessment of a combination of peer-based observation and self-evaluation evidence.
<b>Benchmarking Information</b>	Education Scotland outcomes for schools and early years establishments in each academic year from 2011/12 onwards, including those for 2015/16, (pending publication) are compared with the national baseline and where made available, against the Authority’s formal HMle benchmark group. <a href="http://www.educationscotland.gov.uk">http://www.educationscotland.gov.uk</a>
<b>Target</b>	The targets for the combined Indicator and each of the two sub-indicators relating to inspections of local authority provision by Education Scotland are 100% for the 2016-17 academic year.

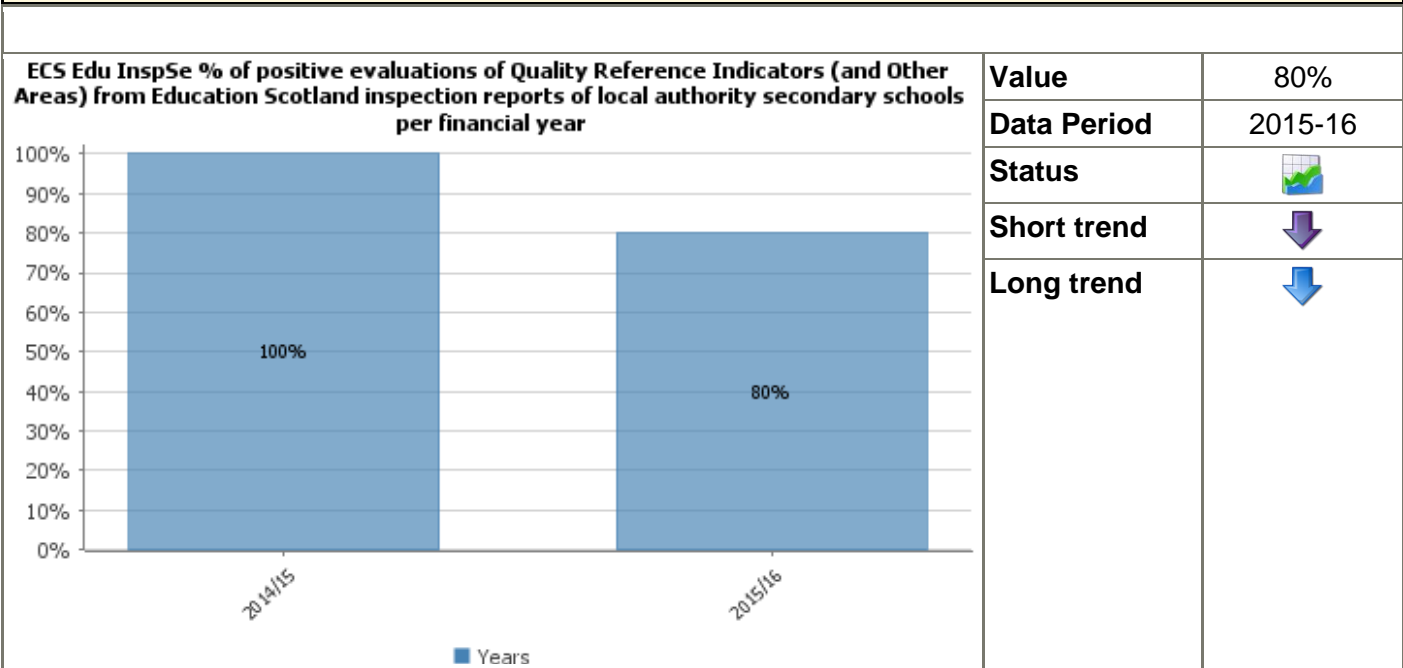
<b>Intelligence</b>	<p>The overall number of positive inspection outcomes by Education Scotland, across all school types, in 2015-16 was <math>18/20 \times 100 = 90\%</math> (figure rounded to one decimal point) with 18 out of 20 Quality Reference areas linked to HGIOS4 being rated 'Satisfactory' and above, an increase against the previous two year's figures of 66.7% and 80% respectively.</p> <p>Underlying this outcome, the proportion of Quality Reference area evaluations rated Good or above rose to 55%, the first time in three years where the majority of indicator outcomes from school inspections have achieved this rating.</p> <p>25% of the assessments being graded as Very Good or better, which is above the benchmark combined National Performance Framework (baseline year and baseline +1 year) average of 22% that serves as a proxy national outcome.</p> <p>Comparison of the more limited data against the three core Quality Reference Indicators, (which define the formal inspection outcome), offers a marginally improved positive outcome of 91.7%, (above the year one national inspection baseline of 91%) and higher than in both 2014-15 ( 66.6%) and 2013-14 (83.3%)</p>
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 7a - % of positive evaluations of Quality Reference Indicators ( and Other Areas) from Education Scotland inspection reports of local authority primary schools per financial year**



<b>Data Source</b>	Education Scotland
<b>Analysis</b>	<p>93.3% (14 out of 15) of the Quality Indicator/Reference areas evaluated out of the three primary schools inspected, received a positive assessment of Satisfactory and above.</p> <p>This is an improved outcome in comparison with the two previous years, which recorded positive inspection results of 50% and 80% respectively</p>
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 7b - % of positive evaluations of Quality Reference Indicators (and Other Areas) from Education Scotland inspection reports of local authority secondary schools per financial year**

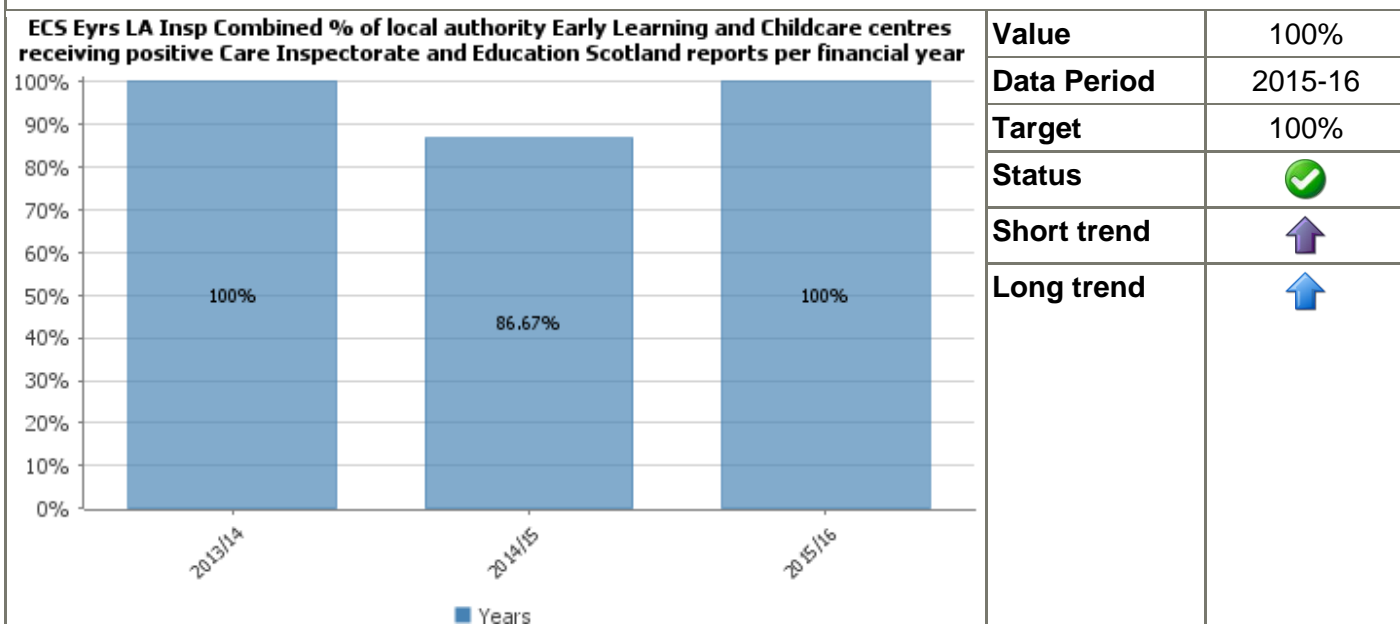


<b>Value</b>	80%
<b>Data Period</b>	2015-16
<b>Status</b>	
<b>Short trend</b>	
<b>Long trend</b>	

<b>Data Source</b>	Education Scotland
<b>Analysis</b>	<p>80% (4 out of 5 Quality Indicator/Reference areas evaluated at the single secondary school inspected) received a positive assessment of Satisfactory or above.</p> <p>This outcome is lower than in 2014-15 where, again, a single inspection of a secondary establishment was completed. There were no Education Scotland inspections of secondary schools conducted in 2013-14.</p>
<b>Service Managers</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

## ECS SPI 8 - Early Learning and Childcare Centre Inspections: Local Authority

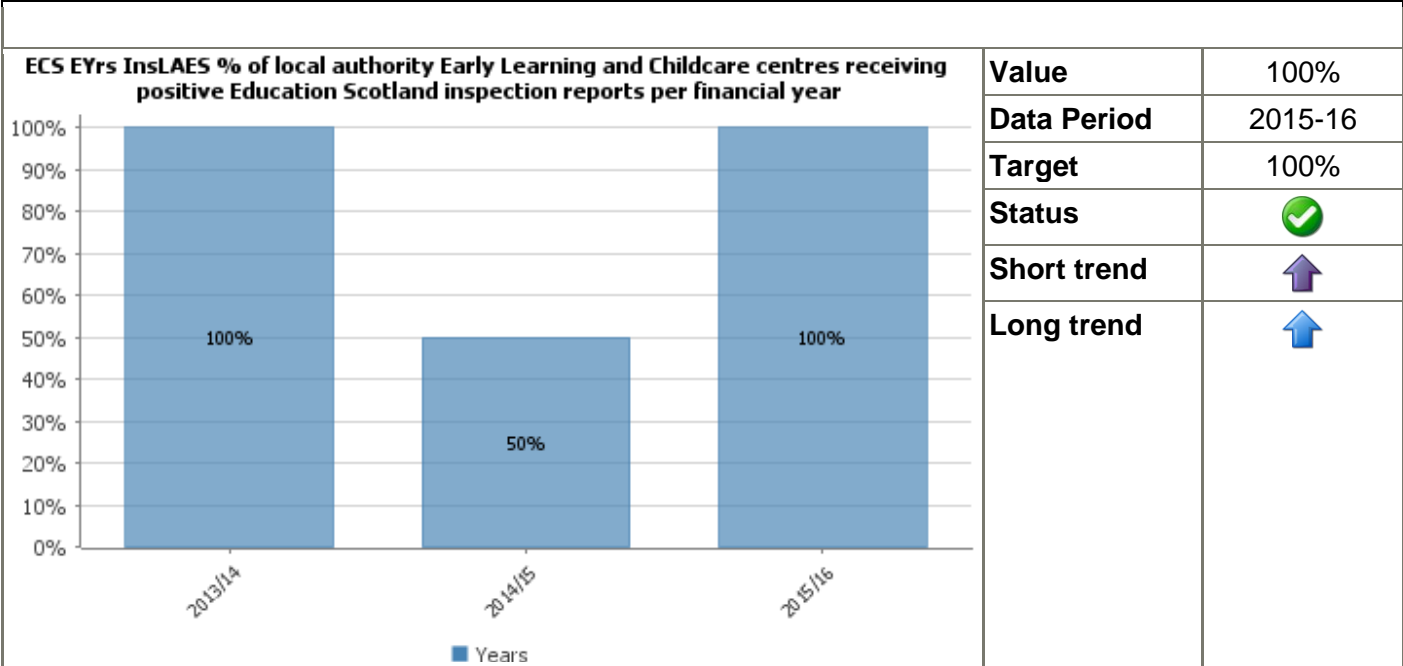
### Combined % of local authority Early Learning and Childcare centres receiving positive Care Inspectorate and Education Scotland reports per financial year



<b>Value</b>	100%
<b>Data Period</b>	2015-16
<b>Target</b>	100%
<b>Status</b>	✓
<b>Short trend</b>	↑
<b>Long trend</b>	↑

<b>Data Source</b>	Education Scotland/Care Inspectorate
<b>Why is this important?</b>	This measure serves as a formal indicator of the quality of education, care and support within Early Years and Childcare settings, through external assessment of a combination of peer-based observation and self-evaluation evidence.
<b>Benchmarking Information</b>	<p>There is presently no direct capacity for benchmarking of this combined measure although Education Scotland outcomes for Early Years and Childcare establishments in each academic year from 2011-12 onwards, including those for 2015/16, (pending publication) are compared with the national baseline and where made available, against the Authority's formal HMIe benchmark group. <a href="http://www.educationscotland.gov.uk">http://www.educationscotland.gov.uk</a></p> <p>Information relating to the drill-down national outcomes of Care Inspectorate work, which can be used as a point of comparison, is beginning to be shared with local authorities but has yet to be presented in a consistent publication format that is accessible enough to allow inter-authority comparison. <a href="http://www.careinspectorate.com/">http://www.careinspectorate.com/</a></p>
<b>Target</b>	The targets for the combined Indicator and each of the two sub-indicators relating to inspections of local authority provision by Education Scotland and the Care Inspectorate are 100% for the 2016-17 academic year.
<b>Analysis</b>	In combination, the 2015-16 outcome for the two indicators against Education and Care Inspectorate inspections ( 100%), reflects a year-on-year improvement of 13.3 percentage points (+ 15.3%) on the previous academic year and returns the Service to the position, where previous to 2014-15 ( as a result of a single inspection outcome), each inspection cycle from 2010-14 was entirely positive.
<b>Service Managers</b>	Early Years and Education Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths

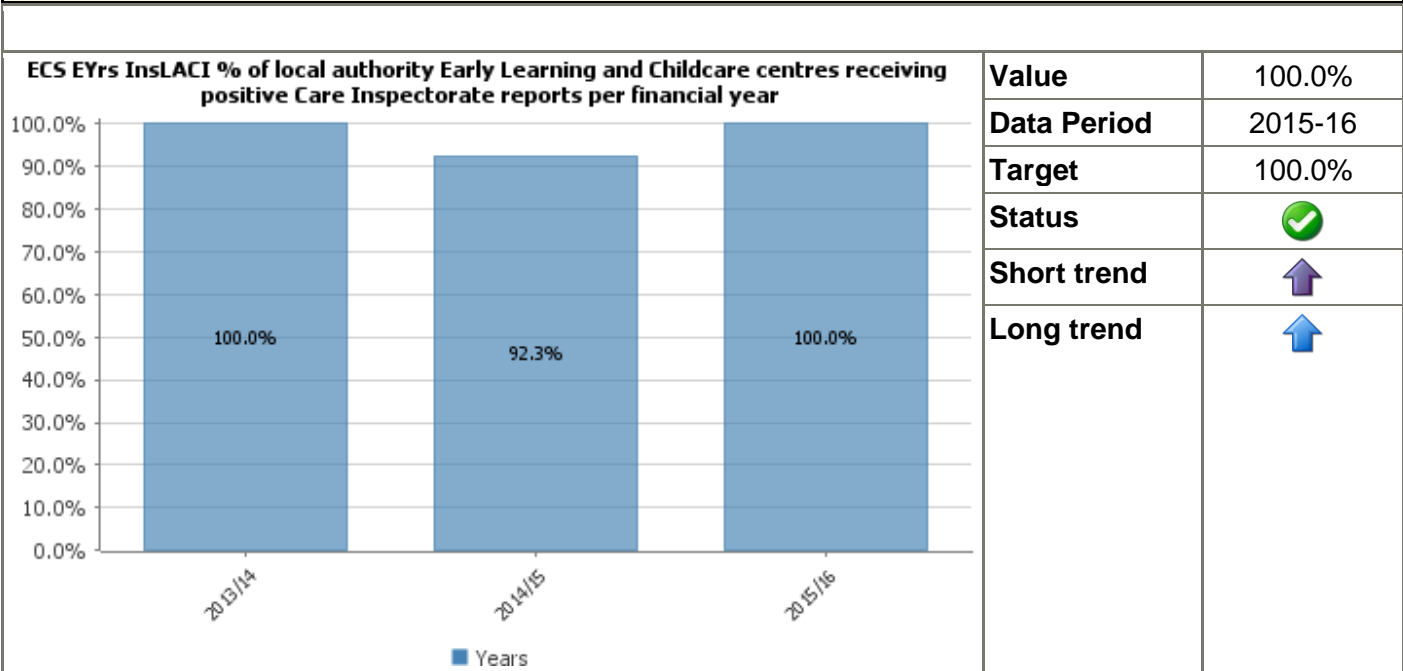
**ECS SPI 8a - % of local authority Early Learning and Childcare centres receiving positive Education Scotland inspection reports per financial year**



<b>Value</b>	100%
<b>Data Period</b>	2015-16
<b>Target</b>	100%
<b>Status</b>	🟢
<b>Short trend</b>	⬆️
<b>Long trend</b>	⬆️

<b>Data Source</b>	Education Scotland
<b>Analysis</b>	<p>The total number of Education Scotland pre-school inspections undertaken for the period 2015/16 was 3 with 100% of these inspections being positive overall.</p> <p>This represents a 50% increase in positive outcomes over the previous year albeit that this lower figure resulted from a single inspection from a total of two inspections undertaken in that year</p>
<b>Service Manager</b>	Early Years and Education Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 8b - % of local authority Early Learning and Childcare centres receiving positive Care Inspectorate reports per financial year**

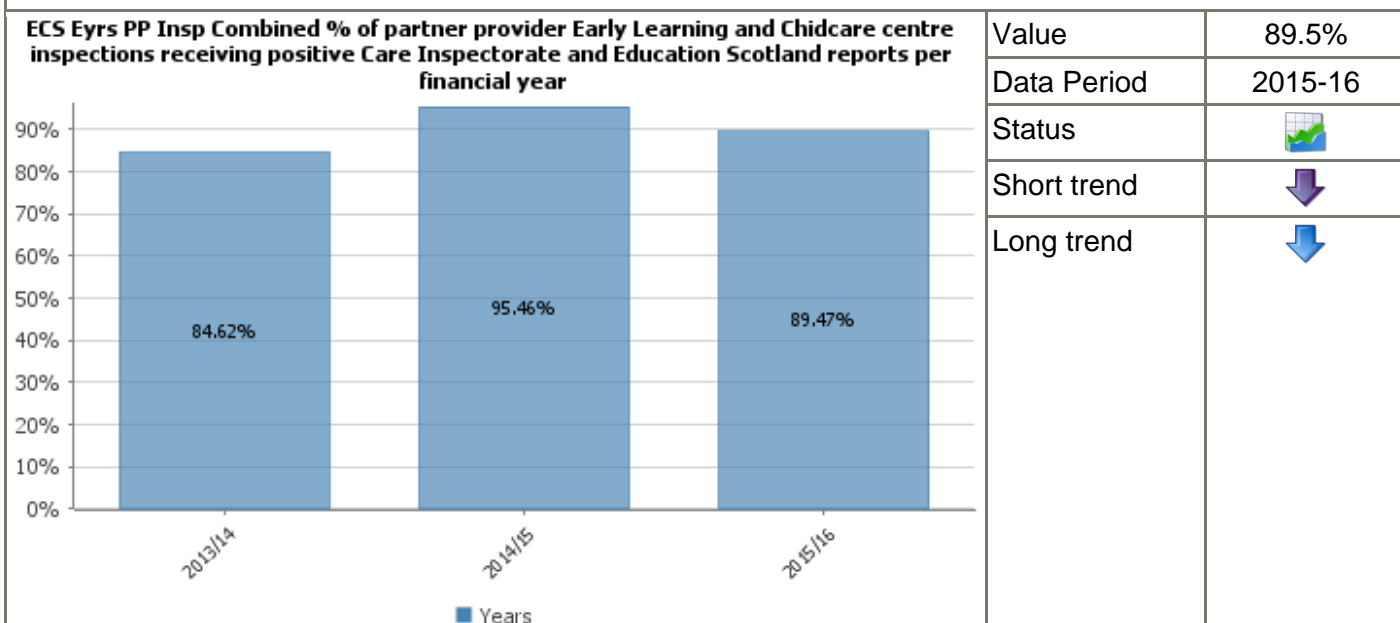


<b>Value</b>	100.0%
<b>Data Period</b>	2015-16
<b>Target</b>	100.0%
<b>Status</b>	
<b>Short trend</b>	
<b>Long trend</b>	

<b>Data Source</b>	Care Inspectorate
<b>Analysis</b>	The total number of Care Inspectorate inspections undertaken for the period was 20 with 100% of these inspections being positive overall, an increase in 7.7% on the previous year. This 100% outcome is in line with the outcomes for each of the four years prior to 2014-15.
<b>Service Managers</b>	Early Years and Education Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths

## ECS SPI 9 – Early Learning and Childcare Centre Inspections: Partner Providers

### Combined % of partner provider Early Learning and Childcare centre inspections receiving positive Care Inspectorate and Education Scotland reports per financial year



<b>Data Source</b>	Education Scotland/Care Inspectorate
<b>Why is this important?</b>	This measure serves as a formal indicator of the quality of education within partner provider Early Years and Childcare settings, through external assessment of a combination of peer-based observation and self-evaluation evidence.
<b>Benchmarking Information</b>	<p>There is presently no direct capacity for benchmarking of this combined measure although Education Scotland outcomes for Early Years and Childcare establishments in each academic year from 2011-12 onwards, including those for 2015-16, (pending publication) are compared with the national baseline and where made available, against the Authority's formal HMle benchmark group. <a href="http://www.educationscotland.gov.uk">http://www.educationscotland.gov.uk</a></p> <p>Information relating to the drill-down national outcomes of Care Inspectorate work, which can be used as a point of comparison, is beginning to be shared with local authorities but has yet to be presented in a consistent publication format that is accessible enough to allow inter-authority comparison. <a href="http://www.careinspectorate.com/">http://www.careinspectorate.com/</a></p>
<b>2016-17 Target</b>	No specific target for this combined measure, or the two sub-indicators, has been set for 2016-17 although in order that the Directorate meets the strategic level (SPI 7,8 and 9 target), an outcome in the range of 94-96% will be required in each instance, assuming that inspection levels remain stable.
<b>Intelligence</b>	<p>Reflecting on the aggregated outcome from the two SPI, the combined percentage of positive inspections for the City in 2015-16 was 89.5%, six percentage points lower than in 2014-15 as a result of two negative inspections from a total of 19 conducted.</p> <p>This is marginally above the 2013-14 figures but short of the 91%+ results from 2012-13 and 2011-12.</p>

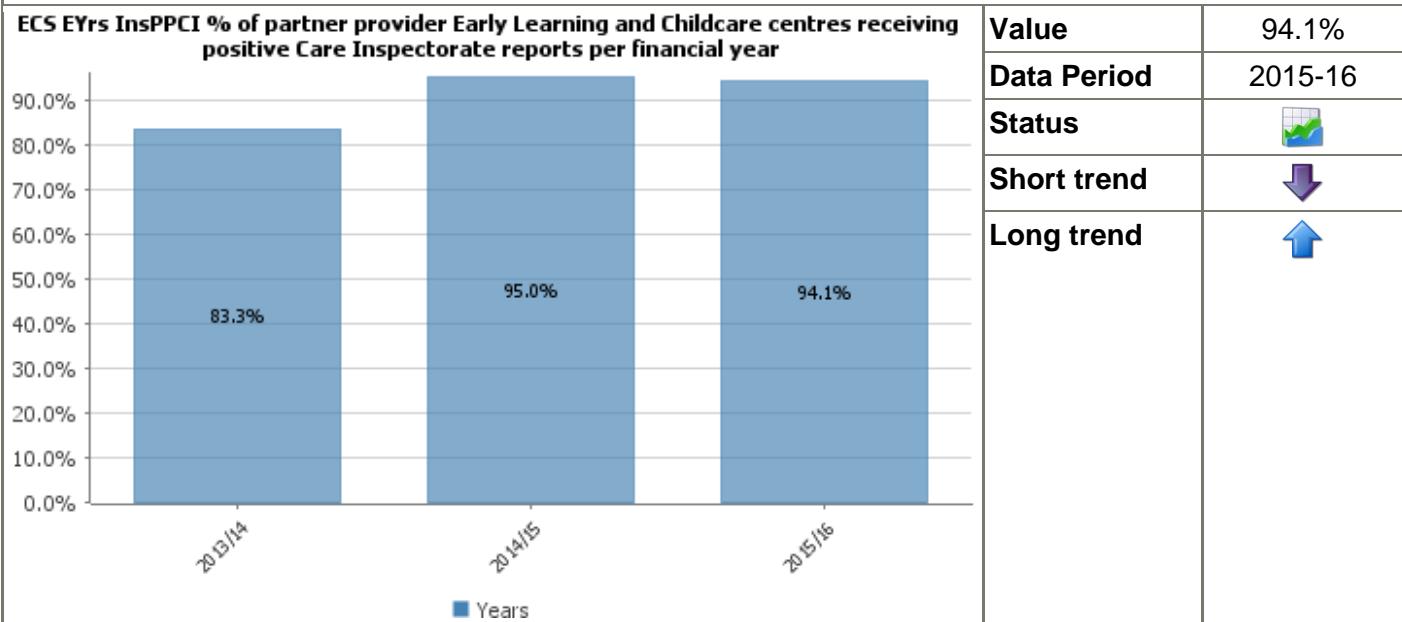


<b>Service Managers</b>	Early Years and Partner Provider Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths

<b>ECS SPI 9a</b>																			
<b>% of partner provider Early Learning and Childcare Centres receiving positive Education Scotland inspection reports per financial year</b>																			
<p><b>ECS EYrs InsPPHM % of partner provider Early Learning and Childcare Centres receiving positive Education Scotland inspection reports per financial year</b></p> <table border="1"> <caption>Data for ECS EYrs InsPPHM % of partner provider Early Learning and Childcare Centres receiving positive Education Scotland inspection reports per financial year</caption> <thead> <tr> <th>Financial Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>100%</td> </tr> <tr> <td>2014/15</td> <td>100%</td> </tr> <tr> <td>2015/16</td> <td>50%</td> </tr> </tbody> </table>	Financial Year	Percentage	2013/14	100%	2014/15	100%	2015/16	50%	<table border="1"> <tr> <td><b>Value</b></td> <td>50%</td> </tr> <tr> <td><b>Data Period</b></td> <td>2015-16</td> </tr> <tr> <td><b>Status</b></td> <td></td> </tr> <tr> <td><b>Short trend</b></td> <td></td> </tr> <tr> <td><b>Long trend</b></td> <td></td> </tr> </table>	<b>Value</b>	50%	<b>Data Period</b>	2015-16	<b>Status</b>		<b>Short trend</b>		<b>Long trend</b>	
	Financial Year	Percentage																	
	2013/14	100%																	
	2014/15	100%																	
	2015/16	50%																	
<b>Value</b>	50%																		
<b>Data Period</b>	2015-16																		
<b>Status</b>																			
<b>Short trend</b>																			
<b>Long trend</b>																			
<b>Data Source</b>	Education Scotland																		
<b>Analysis</b>	<p>Education Scotland inspections of partner provider organisations show 50% positive outcomes. While, in percentage terms, there has been a significant year-on-year deterioration in this outcome, it has to be borne in mind should bear that this reflects a single centre's assessment of quality measures.</p> <p>This particular organisation, with the support and advice of the Council's Early Years teams has already put in place significant actions to address the identified areas for improvement with a view to meeting the inspection recommendations in full.</p>																		
<b>Service Managers</b>	Early Years and Partner Provider Senior Management Teams																		
<b>Head of Service</b>	Andrew Griffiths																		

**ECS SPI 9b**

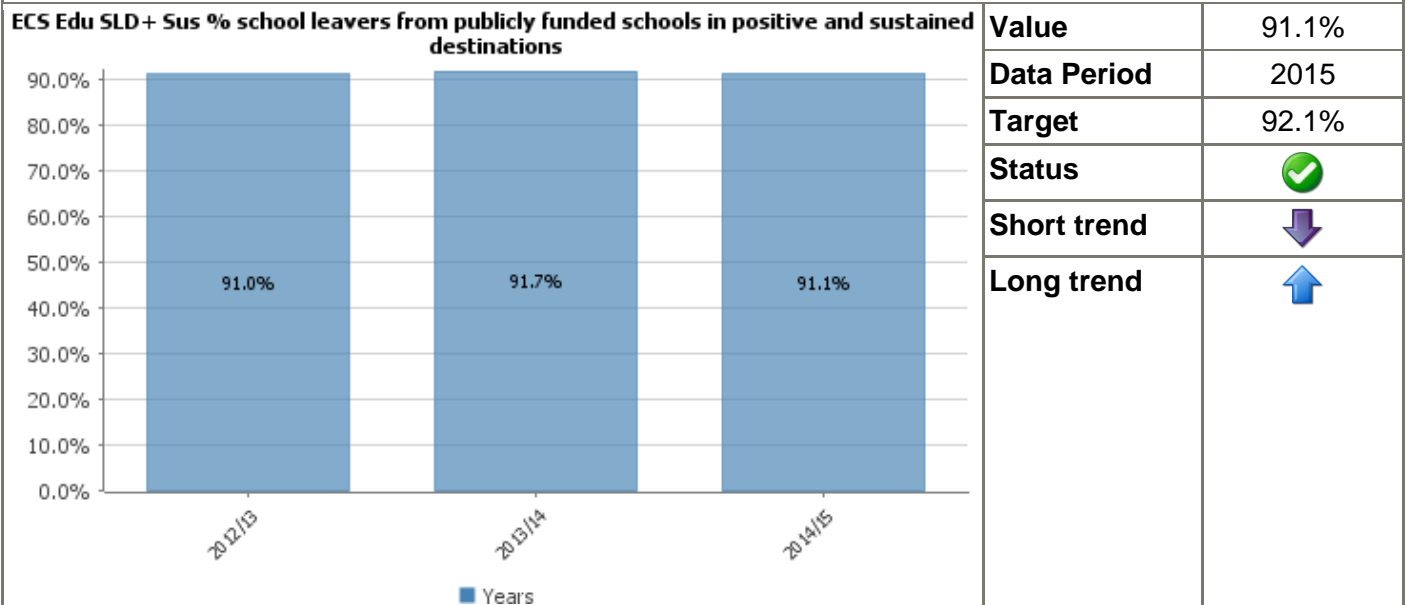
**% of partner provider Early Learning and Childcare centres receiving positive Care Inspectorate reports per financial year**



<b>Data Source</b>	Care Inspectorate
<b>Analysis</b>	<p>There has been a small decrease in positive outcomes for Care Inspectorate inspections of partner centres over the last year with % of positive inspections falling from 95.0% in 2014-15.</p> <p>However, this figure is above still above that recorded in each of three years prior to 2014-15 and confirms that outcomes from these inspections continue on a long term upwards trajectory</p>
<b>Service Managers</b>	Early Years and Partner Provider Senior Management Teams
<b>Head of Service</b>	Andrew Griffiths

## ECS SPI 10 – School Leaver Destinations ( Participation Measure)

### % school leavers from publicly funded schools in positive and sustained destinations



**Data Source** Skills Development Scotland

**Why is this important?** The Curriculum for Excellence allows for a blended and flexible approach to learning, where schools and their partners now have much greater flexibility to offer a wider range of pathways and options, including vocational qualifications, in line with modern labour market demands and which meet the needs of every learner.

This Indicator and a related suite of measures, linked to Developing the Young Workforce: Scotland's Youth Employment Strategy, are used to evidence the extent to which City is meeting, not only local ambitions, but also the national agenda for this theme.

**Benchmarking** The quality of benchmarking against this participation measure has improved significantly with the development of the Virtual Comparator model within Insight that takes results from statistically similar pupils across Scotland.

This is done by selecting four key characteristics which go into the makeup of an Authority or school: gender balance; staying-on rate; percentage of time spent in mainstream; and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD).

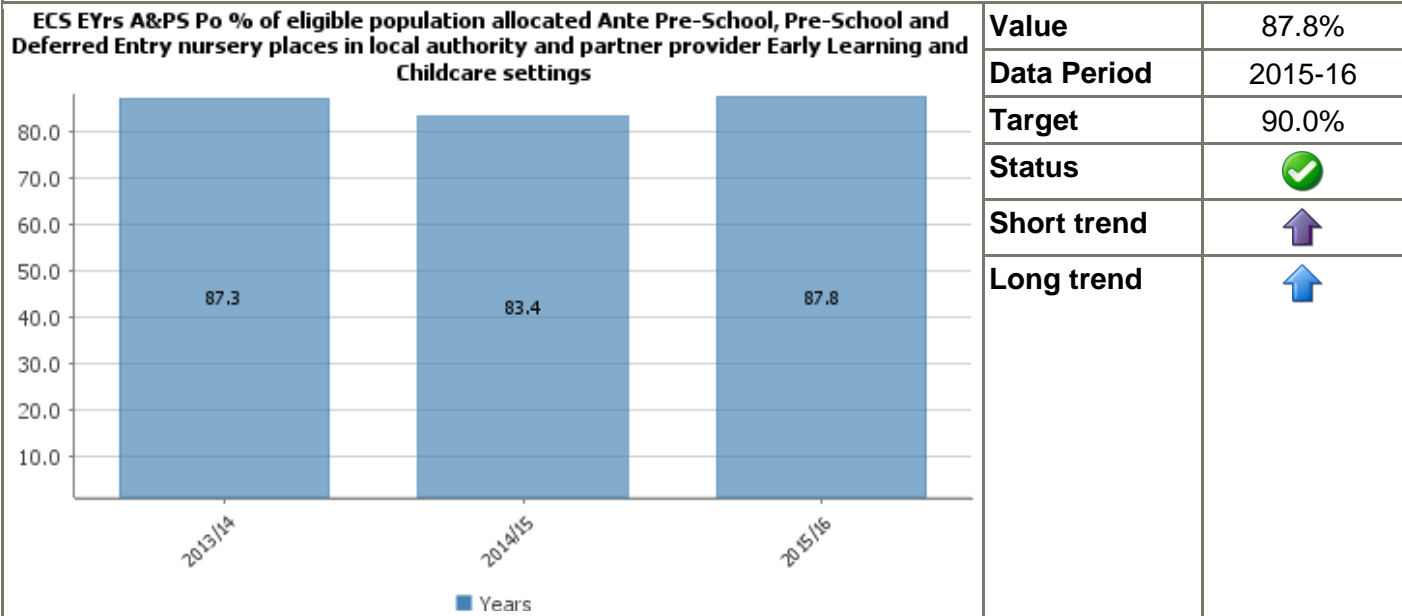
From these four areas, Insight matches ten pupils from around Scotland to every one pupil in Aberdeen City or in the school in question and treats this matched group as the Virtual School or Authority (Virtual Comparator). However, it is worth noting that certain contexts need to be taken into account, such as presentation policies and senior phase models.

National benchmarking relating to this SPI is available through the annual release of the Scottish Government's Summary Statistics For Attainment, Leavers Destinations and Healthy Living publication each June.

<b>2016-17 Target</b>	The target for the 2016-17 academic year, aligning with the Council's Strategic Business Plan, has been set at 93.1%
<b>Intelligence</b>	<p>The percentage of positive destinations in Aberdeen has fallen between the 2014 and 2015 School Leaver Destinations Report follow-up surveys with a small decrease from 91.7% of total school leavers to 91.1%.</p> <p>The Scottish Government, within publication of the National Performance Indicator Framework, has indicated that annual variations of +/- 1% point are to be regarded as representing an essentially unchanged position.</p> <p>At this level, the 2014-2015 academic year outcome for sustained destinations for the City is below the Scotland average of 92.0% (and the ambitious Directorate target of 92.1%) but might this comparative performance might be considered within the context of the City's more recent overall economic circumstances.</p> <p>A more statistically reliable average three year outcome of 91.3% (which is 0.1% above the National Three Year Average) represents a three year improvement rate of 2.2% points, as against the national level of 1.9% points</p>
<b>Service Manager</b>	Education Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

**ECS SPI 11 – Early Learning and Childcare Provision**

**% of eligible population allocated Ante Pre-School, Pre-School and Deferred Entry nursery places in local authority and partner provider Early Learning and Childcare settings**



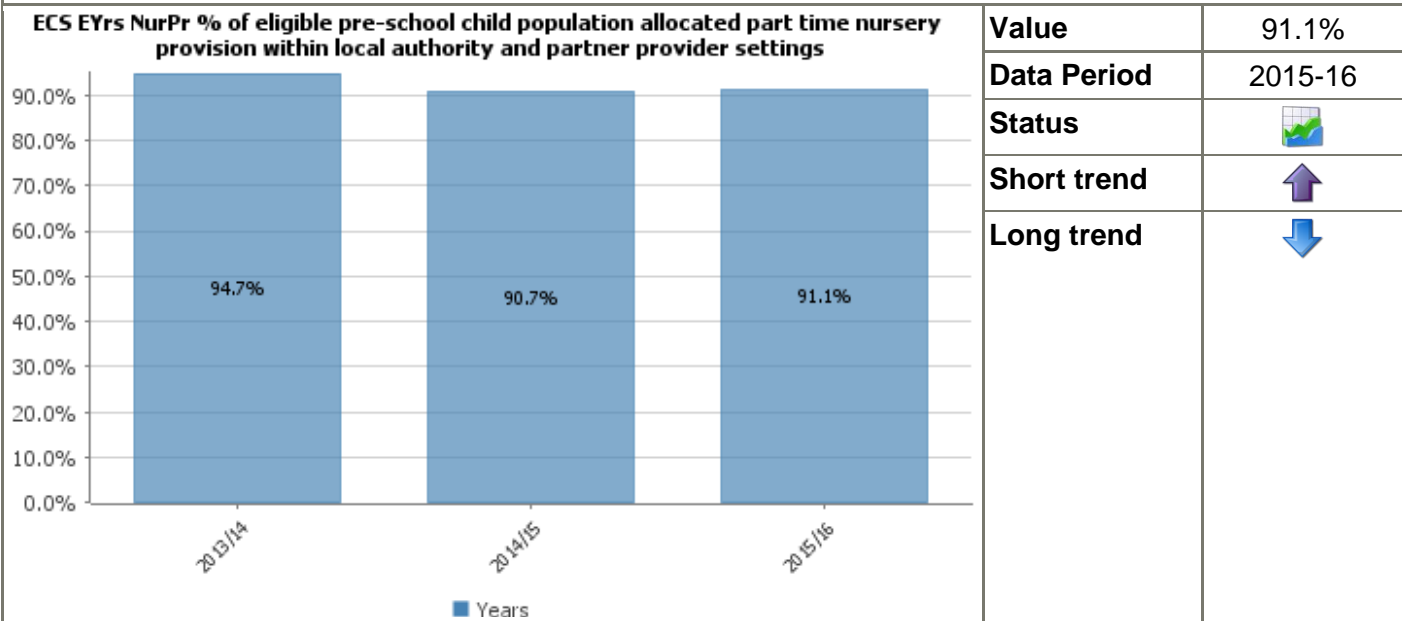
<b>Data Source</b>	Early Years Team
<b>Why Is This Important?</b>	<p>These indicators inform progress in relation to a number of the Smarter Living strategic objectives by showing the extent to which there is an improving trend in the accessibility of EL&amp;C places which meets the community’s needs and enhances learning of our young people</p> <p>Additionally, the data assists in evidencing the delivery of outcomes linked to the City’s Integrated Children’s Service Plan and LOIP objectives which are validated and delivered through a partnership approach</p>
<b>Benchmarking Information</b>	<p>This Indicator is benchmarked with other authorities through the Scottish Government’s annual Statistics in Schools publications and is linked with the Cost Per Pre-School Place measure within the Scottish Local Government Benchmarking Framework, which will be released in late 2016 and early 2017 respectively.</p> <p><a href="http://www.gov.scot/Publications/2015/12/7925">http://www.gov.scot/Publications/2015/12/7925</a></p> <p><a href="http://www.improvementservice.org.uk/benchmarking/children.html">http://www.improvementservice.org.uk/benchmarking/children.html</a></p>
<b>2016-17 Target</b>	<p>The City’s Local Improvement Plan reflects a long term objective to meet 100% of the identified eligible population’s Early Learning and Childcare needs by 2021. The aim for 2016-17, being mindful of predicted population growth, is that meeting of the existing target figure of 90% will represent progress towards this objective.</p>

<b>Intelligence</b>	<p>The combined percentage of allocations against ante pre-school and pre-school places in 2015-16 rose by more than 4%, from 83.4% in the previous year to 87.8%, which is a five year high.</p> <p>Whilst there has been a significant improvement in the overall position, supported by the provision of 300 additional places and introduction of the ME2 programme, the City, in common with a number of other local authorities, remains in a position where its capacity to secure full access to early learning and childcare provision continues to face significant pressures from both:</p> <p>(a) predicted future population growth in this age group and; (b) the availability of places as determined by current physical provision in terms of both facilities and capacity, particularly in the commercial and voluntary sectors.</p>
<b>Service Manager</b>	Early Years Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

<b>ECS SPI 11a</b>																			
<b>% of eligible ante pre-school child population allocated part time nursery provision within local authority and partner provider settings</b>																			
<table border="1"> <caption>ECS EYrs NurAnPr % of eligible ante pre-school child population allocated part time nursery provision within local authority and partner provider settings</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>80.1%</td> </tr> <tr> <td>2014/15</td> <td>76.3%</td> </tr> <tr> <td>2015/16</td> <td>84.4%</td> </tr> </tbody> </table>	Year	Percentage	2013/14	80.1%	2014/15	76.3%	2015/16	84.4%	<table border="1"> <tr> <td><b>Value</b></td> <td>84.4%</td> </tr> <tr> <td><b>Data Period</b></td> <td>2015-16</td> </tr> <tr> <td><b>Status</b></td> <td></td> </tr> <tr> <td><b>Short trend</b></td> <td></td> </tr> <tr> <td><b>Long trend</b></td> <td></td> </tr> </table>	<b>Value</b>	84.4%	<b>Data Period</b>	2015-16	<b>Status</b>		<b>Short trend</b>		<b>Long trend</b>	
Year	Percentage																		
2013/14	80.1%																		
2014/15	76.3%																		
2015/16	84.4%																		
<b>Value</b>	84.4%																		
<b>Data Period</b>	2015-16																		
<b>Status</b>																			
<b>Short trend</b>																			
<b>Long trend</b>																			
<b>Data Source</b>	Early Years Team																		
<b>Analysis</b>	There has been a significant improvement against this indicator over the last year of 7.8%, from 76.3% to 84.4% of the eligible population being allocated ante pre-school places which is a six year high.																		
<b>Service Managers</b>	Early Years Senior Management Team																		
<b>Head of Service</b>	Andrew Griffiths																		

**ECS SPI 11b**

**% of eligible pre-school child population allocated part time nursery provision within local authority and partner provider settings**

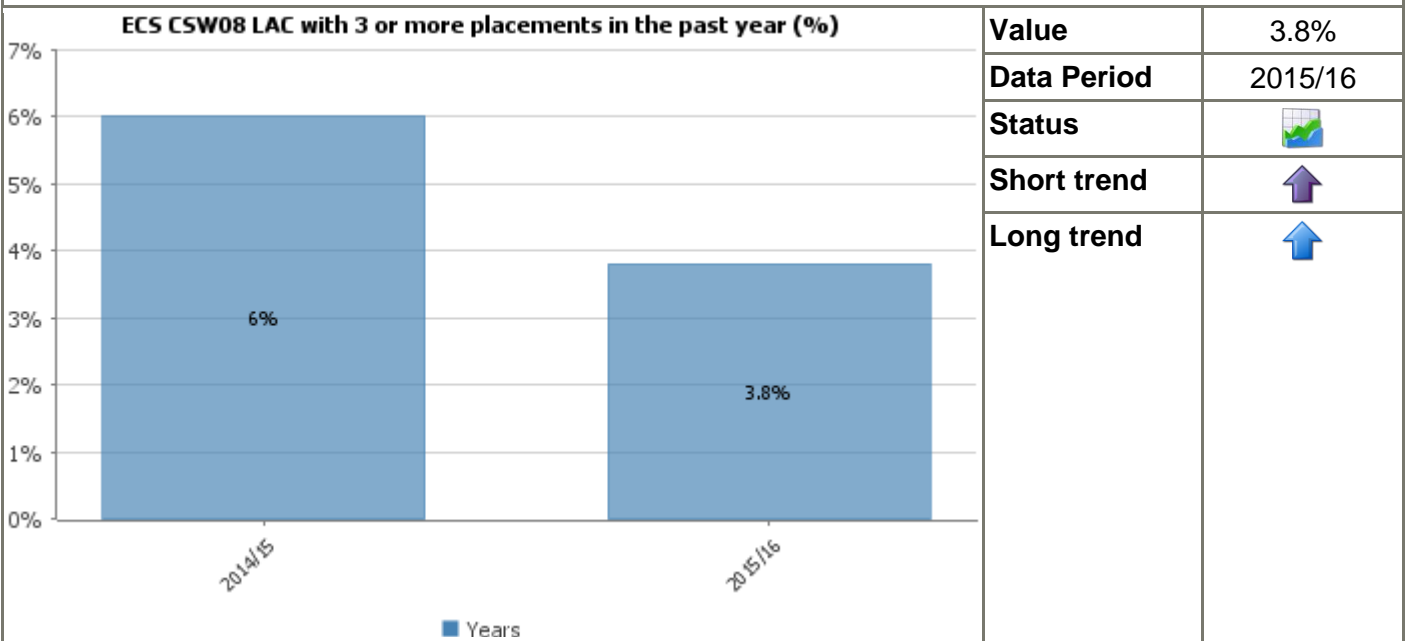


<b>Value</b>	91.1%
<b>Data Period</b>	2015-16
<b>Status</b>	
<b>Short trend</b>	
<b>Long trend</b>	

<b>Data Source</b>	Early Years Team
<b>Analysis</b>	There was little change in the proportion of eligible 4 year olds within the population that accessed early learning and childcare places. The figure has risen from 90.7% to 91.1% although this figure is below the levels recorded in most of the years previous to 2014-15.
<b>Service Managers</b>	Early Years Senior Management Team
<b>Head of Service</b>	Andrew Griffiths

## ECS SPI 12 – Looked After Children Placements

### Looked After Children with three or more placements in the past year (%)



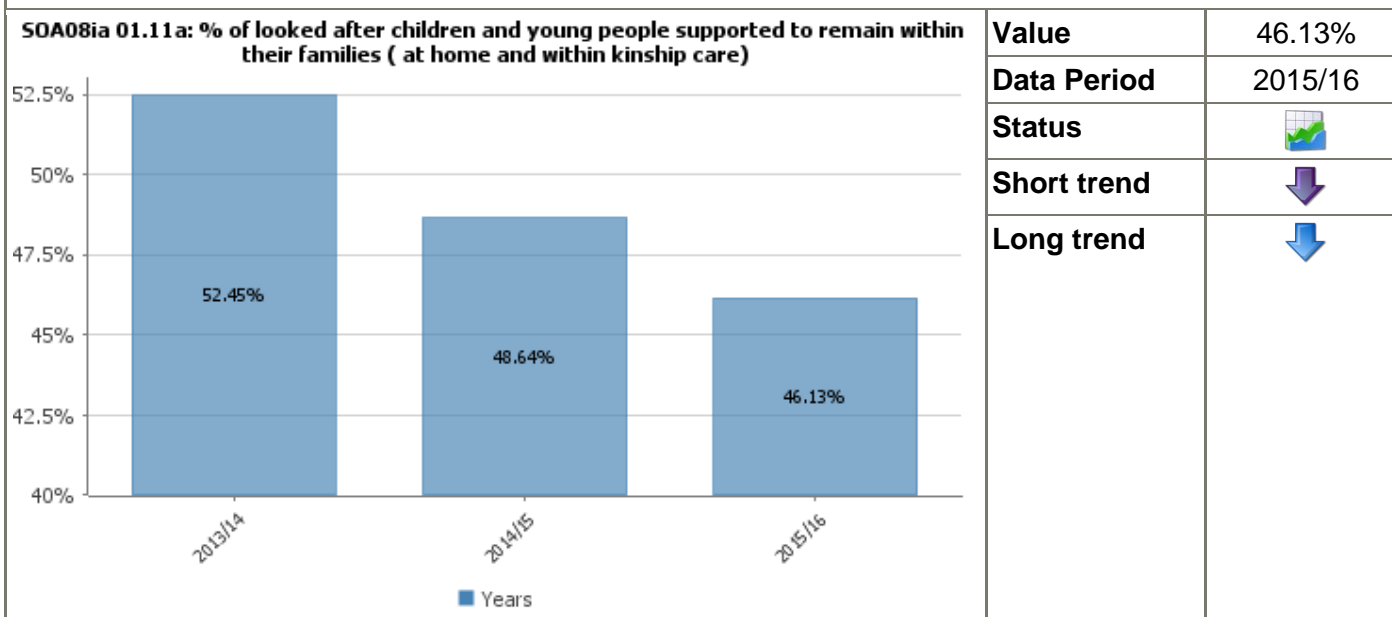
<b>Data Source</b>	CareFirst
<b>Why is this important?</b>	<p>Research has evidenced that the more placement moves that looked after and accommodated children and young people experience the poorer their outcomes.</p> <p>This data allows the Service to better consider the outcome needs of children within Local Authority care and plan to ensure that it has sufficient resource and robust processes to meet these.</p>
<b>Benchmarking Information</b>	This is a locally developed Indicator against which there is currently no direct benchmarking capacity. Through the interface with comparator authorities and involvement in the Scottish Local Government Benchmarking Framework, it is hoped that data from other authorities will become available for comparison in due course.
<b>2016-17 Target</b>	<p>There is no target set for the number of children who experience three or more moves within Local Authority care as these decisions are driven by child specific decision making.</p> <p>At the same time, the Service views reducing the number and proportion of children in this category as both a strategic aim and long term proxy 'health indicator' against delivery of a range of RSW objectives.</p>



<b>Analysis</b>	<p>This Indicator has shown a positive improvement this year with 21 children (3.8% of the LAC cohort) experiencing 3 or more moves compared with 34 in the previous year.</p> <p>However, given this is only the second year that we have reported on this Indicator, it is not possible to suggest this is a trend. While this improvement is to be celebrated it also serves as recognition more still needs to be done.</p> <p>This data highlighted that over 80% of the young people who experienced more than 3 moves were children aged 12+. This reflects the challenge of being able to successfully care for children aged 12+ who have experienced early neglectful care the trauma, the ramifications of which continue to be felt in their teenage years. In view of this a Service priority continues to be the recruitment; training and support provided to foster carers who care for teenagers.</p> <p>The review of our Residential Children’s Homes has also identified the challenge of caring for young people who are in crisis. Caring for a group of young people with similar and competing needs is a hugely complex task. It requires a staff group with the skills and experience to manage their individual and collective needs.</p> <p>The implementation of the Reclaiming Social Work model is intended to support more children remain within their families and enable families to find solutions to their own difficulties. The RSW model will enable staff to further consider how they can support the needs of children in long term care placements.</p>
<b>Service Managers</b>	Children's Social Work Senior Management
<b>Head of Service</b>	Bernadette Oxley

## ECS SPI 13 – Looked After Children ( Balance of Care)

**% of looked after children and young people supported to remain within their families ( at home and within kinship care)**

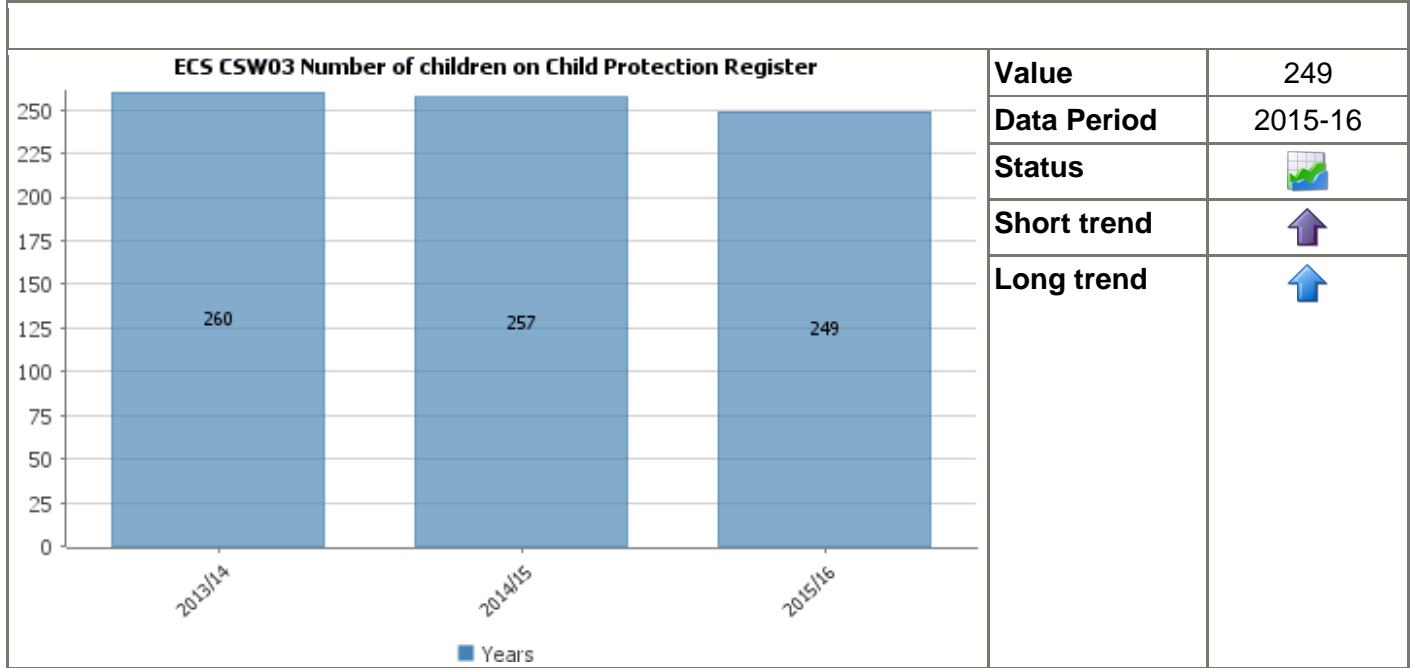


<b>Data Source</b>	CareFirst
<b>Why is this important?</b>	<p>Whilst this cannot be at the expense of the interests of individual looked after children, the principle of assisting families to remain together in a supported environment is key to delivery of Children’s Social Work’s strategic objectives.</p> <p>Aberdeen City Council in collaboration with partners, the Scottish Government and CELCIS is participating in the PACE (Permanence &amp; Care Excellence) programme. This is aimed at improving the decision making for children who cannot be cared for by their parents.</p>
<b>Benchmarking Information</b>	<p>National benchmark data relating to the balance of care for looked after children and young people is collated during July of each year. It is published during the course of the national information release through the Children Looked After Statistics report in March of the following year. For example, data for July 2015 was published in March 2016.</p> <p><a href="http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork">http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork</a></p>
<b>2016-17 Target</b>	<p>At present Aberdeen City Council is slightly below the national average for the percentage of looked after children supported within their extended family ( at home and within kinship care)</p> <p>However, the implementation of Reclaiming Social Work (RSW) has at its heart the intended outcome of supporting families to care for their children.</p> <p>It is envisaged that, as RSW beds in across the structure we will begin to see an increase in both the proportion and the numbers of looked after children supported at home and within kinship care settings.</p>
<b>Intelligence</b>	Both the measure used to record the Indicator (i.e. the number of children and young people with a placement of at home or with kinship as a percentage of the

	total number of children looked after), and the overall number of children looked after have shown reductions for the third year running.  These changes are also reflected in similar trends in comparator authorities and across Scotland where there has been both a reduction in the number of young people in local authority care and the proportion living at home with parents or within a kinship placement.
<b>Service Managers</b>	Children's Social Work Senior Management
<b>Head of Service</b>	Bernadette Oxley

### ECS SPI 14 – Child Protection Registrations

#### Number of children on Child Protection Register














<b>Data Source</b>	CareFirst
<b>Why is this important?</b>	If a child or young person has been identified as in need of protection, local authority children's services, including Children's Social Work, are responsible for producing a child protection plan, and will convene and run child protection case conferences, as required by the Framework for the assessment of children in need and their families (Department of Health, 2000).
<b>Benchmarking Information</b>	National benchmark data relating to Child Protection registrations is collated during July of each year. It is published during the course of the national information release through the Children Looked After Statistics report in March of the following year. For example, data for July 2015 was published in March 2016.  <a href="http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork">http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork</a>
<b>2016-17 Target</b>	There are no target figures set in relation to the number of children on the Child Protection Register as this status is defined by individual circumstance and the needs of the child as determined through Child Protection Conference decisions.
<b>Intelligence</b>	In 2015-16 (1st April 2015 to 31st March 2016), there were a total of 249 registrations. Although slightly fewer than last year's figure of 257, the number of children on the register has remained relatively static for the last 4 years.

	<p>The last year has seen a continued raising of the profile of domestic abuse, and within Aberdeen it remains one of the most common risk factors for those placed on the child protection register. For example, of those children on the Child Protection Register on 31st July 2015, domestic abuse was a concern identified at the case conference for 41% of children. Parental substance misuse was a concern in 36% of cases; emotional abuse in 34% and parental drug misuse in 28%.</p> <p>Meanwhile, comparisons with our comparator authorities (i.e. Dundee, Edinburgh, Argyll and Bute, South Ayrshire and Renfrewshire) show that as at 31st July 2015, Aberdeen's rate of 2.9 children aged 0 - 15 per 1,000 on the register was in the mid-range between Edinburgh at 3.4 per 1,000 and Argyll &amp; Bute at 2.4 per 1,000 and below the national picture of 3.0 per 1,000.</p>
<b>Service Managers</b>	Children's Social Work Management
<b>Head of Service</b>	Bernadette Oxley

<b>ECS SPI 15 – Child Protection Re-registrations</b>																			
<b>The number of children re-registering on the Children Protection Register within two years of being taken off the register</b>																			
<p><b>SOA08iia 01.14a47: The number of children re-registering on the Children Protection Register within two years of being taken off the register</b></p> <table border="1"> <caption>SOA08iia 01.14a47: The number of children re-registering on the Children Protection Register within two years of being taken off the register</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>22</td> </tr> <tr> <td>2014/15</td> <td>30</td> </tr> <tr> <td>2015/16</td> <td>30</td> </tr> </tbody> </table>	Year	Value	2013/14	22	2014/15	30	2015/16	30	<table border="1"> <tr> <td><b>Value</b></td> <td>30</td> </tr> <tr> <td><b>Data Period</b></td> <td>2015-16</td> </tr> <tr> <td><b>Status</b></td> <td></td> </tr> <tr> <td><b>Short trend</b></td> <td></td> </tr> <tr> <td><b>Long trend</b></td> <td></td> </tr> </table>	<b>Value</b>	30	<b>Data Period</b>	2015-16	<b>Status</b>		<b>Short trend</b>		<b>Long trend</b>	
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<b>Data Source</b>	CareFirst																		
<b>Why is this important?</b>	Focused scrutiny of this area allows us to be confident that child protection procedures are as effective as they need to be and to enable oversight of re-registration as well as post registration support for children subsequently deemed to be at the risk of harm again.																		
<b>Benchmarking Information</b>	The City's Child Protection Committee considers and compares benchmarking information across the range of child protection measures, including re-registrations, on a consistent basis.																		

<b>2016-17 Target</b>	There are no target figures set in relation to the number of children re-registering on the Child Protection Register as this status is defined by individual circumstance and the needs of the child as determined through Child Protection Conference decisions.
<b>Intelligence</b>	<p>During 2015-16, 30 children were re-registered on the Child Protection Register within a 2 year period of being de-registered.</p> <p>In spite of this figure being the same as for the previous 12 month period, this issue remains a concern, which prompted audit work to be undertaken in February 2016, to consider and reflect upon the quality of intervention and support following de-registration.</p> <p>However, given that drug and alcohol misuse is cited as a risk factor in over 50% of registrations in Aberdeen City, it is likely that some children will continue to be re-registered, given that both are conditions, whether in the home environment or individually, that are prone to relapse.</p> <p>The findings from February 2016's audit nevertheless have highlighted that further work is needed into better supporting decision making at the time of de-registration to improve practice and consistency at this stage of intervention.</p>
<b>Service Managers</b>	Children's Social Work Management
<b>Head of Service</b>	Bernadette Oxley

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

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Service</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Aberdeen City 2016 Insight Briefing</b>
REPORT NUMBER	<b>ECS/16/061</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

- a. The main purpose of this report is to update Committee of the most recent Aberdeen City attainment data in the Scottish Government senior phase (S4 to S6) national benchmarking tool, Insight.
- b. To update Committee of the current trends in attainment in the Senior Phase, including Scottish Qualification Authority (SQA) performance, in Aberdeen City for academic session 2015/16, using the local and national benchmarking measures from Insight.

### **2. RECOMMENDATIONS**

1. Note the information provided in this report.
2. Note the progress made in relation to the four national benchmark measures for attainment and achievement in the senior phase in our secondary schools using Insight and the local and national benchmarking measures.
3. To acknowledge the hard work and dedication of pupils and staff which have resulted in their successes in examinations and other courses and awards.

### **3. FINANCIAL IMPLICATIONS**

There are no financial implications associated with this report.

#### 4. **OTHER IMPLICATIONS**

There are no other implications associated with this report.

#### 5. **BACKGROUND**

##### 5.1 **Changes and further reports**

Committee was made aware of the new senior phase benchmarking tool at Committee on 3<sup>rd</sup> September 2015. A further briefing on attainment data from Insight was presented at Committee on 28<sup>th</sup> January 2016.

The Insight tool, created by the Scottish Government and its partners, has been developed to assist local authorities and secondary schools to analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence (CfE). The new tool went online in August 2014 and is updated twice a year - in February to reflect the attainment and achievement of leavers and in September to reflect the performance of all pupils following the latest examination diet. It should be noted that the February Insight update will continually impact and supersede any figures which are presented in advance of this update.

The tool has encouraged:

- engagement in school performance data to be available to a wider group of educational professionals in secondary schools including class teachers,
- professional reflection by comparing schools to a “virtual” comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland in each subject area or course,
- better alignment of data with the aims of CfE by measuring best achievement at point of exit and recognising wider achievement by including a range of SCQF credit-rated awards and learning programmes, and
- a greater focus of the information on educational outcomes, including post-school destinations and attainment in literacy and numeracy

General information on Insight is available at <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>.

##### 5.2 **Benchmarking**

The main focus of the Insight tool is to provide data on four new key measures which go beyond the traditional numerical achievement of awards reported above. The measures aim to provide understanding on:



- 1. Improving Attainment in Literacy and Numeracy:** Reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.
- 2. Improving Attainment for All:** The overall aim, together with measure four, is to have pupils attain as highly as possible 'across the board' by considering the average tariff score of the top-attaining 20%, middle attaining 60% and lowest-attaining 20% groups.
- 3. Increasing Post-School Participation:** Positive destinations for our leavers are a vital measure of the success of CfE in our schools.
- 4. Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers:** The overall aim, together with measure three, is to have our pupils attain as highly as possible 'across the board' by considering attainment across deprivation deciles.

### 5.3 Performance Improvement in Schools

Insight aims to support the key principles and purposes of CfE by helping local authorities and schools to focus on understanding and reducing the gap between higher and lower attainers. Insight's key benchmarking features measure attainment at the point of exit from school. This should demonstrate the impact of effective programme routes through the senior phase.

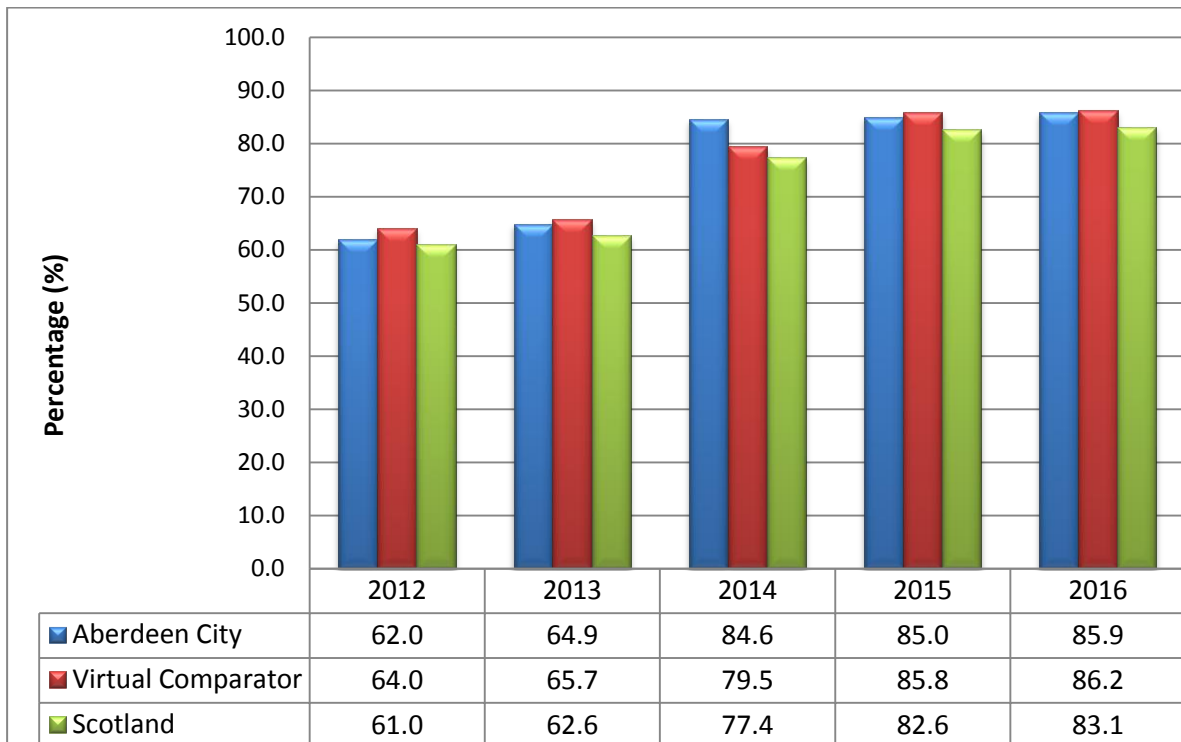
The comparator benchmarking has improved with the development of the Virtual Comparator model. The Virtual Comparator takes results from statistically similar pupils across Scotland. This is done by selecting four key characteristics which go into the makeup of an Authority or school:

- gender balance;
- staying-on rate;
- percentage of time spent in mainstream;
- and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD).

From these four areas Insight matches ten pupils from around Scotland to every one pupil in Aberdeen City or in the school in question and treats this matched group as the Virtual School or Authority (Virtual Comparator). It is worth noting that certain contexts need to be taken into account, such as presentation policies and senior phase models.

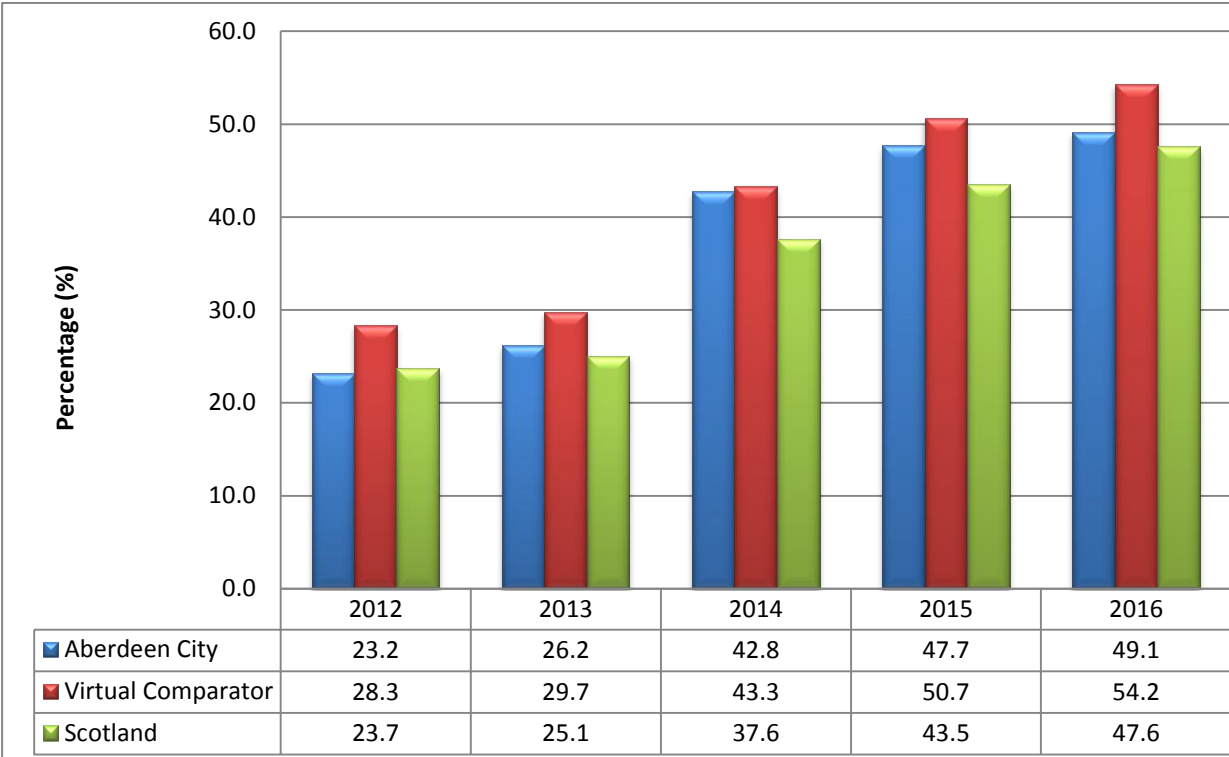
## 5.4 Improving attainment in Literacy and Numeracy

Figure 1: Local benchmarking measure: Improving Attainment in Literacy and Numeracy: Percentage of candidates attaining literacy and numeracy, SCQF Level 4, S4, 2012-2016



The percentage of Aberdeen City S4 pupils gaining a level 4 in Literacy and Numeracy has increased significantly over the last 5 years from 62% to 85.9%. Aberdeen City has always been above the national average and has maintained a similar level against its virtual comparator.

Figure 2: Local benchmarking measure: Improving attainment in literacy and numeracy: Percentage of candidates attaining literacy and numeracy, SCQF Level 5, S4, 2012-2016



The percentage of Aberdeen City S4 pupils gaining a level 5 in Literacy and Numeracy has increased significantly over the last 5 years from 23.2% to 49.1%. While the figure is below the Virtual Comparator average, the level of variance is not of statistical significance, meaning that pupils are performing as expected and above the national average.

**5.5 Improving Attainment for All**

This measure allows us to examine how different cohorts are attaining in relation to the virtual and national cohorts. Attainment is measured using the tariff scale, developed for Insight, which allocates a specified number of points to each qualification (including units), with more demanding qualifications gaining more points than less demanding ones. Three ability cohorts are identified for the authority, its virtual equivalent and Scotland as a whole:

- those in the lowest 20% of tariff points scored;
- those in the top 20% of tariff points scored;
- and those that fall within the middle 60% of tariff points scored.

Figure 3: Local benchmarking measure: Improving attainment for all for S6 Cohort based on their cumulative attainment from S4 to S6, 2014

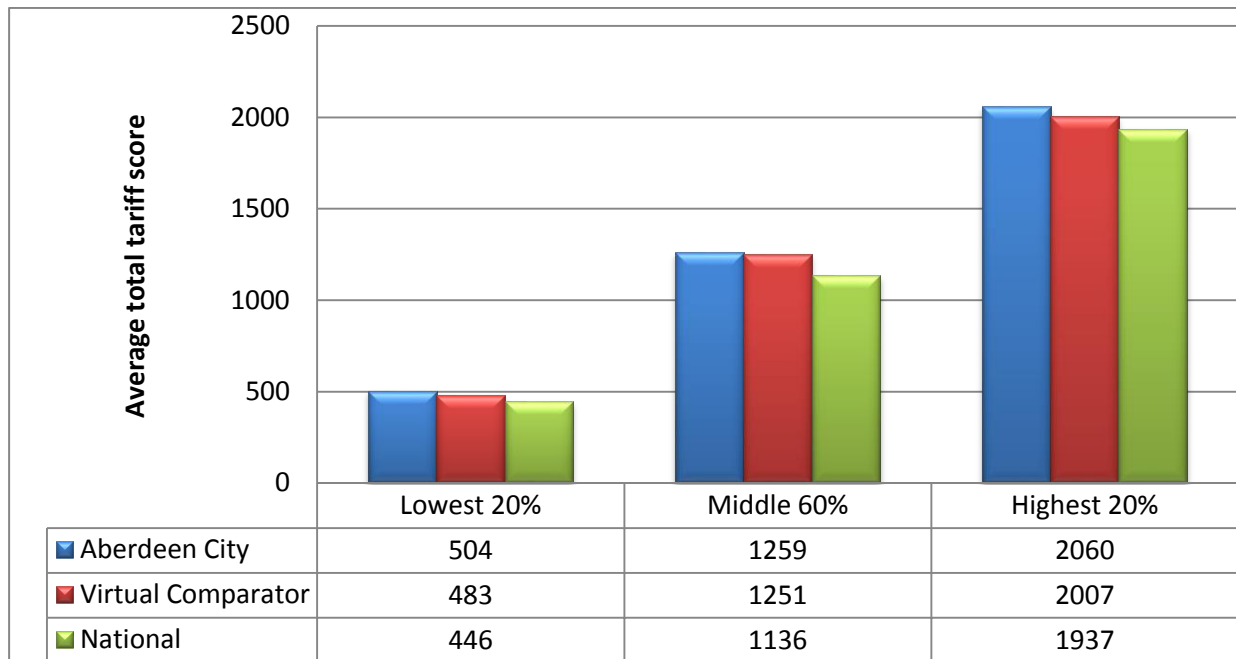


Figure 4: Local benchmarking measure: Improving attainment for all for S6 Cohort based on their cumulative attainment from S4 to S6, 2015

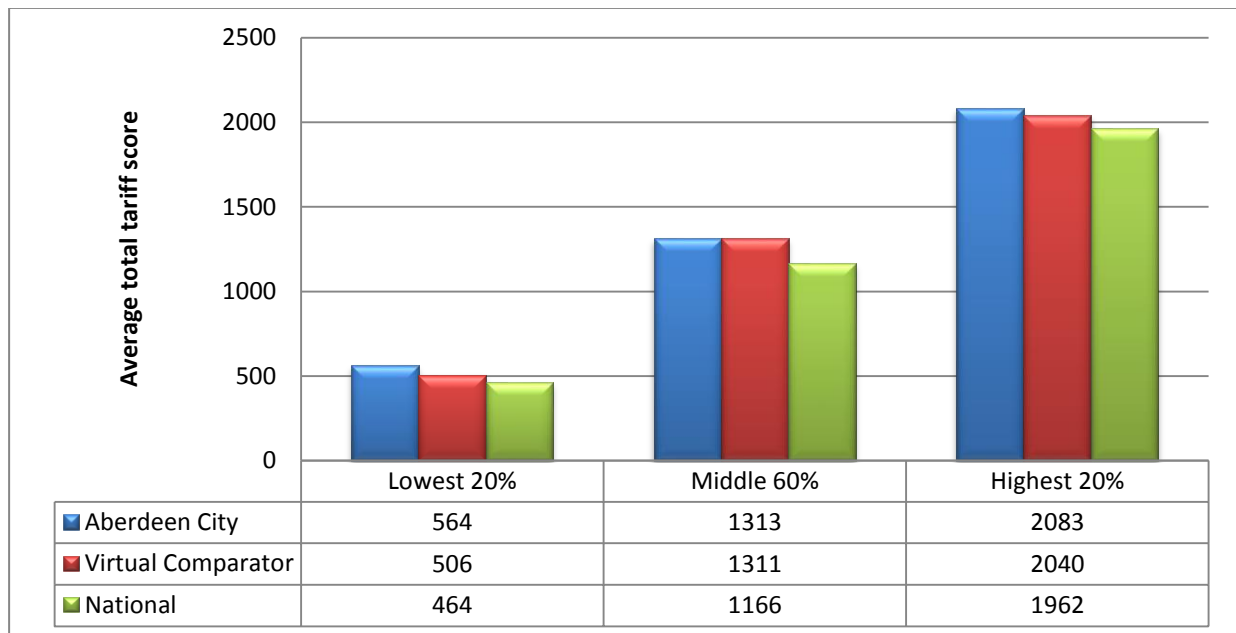
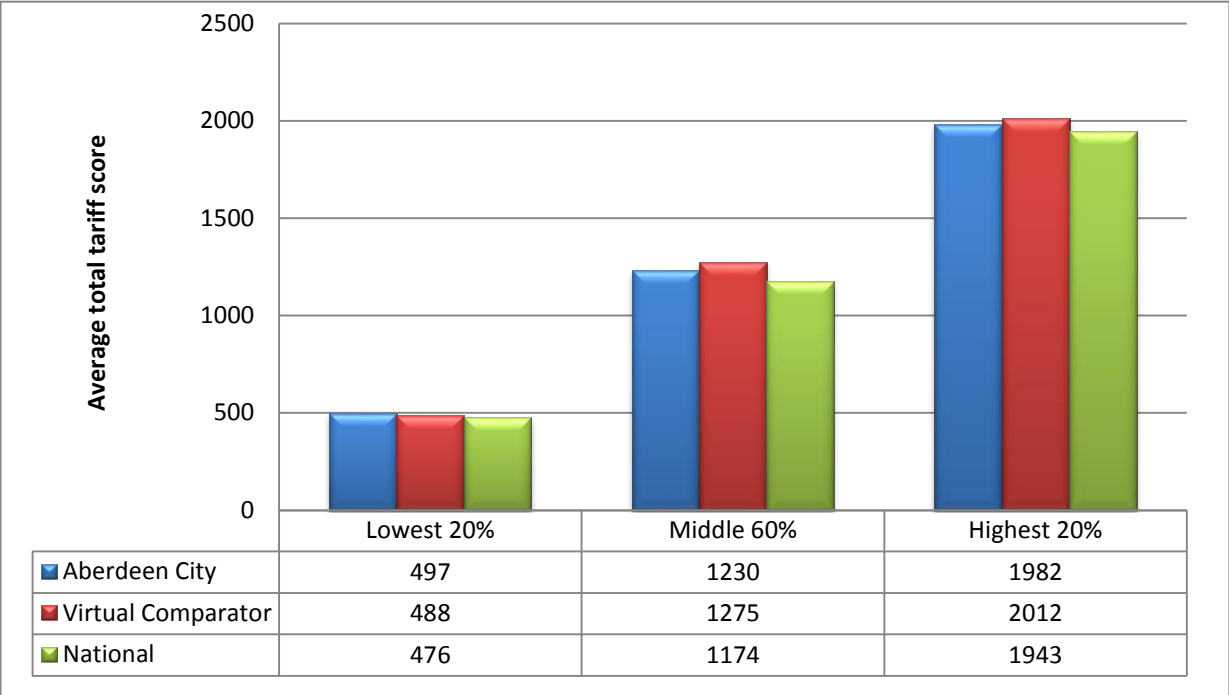


Figure 5: Improving attainment for all for S6 Cohort based on their cumulative attainment from S4 to S6, 2016



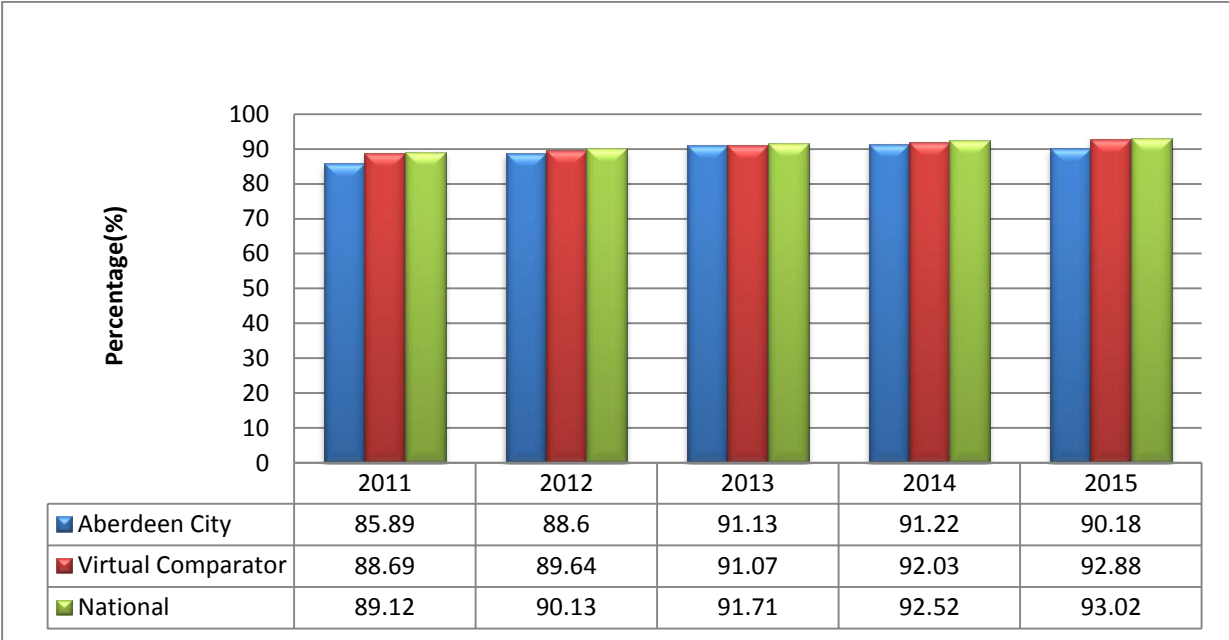
The benefit in using the S6 cohort exam performance as a measure is that it allows for considering the cumulative attainment from S4 to S6, a core principle of Curriculum for Excellence.

The lowest 20% outperform their peers in the national and virtual benchmarks; however 2016 has seen a decrease of 11% when compared to 2015. The performance of middle 60% has continued to stay ahead of the national benchmark but is lower than virtual comparator.

The top 20% have continued to stay above the national benchmark over the past three years.

**5.6 Increasing post-school participation**

**Figure 6: National benchmarking Measure: Percentage of school leavers in a positive destination**



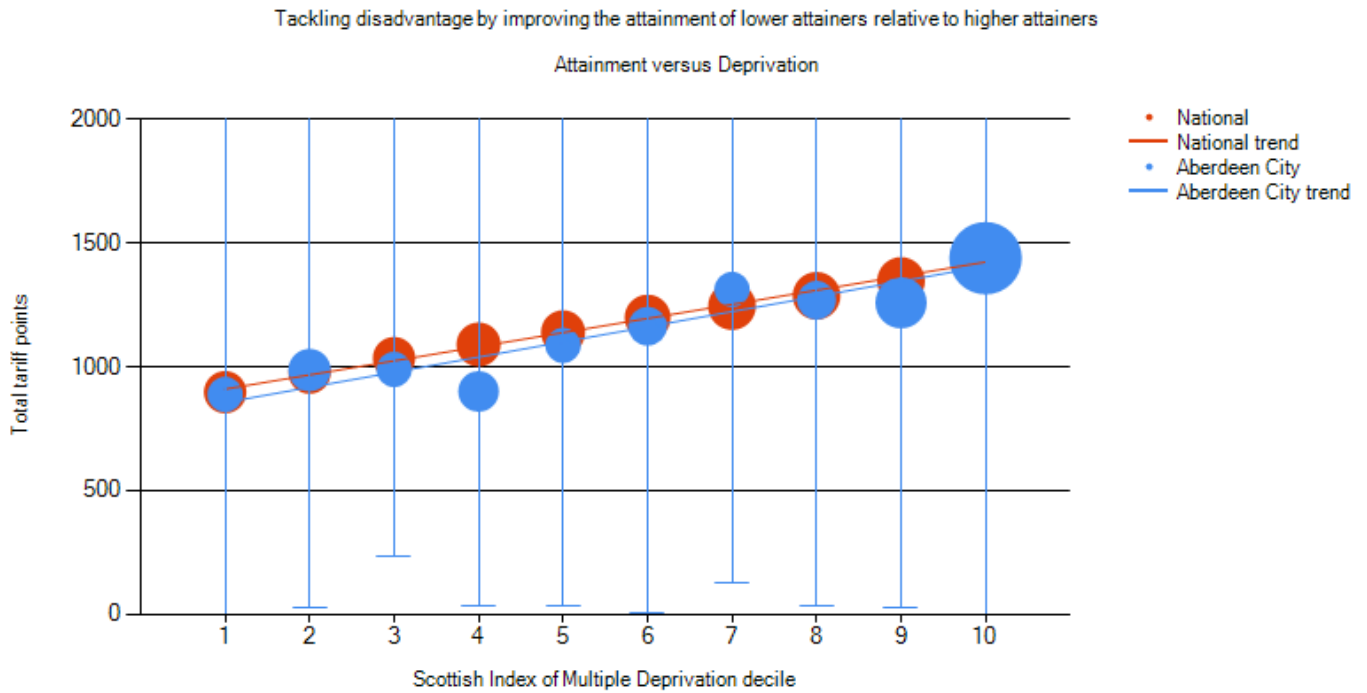
As can be seen from figure 6, positive destinations in 2015 decreased in Aberdeen, with the gap between Aberdeen and the national and the virtual comparator widening.

**5.7 Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.**

The following graphs display attainment (measured using the same tariff point scale as referred to in 5.5) for Aberdeen City (blue shaded circles), its virtual comparator (grey) and nationally (red), broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data.

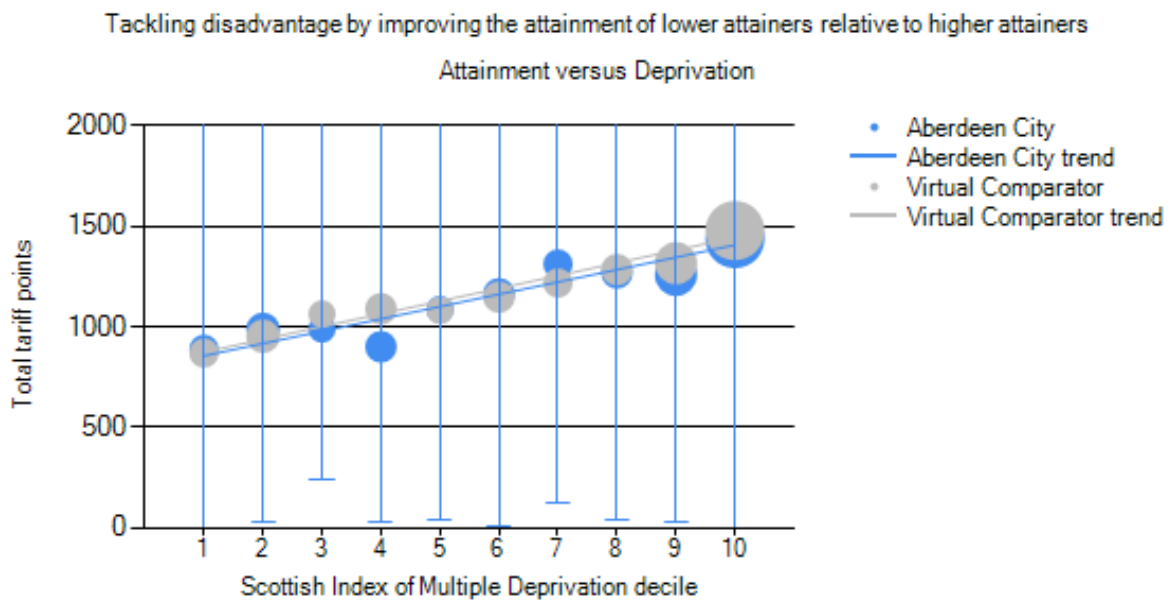
Decile 1 refers to the attainment of young people with the home post codes within data zones identified as being the 10% most deprived in Scotland according to the SIMD. Decile 10 refers to those young people with post codes in the top 10% of the most affluent datazones according to the SIMD. The size of the circle is an indicator of the group size in each decile, with 23 pupils in decile 1 and 330 pupils in decile 10 for figure 7.

Figure 7: Local benchmarking measure: Attainment versus Deprivation for Aberdeen City and National, S6 cumulative, 2016



In relation Aberdeen City compared with the National trend, pupils from deciles 3, 4, and 9 are performing lower than the national totals.

Figure 8: Local benchmarking measure: Attainment versus Deprivation for Aberdeen City and Virtual Comparator, S6 cumulative, 2016



By the end of S6, all of our young people are performing as well as or better in comparison to our virtual comparators, with the exception of decile 4.

Taking into account the overall attainment charts and the attainment versus deprivation, Aberdeen City is a city in which the attainment gap is narrowing and the impact of disadvantage is being reduced. There is evidence of good early progress and it is anticipated that the work will continue to be developed over future years.

## 5.8 Curriculum for Excellence Levels

All Scottish Local Authorities have been required to submit Curriculum for Excellence Levels to Scottish Government over the past two years. Data on the percentage of children and young people in each school who have achieved the appropriate level for their stage was collated and submitted in June.

Attainment at CfE Levels in literacy and numeracy at the following stages was recorded:

- Early level at the end of primary 1
- First level at the end of primary 4
- Second level at the end of primary 7
- Third level at the end of S3 (in addition, those achieving Level 4 by the end of S3 was also collected).

In session 2015-16, primary schools used standardised assessments (Performance Indicators in the Primary School (PIPS)) in primary 1 (start and end), 3, 5 and 7. Also, pupils sat Assessment for Excellence (InCAS) in P2,4 and 6. In session 2016-17, only PIPS at P1 (start and end) and InCAS at P2, 3, 5 and 6 will be evaluated.

These baseline assessments, in particular at the start then at the end of P1 assist teachers in deciding most appropriate approaches to learning and teaching for individual pupils.

The Scottish Government has also asked for data to be submitted annually from August 2016 on the percentage of children and young people who have attained the expected CfE level for their stage at P1, P4, P7 and S3 in literacy and numeracy.

This data will be published annually on an individual and Local Authority basis, starting in December 2016.

*Table 1: Percentage of pupils who have achieved the expected CfE Level by Stage (teacher professional judgement) – Aberdeen City*

Year group/CfE Level	Reading	Writing	Listening & Talking	Numeracy
P1/Early Level	64.1	63.5	69.8	70.7
P4/First Level	59.5	51.1	63.6	56.4



P7/ Second Level	56.0	48.8	63.6	57.4
S3/Third Level	47.7	46.6	47.7	37.3
S3/Fourth Level	20.7	20.3	20.7	46.4

There has been limited capacity for moderation and confirmation of standards of CfE Levels across schools, both locally and nationally. Teacher confidence in reliably evaluating a pupil's achievement of a level is developing. There is, therefore, a need to exercise a significant degree of caution when interpreting these results.

A moderation plan for school session 2016-17 has been implemented and this should result in more consistent approaches to learning and teaching as well as more confidence in reliability of performance within, schools, between schools in an Associated Schools Group (ASG), across the authority and nationally.

Progression pathways from preschool into primary one for early numeracy and literacy are implemented in all schools, although there is a continuing need to further improve curriculum transition into P1 in some schools.

There has been a clear focus in all Aberdeen schools on raising attainment and increasingly, on closing the poverty related attainment gap during 2015-16.

Much progress has been made, even in the context of on-going challenges in recruiting and retaining teaching staff.

Systems for tracking and monitoring of the progress of individual pupils and students has become much more robust and this is likely to continue to have a positive impact on learning. This allows staff to work with children and young people to better plan their learning and make it more effective and relevant.

Schools are becoming increasingly aware of the need to identify appropriate interventions where under-attainment is evident, particularly in children and young people for less affluent backgrounds. Recent visits to schools by Quality Improvement Officers (QIOs) including gathering of evidence of schools capacity to identify and address the needs of children and young people who are underachieving and from such backgrounds.

#### 5.9 Scottish Attainment Challenge

The Scottish Government has allocated additional funding to schools under the above programme to assist schools in raising attainment and closing the poverty-related attainment gap. Schools in areas of greatest deprivation were identified using criteria of the proportion of homes in SIMD deciles 1 and 2.

Four primary schools (Bramble Brae, Manor Park, Riverbank and Tullos) and three secondary schools (Northfield, St Machar and Torry Academies) are now participating in the programme.

A total of £258,000 was made available to the primary schools in year one.

The secondary programme has been more recently instigated and funding in year one is a total of £214,000. It is anticipated that the programmes will run for three years in the first instance.

The main areas which have been support in the primary schools are early literacy and numeracy, as well as resilience and emotional wellbeing. In secondaries, there is also a focus on improving basic literacy and numeracy skills.

It is intended to provide all schools with evidence of the impact of the programmes so that the children and young people in all schools can potentially benefit in their learning.

### **5.10 Challenge and Support**

Education & Children's Services School Improvement Team have, in consultation with partners, developed an evolving model of challenge and support to support school improvement.

On an annual basis, all schools receive an agreed level of support for the coming academic year as a result of analysis of data, inspection and other external scrutiny and capacity for improvement.

The provisional level of support, agreed in June, is confirmed or otherwise at an annual Keeping In Touch Meeting in August/September. Final confirmation is agreed once analysis of the September update of SQA results in Insight has been completed.

Each school's support level is identified as either:

- Universal - base-line support, minimum provided for all schools
- Targeted Support - greater planned support for schools where areas for improvement are few in number or straight forward.
- Intensive Support - wider range and depth of planned support for schools where areas for improvement are multiple in number or greater in complexity.

Where schools are identified as having targeted or intensive support, a Raising Attainment Plan (RAP) will be produced for each area of improvement.

The RAP is intended as a short to medium term intervention to address specific area for improvement. The plan is detailed with timescales, areas of responsibility and measures of success.

The nature and source of support will be dependent upon the nature of each area of improvement.

Sources of support include but are not limited to

- the school itself,
- the Quality Improvement Officer for the school or the broader School Improvement Team,
- other schools within Aberdeen,
- schools out with Aberdeen,
- the Curriculum Team,
- Community Learning,
- the Professional Learning Team,
- other services in the Council,
- Education Scotland,
- External consultants and experts.

Where a school successfully provides evidence that all areas within a RAP(s) have been addressed, they may move out of one level of support. Conversely, as a result of local authority review or Education Scotland/Care Inspectorate Inspection, the support provided to a school may move from universal to targeted support or from targeted to intensive support.

## 6. **IMPACT**

### Improving Customer Experience

Analysis and publication of the contents of this report provides the opportunity to evaluate the extent to which expectations of customer experience are being met. This allows informed decisions to be made on how service delivery is provided in future to ensure on-going improvement.

### Improving Staff Experience

Analysis and publication of the contents of this report provides staff with the opportunity to understand where successes and challenges lie, again providing an opportunity for improvement of future service delivery.

### Improving our use of Resources

This report also allows the service to ensure that resources are utilised most efficiently and effectively.

### Corporate

Reporting to the Committee is an essential governance requirement of the Directorate's performance management arrangements, by which Members may seek assurance that performance improvement activity is evidenced and robust.

Public

The report is designed for information purposes only and no Equalities and Human Rights Impact Assessment has been provided.

**7. MANAGEMENT OF RISK**

As members are only being asked to note the contents of this report, a risk assessment is not required.

**8. BACKGROUND PAPERS**

There are no background papers for this report.

**9. REPORT AUTHOR DETAILS**

Ljiljana Pavlenic  
Development Officer (Schools)  
[lpavlenic@aberdeencity.gov.uk](mailto:lpavlenic@aberdeencity.gov.uk)  
01224 523241

Reyna Stewart  
Service Manager (Policy and Performance)  
[reystewart@aberdeencity.gov.uk](mailto:reystewart@aberdeencity.gov.uk)  
01224 523826

Derek Samson  
Quality Improvement Manager (Schools)  
[dsamson@aberdeencity.gov.uk](mailto:dsamson@aberdeencity.gov.uk)  
01224 523817

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Statutory Consultation – Consultation Reports on the proposals to make changes to the school zone boundaries for Northfield Academy and St Machar Academy, and to remove two areas of dual zoning between Broomhill School, Airyhall School and Ferryhill School.</b>
REPORT NUMBER:	<b>ECS/16/062</b>
CHECKLIST:	<b>Yes</b>

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### 1. PURPOSE OF REPORT

To report to Committee on the outcome of recent statutory consultations on the proposals to make changes to the secondary school zone boundaries for St Machar Academy and Northfield Academy, and to the primary school zone boundaries for Broomhill School, Airyhall School and Ferryhill School.

### 2. RECOMMENDATIONS

- (i) It is recommended that the Committee agrees to implement the following proposals:

**For the St Machar Academy and Northfield Academy rezoning proposal:**

- To rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone.

**For the Broomhill School, Airyhall School and Ferryhill School rezoning proposals:**

- To remove an area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, from 1st August 2017.
- To remove an area of dual school zoning for Broomhill School and Ferryhill School, and to include this area within the zone for Broomhill School only, from 1st August 2017.

### 3. FINANCIAL IMPLICATIONS

There are no cost implications for the changes to these school zones.

## 4. OTHER IMPLICATIONS

Legal – The public consultations have complied with the requirements of the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. As these proposals do not refer to the proposed closure of any school in either consultation exercise, any decision to implement them by this Committee cannot be called in by Scottish Ministers.

Resources – Officer time and expenditure associated with these consultation exercises has been met from existing service budgets.

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

Health and safety – There are no implications or risks related to this report.

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

## 5. BACKGROUND/MAIN ISSUES

### 5.1 School Reorganisation Proposals

These proposals contribute to a widespread programme to manage the school estate across the city arising from both the review of secondary schools and primary schools which were previously reported to Committee on 28 October 2010 and 7 February 2013.

The statutory consultations were carried out as result of an instruction from Education, Culture and Sport on 7 February, 2013.

### 5.2 Educational Implications

The Education Authority has a programme to ensure the provision of an affordable and suitable education service for all its pupils. Implementation of these proposals will assist in the delivery of these objectives, thereby meeting the Council's statutory obligations as set out in the Education (Scotland) Act 1980 (as amended).

### 5.3 Statutory Consultation Feedback

The Consultation Report for the proposed changes to the secondary school zones for Manor Park School and Bramble Brae School can be found at Appendix 1 of this report, and Appendix 2 contains the Consultation Report for the proposed changes to the primary school zones for Broomhill School, Airyhall School and Ferryhill School.

The following sections provide a synopsis of the written submissions, comment from the public consultation meetings and the service's response to these submissions and the reports from Education Scotland.

#### 5.3.1 St Machar Academy and Northfield Academy Rezoning Proposals

(a) Methodology

All requirements of the Schools (Consultation) (Scotland) Act 2010 as amended were met in full.

(b) Feedback from Stakeholders and Education Scotland

There was a low response to this consultation. A public consultation event was held on 19 May 2016 to discuss the proposals, and the event was not attended by any members of the public or any other consultees.

No written comments were received from members of the public in response to this consultation. One response was received from the Council's Transport Strategy and Programmes Team, who expressed their support of the proposal.

In its report on the proposal, Education Scotland noted that it is of clear educational benefit to children attending both of the affected primary schools, and that if implemented, it would ensure that children who attend either of these schools are able to attend the same secondary school. The report highlights that this will improve children's social support and provide better continuity in learning as they move to secondary school.

The report also highlighted a minor concern from senior staff at Northfield Academy regarding the available classroom space at the school as the school roll increases, given that this space is currently being used by the Council's Music Service.

The Council's responses to the issues raised by respondents to the consultation are included in the Consultation Report at Appendix 1.

(c) Overall View of the Proposal

Officers were satisfied that no comments had been received which would have caused them to review the merits of the proposals to rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone. Consequently it is recommended that Councillors approve the original proposals, which are set out in the consultation document.

**5.3.2 Broomhill School, Airyhall School and Ferryhill School Rezoning Proposals**

**(a) Methodology**

The consultation met of all the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended.

**(b) Feedback from Stakeholders and Education Scotland**

A public meeting to discuss the proposals in this consultation was held on 18 May 2016. It was attended by 18 parents of children at the affected schools. A total of 19 written responses to the consultation were received.

A significant number of respondents who commented on the suggested removal of the Broomhill School / Airyhall School dual zone, were opposed to the proposal to rezone this area of housing to Broomhill School only. Concerns raised by these respondents included those relating to the increased distance that children would be required to travel to Broomhill School, and concerns about road safety, given that children would be required to cross the A90 South Anderson Drive in order to walk to Broomhill School from the dual zone area.

Concerns were also expressed regarding possible decreases in house prices as a result of the proposed changes, and the potential for an increase in traffic and a lack of parking at Broomhill School were also cited.

Respondents commenting on the proposals to remove the Broomhill School / Ferryhill School dual zone, and to rezone this area to Ferryhill School only, were also concerned about increased walking distances for children and road safety, given that children would be required to cross the dual carriageway on Great Southern Road, in order to walk to Ferryhill School from the dual zone area.

Respondents to both sets of proposals also raised questions about the pupil roll forecast data which was provided within the proposal document, as it was felt that this did not give a clear picture of the impact of the proposed changes on the three schools which would be affected.

In its report on this consultation, Education Scotland noted that the proposals put forward by the Council would be of educational benefit in the long term, and that all three schools could continue to have sustainable and viable pupil rolls which would allow the schools to plan accordingly and ensure effective teacher numbers.

The report highlighted the concerns of some parents and staff regarding road safety and longer journey times, comments made by parents who questioned the validity of the pupil projection data relating to the proposals, and their requests for information regarding the numbers of children currently living in the dual zones who attend each of the affected schools.

The Council's responses to the issues raised by respondents to the consultation are included in the Consultation Report at Appendix 2.

### **(c) Overall View of the Proposal**

Having considered the responses received during the consultation period, officers revised the original proposal which was issued for public consultation, and are now recommending that the Broomhill School / Ferryhill School dual zone area is rezoned to Broomhill School only, whilst the Broomhill School / Airyhall School dual zone area is also rezoned to Broomhill School only, both with effect from 1 August 2017.



## **6.1 Improving Customer Experience**

The implementation of the rezoning proposals for the schools concerned will help to ensure sustainable and manageable pupil rolls in these areas of the city, which in turn will help to ensure that pupils attending the schools have access to high quality learning and teaching.

## **6.2 Improving Staff Experience**

Implementation of the proposals will allow school staff to plan for children's learning more effectively.

## **6.3 Corporate**

### **Aberdeen the Smarter City**

- (i) We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- (ii) Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st Century.
- (iii) Again, working with partners, we will create a City of Learning which will empower individuals to fulfil their potential and contribute to the economic, social and cultural wellbeing of our communities.
- (iv) We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

## **6.4 Public**

A full Equality and Human Rights Impact Assessment has been submitted for this report.

## **7. MANAGEMENT OF RISK**

There is not expected to be a significant operational risk arising from the implementation of the proposals. Having followed all applicable legislation, the Council will be perceived as having taken account of the result of the consultation process.

If the proposals are accepted, the risks associated with road safety which were highlighted during the consultation relating to the proposals for the Broomhill School / Airyhall School dual zone, will be mitigated through the provision of the school crossing patrol to assist children in crossing South Anderson Drive.

The proposals have been revised to take account of the road safety concerns regarding children crossing Great Southern Road, and if the revised proposals are accepted, this risk will be removed.

## **8. BACKGROUND PAPERS**

Appendix 1 Consultation Report on the proposals to rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone, from 1st August 2017.

Appendix 2 Consultation Report on the proposals to remove an area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, and to remove an area of dual school zoning for Broomhill School and Ferryhill School, and to include this area within the zone for Ferryhill School only, from 1 August 2017.

Appendix 3 Maps to show proposed changes to school zones

## **9. REPORT AUTHOR DETAILS**

Andrew Jones  
Service Manager, Assets & Finance

Tel: (01224) 523042

## **Appendix 1**



### **CONSULTATION REPORT St Machar Academy and Northfield Academy Rezoning**

This Consultation Report has been compiled in response to the recent public consultation on the proposal to make changes to the secondary school zones for an area of housing within Northfield in Aberdeen. The document summarises the responses received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

#### **Proposal:**

**To rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone.**

Should this proposal be accepted, it is intended that the changes would be implemented from 1st August 2017.

## **1. METHODOLOGY**

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

## **2. INVOLVEMENT OF STAKEHOLDERS**

### **2.1 Public Event**

A public consultation event was held on 19 May 2016 to discuss the proposals. The event took place at Manor Park School commencing at 7.00pm. The event was not attended by any members of the public or any other consultees.

### **2.2 Comments Received**

No written comments were received from members of the public in response to this consultation. One response was received from the Council's Transport Strategy and Programmes Team, who expressed their support of the proposal, given that it would:

- *“Reduce the distance most of the affected pupils will have to travel to reach secondary school, making them more likely to adopt sustainable modes of transport, particularly walking and cycling, for the journey to school, in keeping with the aims and objectives of the Council’s Local Transport Strategy and emerging Active Travel Action Plan; and*
- *Have safety benefits for the affected pupils by reducing the number of busy roads that must be negotiated on the journey to school, particularly the crossing of North Anderson Drive.”*

### **Education Scotland Report**

An essential element of the statutory consultation process is the involvement of Education Scotland whose report is provided as Annex A of this Consultation Report.

In its report, Education Scotland noted that the proposal put forward is of clear educational benefit to children attending both schools, and that if implemented, it would ensure that children who attend either of these schools are able to attend the same secondary school. The report highlights that this will improve children’s social support and provide better continuity in learning as they move to secondary school.

In commenting on the discussions that HM Inspectors had with staff, pupils and parents of the two schools, the report states that stakeholders were positive and saw the benefits of the proposal, and that staff at Manor Park School felt the proposal would help to improve planning for children’s learning as they move to secondary school.

The report also highlighted a slight concern from senior staff at Northfield Academy regarding the available classroom space at the school as the school roll increases, given that this space is currently being used by the Council’s Music Service.

### **3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT**

With regard to the slight concerns raised by Northfield Academy staff in relation to the available space at the school, the Council's school roll forecasts show that there is sufficient space within the school to accommodate the increase in pupil numbers which would be anticipated as a result of this proposal being implemented.

It is recognised however that some of this available space is currently used by the Council's Music Service, and officers will therefore work with the Music Service and the School to review the current arrangements and identify alternative facilities for the Music Service, should this be required in future.

### **4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS**

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 19 May, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers are satisfied that no comments have been received which would have caused them to review the merits of the proposals to rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone.

### **5. RECOMMENDATION**

It is recommended that the Education and Children's Services Committee agrees to implement the proposals to:

Rezone an area of housing within the Manor Park and Bramble Brae School zones, from the St Machar Academy zone to the Northfield Academy zone.

Should this proposal be accepted, it is intended that the changes would be implemented from 1st August 2017.

**Gayle Gorman**  
**Director of Education and Children's Services**  
**November 2016**

## REPORT FROM EDUCATION SCOTLAND

### **Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to rezone an area of housing within the Manor Park and Bramble Brae Schools zones, from the St Machar Academy zone to the Northfield Academy zone.**

#### **1. Introduction**

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to rezone an area of housing within the Manor Park and Bramble Brae Schools zones, from the St Machar Academy zone to the Northfield Academy zone. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

#### 1.2 HM Inspectors considered:

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

#### 1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 19 May 2016 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related

consultation documents, written and oral submissions from parents and others; and

- visits to the site of Bramble Brae School, Manor Park School, Northfield Academy and St Machar Academy, including discussion with relevant consultees.

## **2. Consultation Process**

2.1 Aberdeen City Council undertook the consultation on its proposal(s) with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The consultation process ran from 9 May 2016 until 20 June 2016. During this period the council held a public meeting in Manor Park School on 19 May 2016. No consultees or members of the public attended the meeting. The relevant schools made parents and pupils aware of the consultation. The consultation documentation was published on the Aberdeen City Council website and made available in a number of locations across the city. Alternative formats and languages were available on request. The council received no responses to the proposal.

## **3. Educational Aspects of Proposal**

3.1 The proposal has clear educational benefits. It will ensure that all children who attend Bramble Brae School or Manor Park School are able to attend the same secondary school. This will improve children's social support and provide better continuity in learning as they move into secondary school. The proposal will improve the long-term viability of both secondary schools, providing opportunities to plan better for transitions from primary school into secondary school. In Northfield Academy, the increasing numbers will provide improved opportunities for peer support. The short-term decrease in the roll of St Machar Academy will help to maintain pupil numbers below its maximum capacity and support the delivery of the curriculum in more suitable spaces.

3.2 All pupils, parents and staff who met with HM Inspectors were very positive about the proposal. They saw the benefits of changing the school zones and supported strongly what they saw as sensible and appropriate proposals. In particular, staff in Manor Park School thought the proposal would help to improve the planning for children's learning as they moved to secondary school. All parents agreed that the proposal would improve safety for young people walking to secondary school. Senior staff in Northfield Academy had a slight concern that the council's music service, currently housed in vacant classrooms in the school, might have an impact on the school as the roll increases.

## **4. Summary**

Aberdeen City Council's proposal to rezone an area of housing within the Manor Park and Bramble Brae Schools zones, from the St Machar Academy zone to the Northfield Academy zone has strong educational benefits. There is potential for children to have smoother progression in learning and to be taught in schools which

have appropriate rolls for the size of the buildings. Senior staff in Northfield have a small but reasonable concern about the impact of the presence of the council's music service in the school as the roll increases. The council needs to set out how it will work with the school to ensure this does not impact negatively on learning and teaching.

**HM Inspectors  
Education Scotland  
August 2016**



## **Appendix 2**



### **CONSULTATION REPORT**

#### **Broomhill School, Airyhall School and Ferryhill School Dual Zones**

This Consultation Report has been compiled in response to the recent public consultation on the proposal to make changes to the school zones for Broomhill School, Airyhall School and Ferryhill School in Aberdeen. The document summarises the responses received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

#### **Proposals:**

1. To remove an area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, from 1 August 2017.
2. To remove an area of dual school zoning for Broomhill School and Ferryhill School, and to include this area within the zone for Ferryhill School only, from 1 August 2017.

### 3. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

### 4. INVOLVEMENT OF STAKEHOLDERS

#### 2.1 Public Event

A public consultation event was held on 18 May 2016 to discuss the proposals:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Recorded Attendees</i>
18 May 2016	7- 8 pm	Broomhill School	<ul style="list-style-type: none"><li>• 10 parents of pupils at Broomhill School</li><li>• 2 staff members at Broomhill School</li><li>• 6 parents of pupils at Airyhall School</li><li>• 3 Aberdeen City Council officers</li></ul>

#### 2.2 Comments Received

The following written submissions were received:

<i>Format</i>	<i>Number of submissions</i>
E-mail	8
Letters	1
Comment Forms	10

The letter noted in the table above was a duplicate of one of the emails received, and one of the comment forms included in the above numbers contained a collective response from Airyhall School's parent council.

The submissions, anonymised as necessary, are available on the Council's website: [www.aberdeencity.gov.uk/broomhilldualzones](http://www.aberdeencity.gov.uk/broomhilldualzones).

#### 2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

##### Comments relating to Proposal 1 (Broomhill / Airyhall Dual Zone)

Airyhall School's Parent Council submitted a collective response to the consultation. In this response, it was explained that two of the fourteen parent members objected to Proposal 1, and that the Parent Council had received correspondence from five further families living in the dual zone area who also objected to the proposal.

Comments received from the Parent Council, and from individual respondents, included:

- The Parent Council welcomed the news that children living in the Airyhall / Broomhill dual zone area already attending Airyhall School, and also their younger siblings, will be able to continue to attend the school if the zones are changed.
- One respondent who supported the proposal to remove the dual zone commented that they felt that dual zones are unfair, as it means that some parents have a choice about which school their children attend, and others do not.
- Several respondents expressed concern about the increased distance that children would need to travel to get to school, as a result of the proposal.
- Several respondents were also concerned about road safety, highlighting the fact that children from the Broomhill / Airyhall dual zone area would be required to cross up to 10 road junctions and also the A90 South Anderson Drive, in order to attend Broomhill School.
- Respondents also highlighted potential difficulties with parking at Broomhill School, if the proposal was implemented, and several respondents noted that the Broomhill School area is often busy with traffic, and that implementing the proposal would see an increase in this traffic.
- Some respondents noted concerns about the impact on house prices as a result of the proposal, as they felt that rezoning the Airyhall / Broomhill dual zone area to Broomhill School would result in house prices in this area falling.
- Respondents also pointed to the fact that the pupil roll forecast figures presented in the proposal document showed that there would be no significant impact on the schools if the proposals were adopted. One respondent felt that changes should not be made simply to allow for the more accurate prediction of school rolls in the future, as this was purely an administrative reason.
- Two respondents pointed out that the proposals were based on 2013 school roll figures, and that this was when the local economy was at its peak; it was felt that the economic situation in the city is different now, and that this would have an impact on the actual pupil rolls at the schools.
- It was felt that the proposal if accepted would overrule a decision made in 2013 about the school zoning for the Airyhall / Broomhill dual zone area, and that this sets a dangerous precedent, as the Council could overrule other agreed proposals if it so wished.
- One respondent suggested that most children in the Broomhill / Airyhall dual zone area choose to attend Airyhall School.
- A small number of respondents felt that the Council had not done enough to communicate the proposals with parents of children likely to attend the affected schools in future.

- One respondent pointed out that this is the third proposal this year for changes to school zones which affect Airyhall School, and asked why these could not have been considered together. The respondent was concerned that some parents at the school may have been less inclined to respond to this consultation, given that they have already been asked to respond to previous consultations.

#### Comments relating to Proposal 2 (Broomhill / Ferryhill Dual Zone)

- A respondent expressing their support for this proposal welcomed the fact that removing the dual zone arrangements for Broomhill and Ferryhill Schools would remove any ambiguity regarding school zoning.
- One respondent from the Broomhill / Ferryhill dual zone area explained they had paid a higher price for their property in order to live in a dual zone area, and that removing the dual zoning arrangement would result in the value of the property being reduced.
- Several respondents expressed concern about the increased distance that children would need to travel to get to school, as a result of this proposal.
- A number of respondents raised road safety concerns regarding children walking from the Broomhill / Ferryhill dual zone area to Ferryhill School, as this would require pupils to cross a dual carriageway.
- Respondents also highlighted potential difficulties with parking at Ferryhill School, if the proposal was implemented.
- One respondent, whilst supportive of the overall proposals, highlighted a concern about a drop in pupil numbers at Broomhill School as a result of the proposal, as it was felt that this would leave the school vulnerable.
- One respondents also noted that most children in the Broomhill/Ferryhill dual zone choose to go to Broomhill School.
- It was also felt by one respondent commenting on this proposal that the figures presented in the proposal document did not give a clear picture.

#### Alternative Proposal

A small number of respondents suggested that as an alternative to the proposals put forwards, and taking into consideration the concerns about road safety with pupils walking from the Broomhill / Ferryhill dual zone area to Ferryhill School, that this dual zone area should instead be zoned to Broomhill School only. It was felt that Broomhill School would have sufficient capacity to accommodate children from both of the existing dual zone areas.

#### **2.4 Education Scotland Report**

An essential element of the statutory consultation process is the involvement of Education Scotland, whose report is provided as Annex A of this Consultation Report.

In its report, Education Scotland noted that the proposals put forward by the Council would be of educational benefit in the long term, and that all three schools could continue to have sustainable and viable pupil rolls which would allow the schools to plan accordingly and ensure effective teacher numbers.

All management, teaching and support staff who met with HM Inspectors were reported to have been in support of the proposals, and that they could not see any negative impact on either staff or existing pupils.

The report highlighted the concerns of some parents and staff regarding road safety and longer journey times, should the proposals be accepted, and it also referred to comments made by parents who questioned the validity of the pupil projection data relating to the proposals, and their requests for information regarding the numbers of children currently living in the dual zones who attend each of the affected schools.

Finally the Education Scotland report noted that the Council should provide reassurance to parents and take steps to allay their concerns by ensuring that there are safe routes to schools where children have to cross major roads. The report also highlighted the need for the Council to clarify the numbers of children from the dual zone areas who currently attend each of the three affected schools.

### **3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT**

The following paragraphs provide responses to the significant points raised during the consultation period.

#### **3.1 Increased distance to school and road safety concerns**

The walking distance to Broomhill School from the farthest point within the Broomhill / Airyhall dual zone area is approximately 1.3 miles, and the walking distance to Ferryhill School from the farthest point within the Broomhill / Ferryhill dual zone area is approximately 0.8 miles. Walking distances to school of less than 2 miles are generally considered to be acceptable for primary aged school pupils, so the maximum walking distances which would apply to children in both dual zone areas, should the proposals be accepted, are not considered to be a reason to discount the proposals.

A number of respondents to the consultation raised concerns about road safety. This included concerns about children living in the Broomhill / Airyhall dual zone area who would be required to cross the A90 South Anderson Drive in order to walk to Broomhill School.

It should be noted that approximately one third of the existing school zone for Broomhill School lies to the west of South Anderson Drive, so a significant number of children who attend Broomhill School already cross this road in order to travel to school each day. A school crossing patroller is employed to help children to safely cross South Anderson Drive close to its junction with Broomhill Road, using a puffin crossing which is installed at this location. A second school crossing patroller operates directly outside Broomhill School. The route for children in the dual zone area to walk to Broomhill School would be via the patrolled crossing on South Anderson Drive, and is therefore considered to be safe. This, therefore, would not be seen as a reason to discount the proposals.

Concerns were also raised by respondents about children living in the Broomhill / Ferryhill dual zone area, who would be required to cross the dual carriageway at Great Southern Road in order to walk to Ferryhill School. It is accepted that children would be required to cross this dual carriageway in order to walk to Ferryhill School. Whilst a puffin crossing is available on Great Southern Road close to its junction with Murray Terrace, which would be on the walking route from the dual zone to Ferryhill School, there is currently no school crossing patroller operating in this area to help children to cross the road safely.

The concerns raised by respondents to the consultation concerning this aspect of road safety are therefore accepted, and are considered sufficient reason to revisit the proposals for rezoning the Broomhill / Ferryhill dual zone area to Ferryhill School only. This is discussed further in section 3.9 below.

### **3.2 Parking difficulties and increased traffic at Broomhill and Ferryhill Schools**

It is acknowledged that an increase in pupil numbers at any school has the potential to lead to an increase in traffic near to the school at the beginning and end of each school day. However, children and parents are encouraged wherever possible to walk or cycle to school, to promote health and wellbeing, and in order to reduce the volume of traffic and increase road safety in the vicinity of schools. Increases in traffic in the streets near to Broomhill and Ferryhill Schools should therefore be avoided, or at least minimised, so this is not considered to be sufficient reason for discounting the rezoning proposals.

### **3.3 Impact on house prices and changes in local economy**

It is not possible to attribute an impact on property prices to these proposals specifically, and it would be inappropriate for the Council to comment on or take this into consideration when deciding whether the proposals should be accepted.

There was also a suggestion from respondents that the proposals were based on school roll figures which would now be out of date, due to changes in the local economy. Figures from the Council's 2014 school roll forecasts were used to calculate the likely changes in pupil rolls at the affected schools. This was the most recently available data, and is considered to be the most accurate data available for predicting likely changes in school rolls.

Due to the complexities involved in compiling pupil roll forecasts, it is not possible to make adjustments to this data to account for very recent changes in the local economy.

### **3.4 Lack of clarity regarding impact on pupil rolls**

It is accepted that the information provided within the proposal document regarding the anticipated impact on school rolls, if the proposals were to be accepted, could have been explained more clearly. Several queries were raised, focusing in particular on the suggestion in the proposal document that there would be a negligible difference in the numbers of pupils attending Airyhall School, if the changes were to be implemented.

In response to comments received on this matter during the consultation, further information and clarification was provided to the parent councils of each of the affected schools. It was explained that, when proposing changes to school zone areas, the likely impact on future school rolls was calculated using data from the Council's

published school roll forecasts. These forecasts are compiled using information from a range of sources, and by assessing population trends for each individual area of the city.

As with all other schools, the pupil roll forecasts for Airyhall, Broomhill and Ferryhill Schools were calculated using the 2014 school roll figures as a baseline, and adjusting these figures year on year to forecast the pupil rolls for the next seven years. These adjustments include:

- The estimated preschool population in the school zone;
- National birth rate projections for Aberdeen City;
- The estimated impact of any new housing developments in the school zone (if any);
- An adjustment to account for the fact that parents may choose for their child to go to a school out with the school zone;
- An adjustment to account for the fact that some children may go to a special, independent or Roman Catholic school.

With so many variables involved, the forecasts are only intended to give an indication of the changes in the numbers of pupils likely to be attending a school each year; these figures can only be estimates, rather than the actual numbers of children who will be attending a school in any given year.

The two dual zone areas for Broomhill, Airyhall and Ferryhill Schools are relatively small, with only a small number of residential properties within them, compared with the school zones as a whole, so it would be expected that the impact on the school roll forecasts as a result of zoning these areas to one school rather than two, would be very small.

Consequently, the differences in the forecast figures for Airyhall School, as a result of the proposed changes, were calculated to be too small to be statistically significant, and were therefore presented in the proposal paper as zero.

### **3.5 Overturning decisions made in 2013**

The decision made in 2013, as part of the primary school estates review, was to formally consult on a recommendation to rezone the Broomhill / Airyhall dual zone area to Airyhall School only. No decision was made at that time on the rezoning itself, as such changes are always subject to formal public consultation.

Since 2013, the school roll at Airyhall School has continued to grow beyond its intended capacity, and forecasts show that this trend will continue for several years. When preparing to launch the public consultation, officers therefore considered that, given that Broomhill School is predicted to have spare capacity for at least the next seven years, it would be more prudent to propose rezoning the dual zone area to Broomhill School, rather than to Airyhall School.

### **3.6 Numbers of children attending each affected school**

Currently, the majority of the children who live in the Broomhill / Airyhall dual zone area attend Airyhall School, with a minority attending Broomhill School. The majority of children from the Broomhill / Ferryhill dual zone area currently attend Broomhill School, with the minority attending Ferryhill School.

It was not possible to share the actual numbers of pupils attending the schools from the two dual zone areas as part of the public consultation process, as given that the numbers involved are very small, officers were concerned that this may have made it possible to use the data to identify individual children, and to ascertain details of the areas they live in and the schools they attend.

All of the children currently living in the dual zones would be entitled to remain at their current school, should the proposed changes to the school zones be approved. Additionally, any younger siblings of these children who have not yet reached school age, would also be entitled to attend the same primary school, in order to keep family groups together. Consequently any changes will not have any effect on existing pupils at the affected schools, or on their younger siblings.

### **3.7 Communicating proposals to prospective parents**

Whilst officers attempted to publicise the launch of the public consultation as widely as possible, it is acknowledged that some parents of children who had not yet reached school age and who were likely to be attending one of the affected schools in the future, may not have received information about the proposals.

Notice of the consultation was published in local newspapers at the start of the consultation period, and copies of the proposal document were made available on the Council's website, and in hard copy at the schools affected by the proposals, and at Marischal College, Central Library, Airyhall Library, Ferryhill Library and Ferryhill Community Centre.

However it is accepted that some parents of prospective pupils may not have seen the notices through these channels, and officers are therefore reviewing practices in order to improve communication and ensure that proposals can be publicised more widely in future.

### **3.8 Multiple proposals affecting Airyhall School**

It is accepted that several consultations on rezoning for schools in Aberdeen City this year have affected Airyhall School, and that this has meant that parents, pupils and staff at the school have been asked several times to submit their comments on different sets of proposals.

Whilst it may have been possible to group these proposals together into one consultation document, officers considered that the individual proposals put forwards in these consultations covered fairly complex issues. It was felt that it would have been difficult to explain and discuss each issue clearly enough and in sufficient detail to obtain high quality feedback on each of them, had they been considered together.

Moreover, each set of proposals also affected a number of other schools in the City, and considering them together would have required formal consultation with a large number of school communities at the same time. It would have been difficult to do this effectively using the staff resources which were available to support the consultations.

### **3.9 Alternative Proposal**

Several respondents put forward an alternative proposal to rezone the Broomhill / Ferryhill dual zone area to Broomhill School only, as opposed to zoning the area to Ferryhill School only.



Given that the concerns raised regarding the safety of children crossing the Great Southern Road dual carriageway appear to be justified, officers have reconsidered this aspect of the original proposals, and investigated the feasibility of rezoning both the Broomhill / Airyhall dual zone and the Broomhill / Ferryhill dual zone to Broomhill School only.

The impact on the pupil roll at Broomhill School, if both dual zone areas were to be rezoned to Broomhill, is illustrated below:

	<b>Forecast Pupil Numbers</b>						
	2016	2017	2018	2019	2020	2021	2022
Broomhill School (current arrangements)	400	393	392	392	381	381	381
Broomhill School (including whole of Airyhall dual zone and whole of Ferryhill dual zone) from 2017	N/A	400	404	411	406	410	411

The pupil capacity of Broomhill School is 420, and the figures above indicate that, if both the Broomhill / Airyhall dual zone and the Broomhill / Ferryhill dual zone were rezoned to Broomhill School only, there would be sufficient capacity within the school to accommodate the additional pupils expected to attend the school in the foreseeable future.

The impact on the pupil roll at Ferryhill School, if the Broomhill / Ferryhill dual zone area was to be rezoned to Broomhill, is illustrated below:

	<b>Forecast Pupil Numbers</b>						
	2016	2017	2018	2019	2020	2021	2022
Ferryhill School (current arrangements)	342	343	333	333	330	317	317
Ferryhill School (excluding Broomhill dual zone) from 2017	N/A	329	318	318	313	305	304

The pupil capacity at Ferryhill School is 387. The figures above indicate that there would be a reduction of approximately 15 pupils at the school, as a result of rezoning the Broomhill / Ferryhill dual zone to Broomhill School only.

Having carefully considered the comments received during the consultation, and having looked at the pupil roll forecast figures shown above, officers felt that it would be appropriate to implement a revision to the proposals for rezoning the Broomhill / Ferryhill dual zone, so that this dual zone area becomes part of the Broomhill school zone only. The proposals for the Broomhill / Airyhall dual zone will remain unchanged.

The revised proposals are set out in the section below.

#### **4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS**

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, oral representations made to it at the public meeting held on 18 May, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report requires to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers have revised the original proposal which was issued for public consultation and recommend that the Broomhill School / Ferryhill School dual zone area is rezoned to Broomhill School only, whilst the Broomhill School / Airyhall School dual zone area is also rezoned to Broomhill School only, both with effect from 1 August 2017.

#### **5. RECOMMENDATION**

It is recommended that the Education and Children's Services Committee agrees to implement the proposals to:

1. remove an area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, from 1st August 2017.
2. remove an area of dual school zoning for Broomhill School and Ferryhill School, and to include this area within the zone for Broomhill School only, from 1st August 2017.

**Gayle Gorman**  
**Director of Education and Children's Services**  
**November 2016**

**REPORT FROM EDUCATION SCOTLAND**

**Report by Education Scotland addressing educational aspects of the following proposals by Aberdeen City Council. Proposal 1: remove the area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, from 1 August 2017.**

**Proposal 2: to remove an area of dual school zoning from Broomhill School and Ferryhill School, and to include this area within the zone for Ferryhill School only, from 1 August 2017.**

**5. Introduction**

5.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to remove the area of dual school zoning for Broomhill School and Airyhall School, and to include this area within the zone for Broomhill School only, from 1 August 2017. Also to remove an area of dual school zoning from Broomhill School and Ferryhill School, and to include this area within the zone for Ferryhill School only, from 1 August 2017.

5.2 Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

5.3 HM Inspectors considered:

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

1.4 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 18 May 2016 at Broomhill School in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of Broomhill School, Ferryhill School and Airyhall School, including discussion with relevant consultees.

## 2. Consultation Process

2.1 Aberdeen City Council undertook the consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The formal consultation ran from 9 May 2016 until 20 June 2016. The council posted the consultation document on its website. Copies of the document were distributed to local libraries and made available at Broomhill School, Ferryhill School and Airyhall School. Notice of the issuing of the proposal document was issued to parents of every pupil in attendance at Broomhill School, Ferryhill School and Airyhall School and to all parent council groups. In addition the consultation document was issued to council officers, Members of the Scottish Parliament, the Member of Parliament for the area and to Education Scotland.

2.3 Eighteen stakeholders attended a public meeting at Broomhill School on 18 May 2016. A number of concerns were raised by those present relating to the proposals. These included children having to undertake longer journeys and having to cross major roads at peak times. The council received 13 written responses from interested parties relating to Proposal 1. More than half were not supportive. The main concerns expressed related to increased distance, the safety of children in relation to crossing major roads and also the potential negative impact on local house prices. A written submission on behalf of Airyhall Parent Council queried the statistical data provided, in particular the lack of clarity regarding the numbers of children from the current dual zone who currently attend Airyhall School and Broomhill School. In terms of Proposal 2 the council received two written responses. These did not support the proposal citing road safety concerns relating to children crossing a major road and also increased distance to travel to Ferryhill in comparison to current distance to Broomhill.

## 3. Educational Aspects of Proposal

3.1 The council has set out a reasonable case for the proposed changes to the school zoning for Broomhill, Ferryhill and Airyhall Schools. In arriving at its proposals it gave good consideration to the significant housing developments in and around the Countesswells Road area to ensure sufficient capacity at Airyhall School. It also gave good consideration to current and planned occupancy at Broomhill School and Ferryhill School to make best use of availability capacity. Proposals 1 and 2 will help the council secure best value by

addressing capacity issues in its school estate. There is no detriment for families with children currently attending Broomhill, Ferryhill and Airyhall Schools. It ensures all three schools, in particular Airyhall School work within capacity in the coming year. It also ensures each school has sustainable and viable pupil rolls which will allow schools to plan accordingly and ensure effective teacher staffing numbers and learning and teaching is maintained.

3.2 A very small number of parents from Broomhill and Ferryhill Schools met with HM Inspectors. Overall they were supportive of both proposals. They liked that the zones would now be clearer. Parents from both schools thought Proposal 1 would offer children in the current dual zone area safe access to Broomhill School along a well maintained route. They did not see any negative impact on Broomhill School as the number of houses in the dual zone areas were reasonably small. Ferryhill Parent Council were supportive of Proposal 2. However, both Broomhill and Ferryhill parents acknowledged concerns regarding the safety of children who walk to school having to cross Great Southern Road under Proposal 2. Broomhill School parents queried the validity of the pupil projection data relating to the proposals. The lack of information on how many children from the dual zone areas currently attend Broomhill and Ferryhill Schools was seen to be unhelpful.

3.3 A very small number of parents from Airyhall School met with HM Inspectors. They felt Proposal 1 would help address potential capacity issues within Airyhall School as a result of current and planned housing developments. The Parent Council had received seven objections from parents. A key issue was the safety of children travelling from the current dual zone area on foot or cycle to Broomhill School.

3.4 All management, teaching and support staff from Broomhill, Ferryhill and Airyhall Schools who met with HM Inspectors supported both the proposals. They did not see any negative impact on either staff or existing pupils. They acknowledged that all three schools currently have capacity to accommodate any additional numbers the proposed zoning changes might generate. However, Broomhill School staff expressed concerns about the safety of children walking on a busy road to Ferryhill School under Proposal 2.

3.5 Children at Broomhill School who met with HM Inspectors were not fully aware of the proposals. Whilst they welcomed the opportunity to make new friends they expressed concerns about Broomhill School's ability to accommodate more children due to current class sizes. They were also concerned about the impact any changes might have on children being able to walk to school safely.

## **4. Summary**

4.1 The council's proposals are of educational benefit in the long term. Proposals 1 and 2 will help the council secure best value by addressing capacity issues in its school estate. There is no detriment for families with children currently attending Broomhill, Ferryhill and Airyhall Schools. It ensures all three schools, in particular Airyhall School, work within capacity in the coming year. It also ensures each school has sustainable and viable pupil rolls which will allow schools to plan accordingly and ensure effective teacher staffing numbers and learning and teaching is maintained.

4.2 In its final consultation report, the council needs to offer reassurance to existing parents in the former dual zone areas who already have children at all three schools and also have younger children about future choices. The council

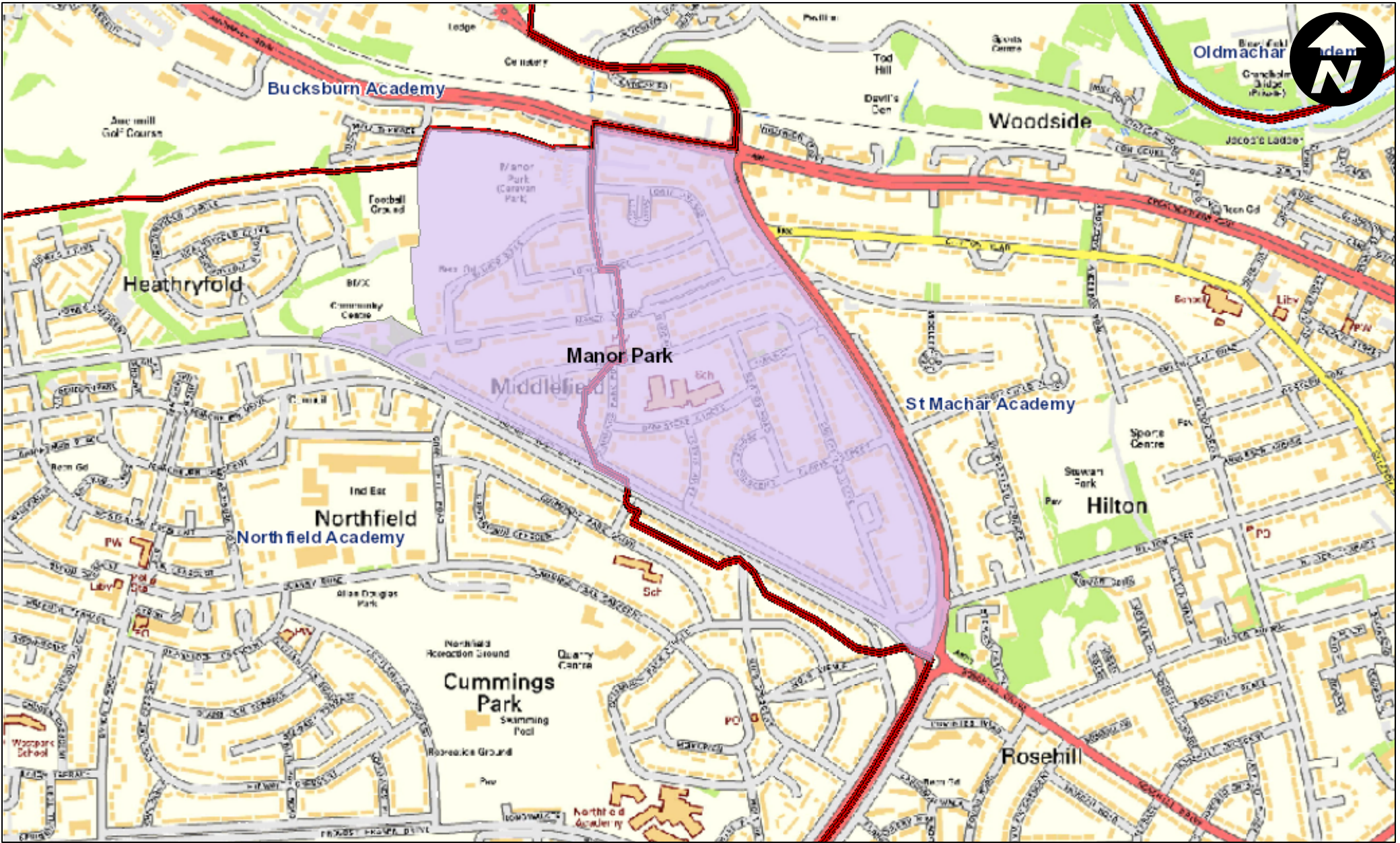
should also take steps to allay the concerns of parents and children by ensuring safe routes to schools where children will have to cross major roads. It should also address the lack of clarity regarding the specific numbers of children from the current dual zone who currently attend Ferryhill School, Airyhall School and Broomhill School and share this information with parent bodies.

**HM Inspectors**  
**Education Scotland**  
**August 2016**

### **Appendix 3**

**Maps illustrating the affected school zones (see below)**





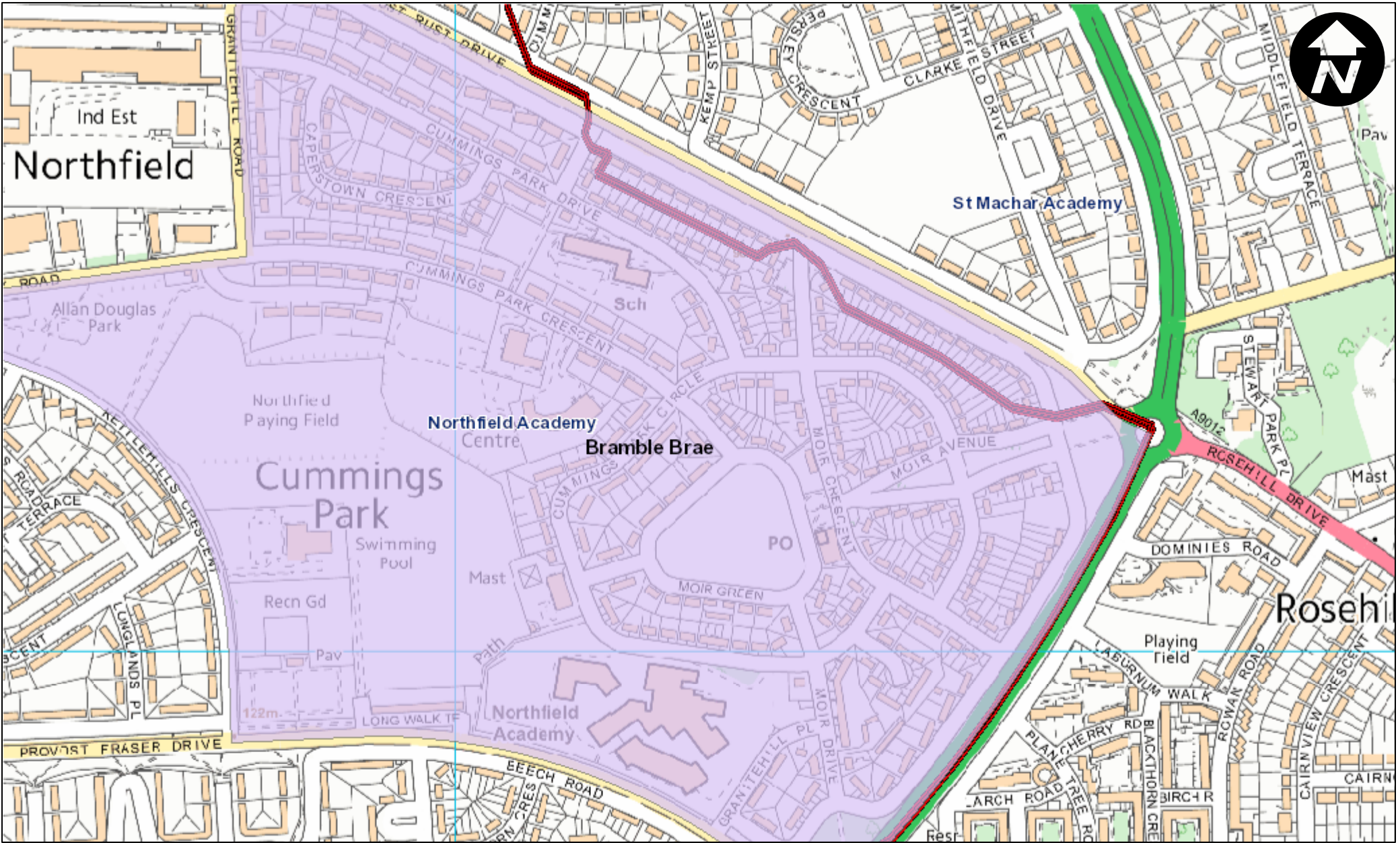
Manor Park School Zone

0 210 420 840 Metres

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Bramble Brae School Zone

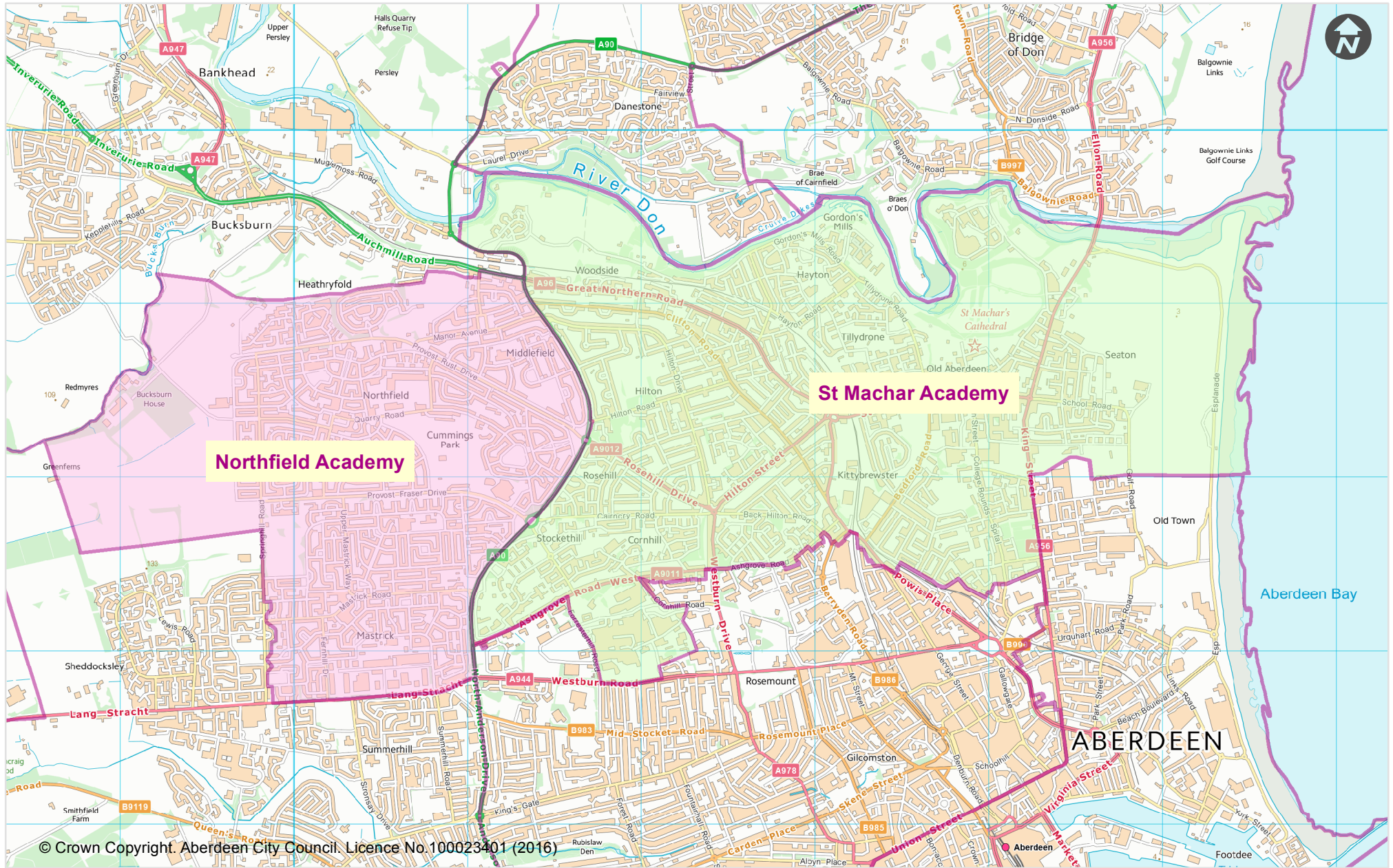


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# Proposed School Zones for Northfield Academy and St Machar Academy



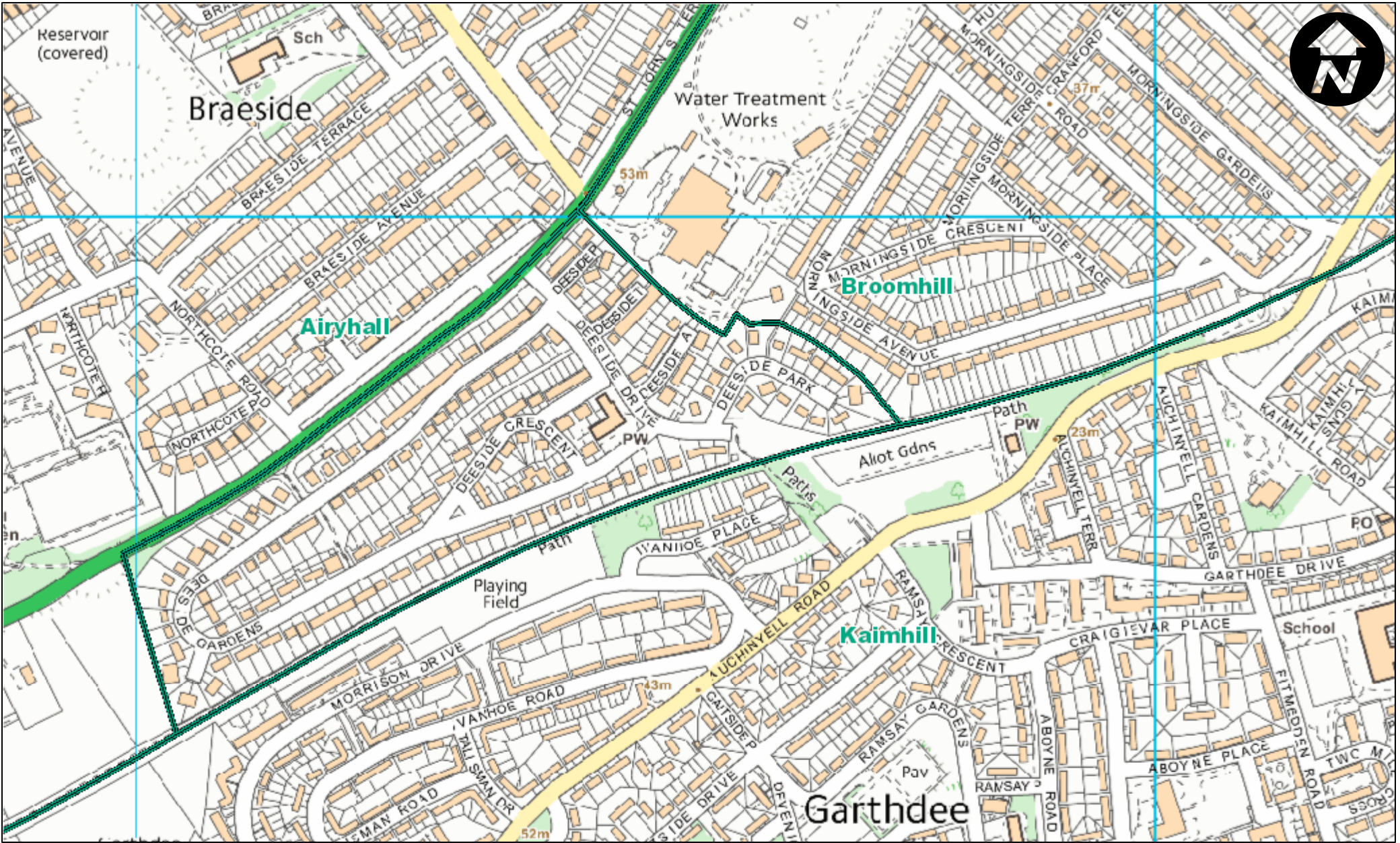
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Date: April 2016







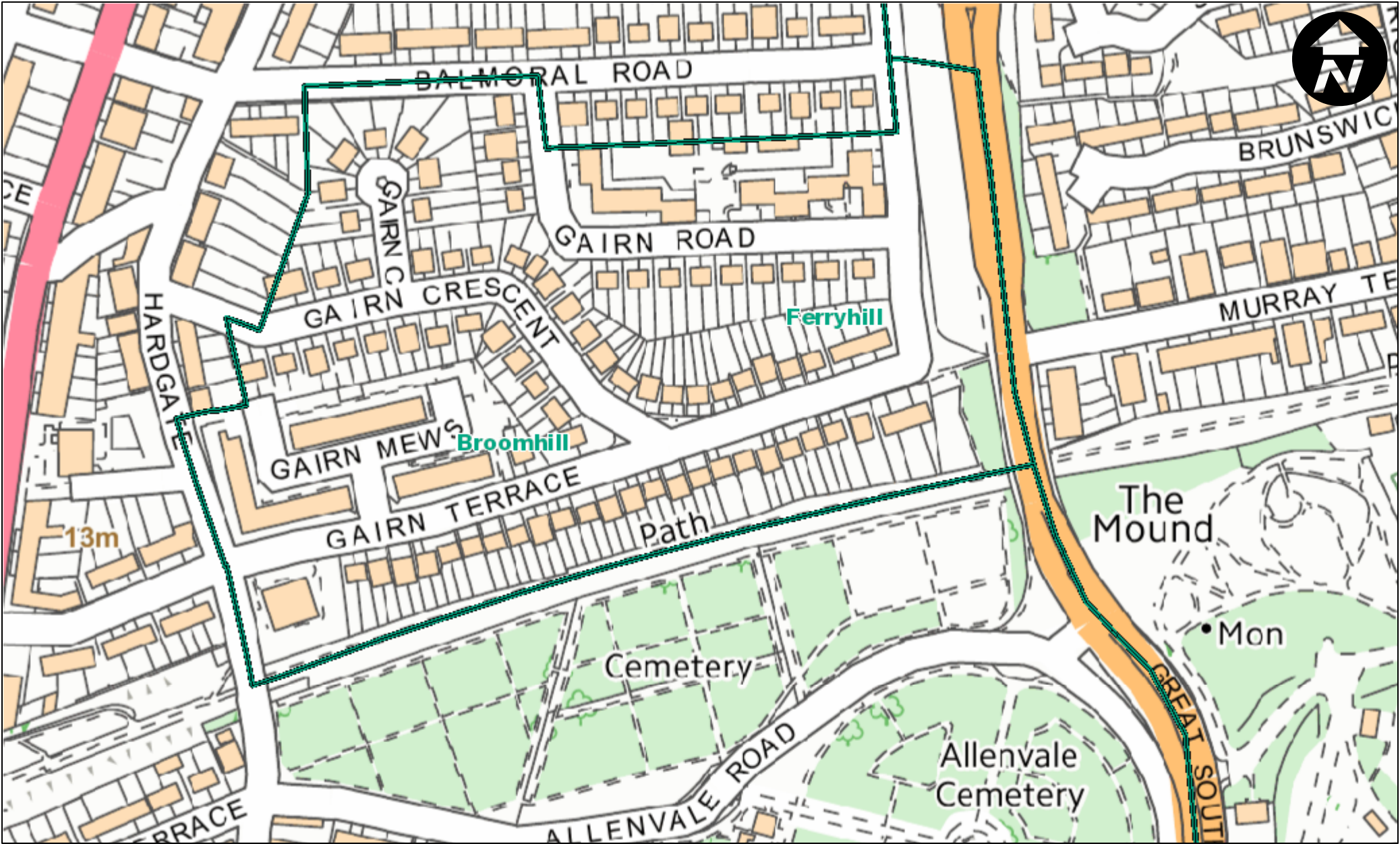
Current Airyhall/Broomhill Dual Zone



1:5,000

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Current Broomhill/Ferryhill Dual Zone



1:2,500

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7- EHRIA Summary and Action Planning				
<b>Report Title</b>	Statutory Consultation – Consultation Reports on the proposals to make changes to the school zone boundaries for Northfield Academy and St Machar Academy, and to remove two areas of dual zoning between Broomhill School, Airyhall School and Ferryhill School.			
<b>Assessment not required</b>	<b>Evidence</b>			
<b>Assessment completed</b>	<b>As a result of completing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes which were identified.</b>			
<b>Identified Risk and to whom:</b>	<b>Recommended Actions:</b>	<b>Responsible Lead:</b>	<b>Completion Date:</b>	<b>Review Date:</b>
None				

**8: Sign off**

<b>Completed by (Names and Services) :</b>	Andrew Jones, Service Manager, Assets and Finance, ECS.
<b>Signed off by (Head of Service) :</b>	Euan Couperwhite, Head of Policy, Performance and Resources, ECS.
<p>Only sections 7 and 8 will be attached to the committee report</p> <p>The full EHRIA will be published on Aberdeen City Council's website under <a href="http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp">http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp</a></p> <p>Please send an electronic format of the full EHRIA without signature to <a href="mailto:sandrab@aberdeencity.gov.uk">sandrab@aberdeencity.gov.uk</a></p>	

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Approval to tender for statutory school inspection, equipment maintenance and repair services</b>
REPORT NUMBER	<b>ECS/16/068</b>
CHECKLIST COMPLETED	<b>YES</b>

---

### 1. **PURPOSE OF REPORT**

The purpose of this report is to seek the approval of the Committee to conduct procurement processes to enter into Contracts for equipment inspection, maintenance and repair services for a variety of educational, outdoor play and PE equipment in schools.

### 2. **RECOMMENDATION(S)**

It is recommended that the Committee:

- (a) instructs officers of Education and Children's Services and Commercial and Procurement Services, in collaboration with Aberdeenshire Council, to conduct an open tender process for the Provision of Educational Equipment Inspections for a variety of equipment within schools; and
- (b) instructs officers of Education and Children's Services and Commercial and Procurement Services, in collaboration with Aberdeenshire Council, to enter into Call Off Contract(s) under the ESPO (Eastern Shires Purchasing Organisation) Framework Agreement 107 for the Provision of PE & Fitness Equipment Inspections within schools, leisure sites and community centres and Framework Agreement 115 for the Provision of Outdoor Play Equipment Inspections within schools; and
- (c) approves the estimated expenditure for these procurements as detailed in Section 3 of this report.

### 3. **FINANCIAL IMPLICATIONS**

Officers are proposing to enter into a collaborative arrangement with Aberdeenshire Council to procure the services described in this report. By collaborating to increase buying power, the purchase of services can be negotiated at better value for money in order to seek best value.

Based on current spend information regarding this provision it is estimated that the annual spend for Aberdeen City Council resulting from the proposed contract(s) would be as follows:

Educational Equipment Inspections £80,000 per annum; with a proposed contract duration of 3 years with the option to extend for a further two one year periods, the overall value of the contract to Aberdeen City Council will be £400,000.

PE & Fitness Equipment Inspections £15,000 per annum; with a proposed contract duration of 1 year with the option to extend for a further one year period, the overall value of the contract to Aberdeen City Council will be £30,000.

Outdoor Play Equipment Inspections £10,000 per annum; with a proposed contract duration of 1 year with the option to extend for a further one year period, the overall value of the contract to Aberdeen City Council will be £20,000..

All costs relating to the procurement would be met from existing Service budgets.

Full details of the estimated expenditure are contained within Appendix 1 of this report.

### 4. **OTHER IMPLICATIONS**

The procurement processes for each service described in this report shall be undertaken in accordance with the European Procurement Directives and the associated interpretative Scottish Regulations.

It is noted that the Council is legally obliged to carry out inspection, maintenance and repair under various British, European and other health and safety standards, e.g. PE equipment carries a high risk and requires to be inspected at least once a year.

Having contracts in place enables the Council to ensure that appropriately qualified companies carry out this work to the required standards whilst also providing best value.

Using an ESPO framework helps the Council meet best value and compliance with European and Scottish procurement legislation. They



are a public sector owned professional buying organisation that has vast experience in buying services on behalf of education providers.

## 5. **BACKGROUND/MAIN ISSUES**

On 19<sup>th</sup> April 2016 the Finance, Policy and Resources Committee considered a report from Education and Children's Services, which noted that exemption from the former Standing Orders relating to Contracts and Procurement had been granted for the procurement of inspection and servicing of school workshop equipment.

At the meeting Members expressed the view that a long term contract for this statutory annual inspection and servicing should be put in place, to ensure future compliance with Standing Orders (now superseded by the Aberdeen City Council procurement Regulations 2016).

There is a requirement for specific types of equipment in schools, including CDT (Craft, Design and Technology) machinery and PE equipment, to be inspected annually to ensure compliance with health and safety legislation.

Officers have therefore developed a procurement strategy for establishing contract(s), which would cover essential inspection and maintenance of a variety of equipment within schools and other establishments.

Commercial and Procurement Services colleagues advised that Aberdeenshire Council has a similar requirement, and it is therefore proposed that joint contract(s) with Aberdeenshire Council are entered into. The procurement process will be undertaken by Commercial and Procurement Services on behalf of Aberdeen City Council and Aberdeenshire Council.

Due to the nature of the equipment included, it is proposed that the joint contract(s) are split into the following three sections for the purposes of the procurement processes to be undertaken:

### 1. Educational Equipment including:

- Art equipment such as kilns & photography equipment
- Home Economics equipment such as sewing machines and cookers
- Science equipment including microscopes & centrifuges
- CDT equipment including lathes & band saws
- The contract for this section is anticipated to be awarded by September 2017.

## 2. Outdoor Play Equipment including:

- timber play equipment & multi-use games areas
- The contract for this section is anticipated to be awarded by November 2016

## 3. PE/Fitness Equipment

- The contract for this section is anticipated to be awarded by November 2016

Further detail on the background relating to each of these commodities is given in Appendix 1.

## 6. **IMPACT**

### **Improving Customer and Staff Experience**

Securing a contract for the services described in this report will help to ensure that all equipment used by pupils and staff within schools is safe and well maintained.

### **Improving our use of Resources**

Joint contract(s) for the services described in this report will help to ensure value for money for the Council by economies of scale. Ensuring school equipment is properly serviced and maintained will also help to extend the usable life of this equipment.

### **Corporate**

#### **Aberdeen the Smarter City**

- (i) We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- (ii) Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st Century.
- (iii) Again, working with partners, we will create a City of Learning which will empower individuals to fulfil their potential and contribute to the economic, social and cultural wellbeing of our communities.
- (iv) We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

### **Public**

A full Equality and Human Rights Impact Assessment was not required for this report.

## **7. MANAGEMENT OF RISK**

Risk analysis has been carried out within the sourcing strategies for each of the commodities to be included within the contract. A full risk register is included within the commodity strategy attached at Appendix 1 of this report.

There is also a legal risk if the Council does not implement this framework, as it would be unable to comply with the statutory obligations to inspect and maintain safe equipment.

## **8. BACKGROUND PAPERS**

Appendix 1

Commodity Strategy for the Provision of Equipment Inspection, Repair And Maintenance in Schools, Leisure Centres and Community Centres

## **9. REPORT AUTHOR DETAILS**

Andrew Jones  
Service Manager, Assets & Finance

Tel: (01224) 523042

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# COMMODITY STRATEGY

For the Provision of

Equipment Inspection, Repair & Maintenance in Schools,  
Leisure Centres and Community Centres

PE & Fitness Equipment – 1152/ACE/302

Outdoor Play Equipment – 1153/ACE/302

Educational Equipment Inspections – 1154/ACE/302

## Commodity Strategy Template

### 1. Introduction

UIG Lead shall provide the following high level information for the procurement including a brief description of the requirements of the project to be undertaken.

Contract Title / Ref	Lead Procurement Officer	Total Value of Contract(s)	Budget approved by customer (Y/N)
Equipment Inspection, Maintenance & Repair	Melanie Mackenzie	£980,000	Y

#### Brief Description of Procurement (considering purpose, criticality, sensitivities etc.)

Aberdeenshire Council and Aberdeen City Council have a requirement to procure Equipment Inspection, Maintenance and Repair Services for a variety of equipment within Schools, Community Centres and Recreation Facilities. Due to the nature of the equipment included this would be split into 3 parts for the purposes of the procurement processes to be undertaken.

The equipment included within the scope of this sourcing strategy is:

Educational Equipment Inspections including:

- Art Equipment including Kilns & Photography Equipment
- Home Economics Equipment such as Sewing Machines & Cookers (including those used in Community Centres)
- Science Equipment including Microscopes & Centrifuges
- CDT Equipment including Lathes & Band saws

Outdoor Play Equipment Inspections including:

- Outdoor Play Equipment including Timber Play Equipment & Multi Use Games Areas

PE/Fitness Equipment Inspections including:

- PE Equipment including PE/Fitness Equipment in Schools, Community Centres & Fitness Equipment within Recreation Facilities

This document describes the proposed strategy for procuring Equipment Inspection, Maintenance & Repair Services for Aberdeenshire Council and Aberdeen City Council.

## Objectives

Implementation of this strategy is intended to address the following key objectives:

- To ensure an appropriate contract(s) relating to the provision of Equipment Inspection, Maintenance & Repair Services is in place to ensure compliance with both internal financial regulations and procurement legislation.
- To ensure an appropriate contract(s) relating to the provision of Equipment Inspection, Maintenance & Repair is in place to ensure compliance with Health & Safety legislation.
- To ensure Equipment Inspection, Maintenance & Repair is carried out on a regular basis so the equipment is safe to use and certified as such if required.
- To ensure that Equipment Inspection, Maintenance & Repair services are carried out by appropriately qualified persons.
- In the current financial climate ensure that consideration is given to the fact that regular Inspection, Maintenance & Repair of Equipment could potentially lengthen the lifespan of the equipment.
- To consolidate requirements and leverage spend where possible to realise improvements in the value for money obtained in this provision.
- Support collaborative working between Aberdeen City and Aberdeenshire Council.
- Encourage resource sharing between Aberdeen City and Aberdeenshire Councils Education & Children's Services.
- Facilitate and foster relationships and forge new networks and collaborations.

In striving to achieve these objectives, the strategy will also seek to consider impacts upon:

- The need to ensure appropriate arrangements are in place for the provision of Equipment Inspection, Maintenance & Repair Services.
- The need to address certain specific needs of Aberdeenshire Council and Aberdeen City Council.

Each of the options considered will be tested against the impact on these objectives and considerations.

**2. Stakeholders, the User Intelligence Group (UIG) and Evaluation Panel**

Key stakeholders identified	List of UIG members (if applicable)	Evaluation Panel (who will evaluate bids from tenderers)
Commercial & Procurement Services	Melanie Mackenzie	Melanie Mackenzie (Commercial Evaluation)
Education & Children's Services - Aberdeenshire	Ian Stephen Gillian Innes Alan Donald	Ian Stephen Gillian Innes Alan Donald
Education & Children's Services – Aberdeen City	Ed McGann	Ed McGann



### 3. Current Contract Status & Spend Analysis

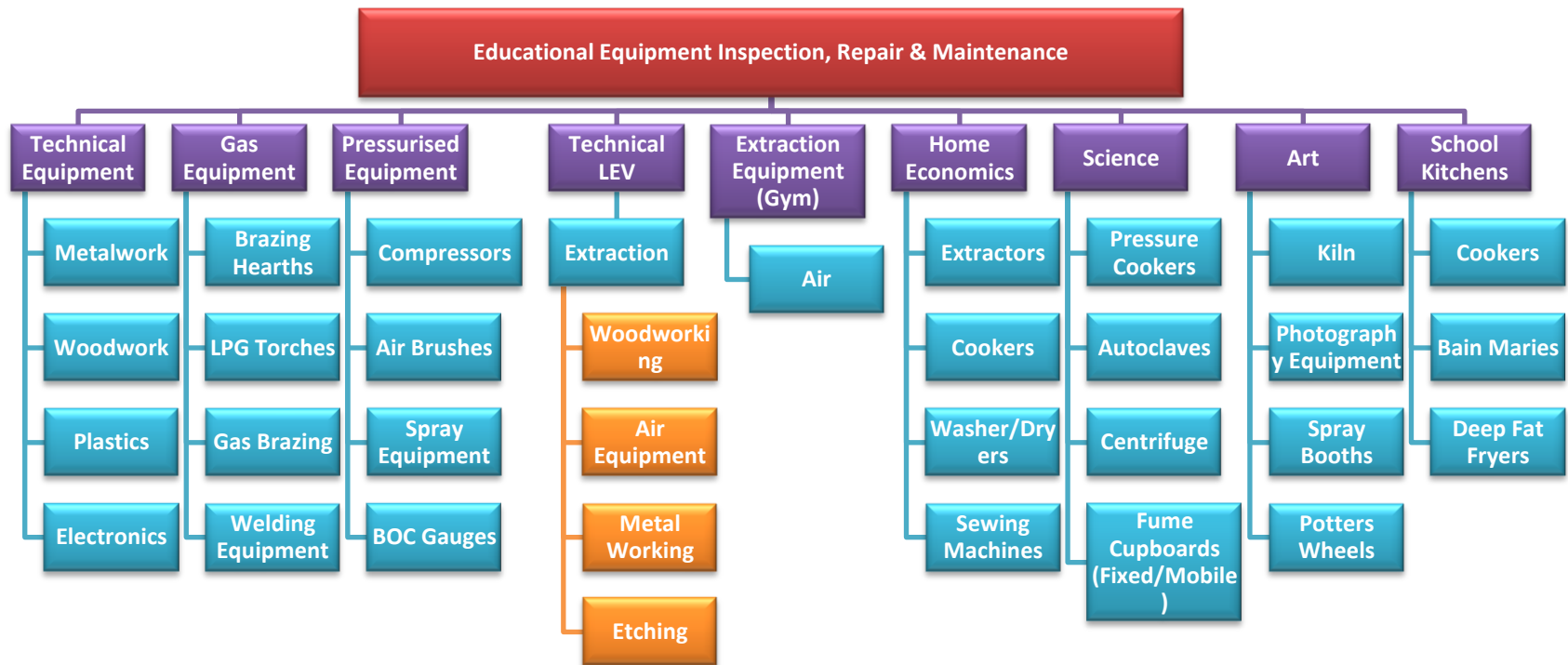
<b>Aberdeenshire Council</b>		
<b>Description (scope, type of contract, contract owner, supplier etc.)</b>	<b>Duration/Expiry</b>	<b>Value/Spend Per Annum (approx.)</b>
Art, Home Economics, Science & CDT Equipment Inspections – No contract	N/A	£90,000
PE Equipment Inspections	31/07/16	£20,000
Outdoor Play Equipment	N/A	£20,000
<b>Anticipated annual total</b>		<b>£130,000</b>

<b>Aberdeen City Council</b>		
<b>Description (scope, type of contract, contract owner, supplier etc.)</b>	<b>Duration/Expiry</b>	<b>Value/Spend Per Annum</b>
Art, Home Economics, Science & CDT Equipment Inspections – No contract	N/A	£80,000
PE Equipment Inspections	N/A	£15,000
Outdoor Play Equipment	N/A	£10,000
<b>Anticipated annual total</b>		<b>£105,000</b>

<b>Proposed Contract Values</b>			
<b>Description</b>	<b>Anticipated Annual Spend</b>	<b>Proposed Duration</b>	<b>Total Contract Value</b>
Educational Equipment Inspections	£170,000	3+1+1	£850,000
PE Equipment Inspections	£35,000	1+1	£70,000
Outdoor Play Equipment	£30,000	1+1	£60,000

#### 4. Commodity Profile

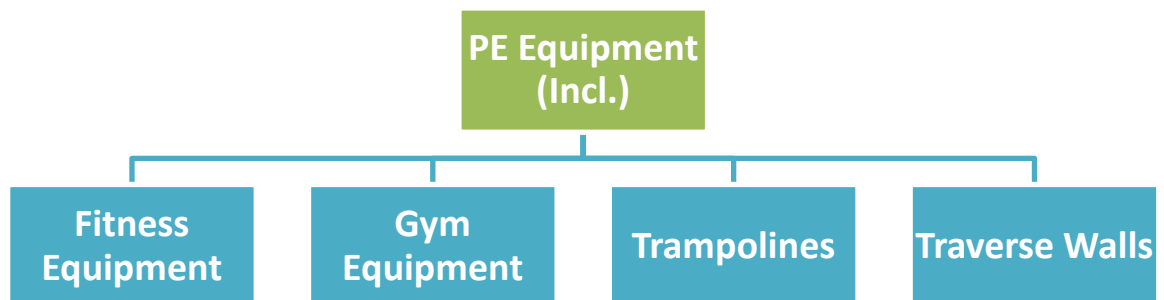
##### Educational Equipment Inspections



## Outdoor Play Equipment



## PE & Fitness Equipment



## **5. Supply Market**

### **Supply Market Analysis**

Details of research undertaken (sources/type of information analysed)

- UIG member's expertise and knowledge of the market
- Internet Research

### **Results/Outcomes of research**

#### Educational Equipment Inspections

The range of educational equipment which requires inspection is varied, research has identified that there are no available frameworks which cover inspection of the identified range of equipment.

Based on the assessment of the range of equipment it is unlikely that there will be any one supplier who can provide the service required. Therefore the intention is to split the contract into lots.

This will also provide SME's with an opportunity to bid for this contract.

#### Outdoor Play Equipment

ESPO have an available framework for Outdoor Play Equipment which includes Inspection & Maintenance. Use of the framework offers customers a quick, simple and competitive route to purchase a wide range of outdoor playground equipment for schools and public play areas, including Inspection & Maintenance Services.

All of the suppliers on the framework have been selected based on their experience and ability to provide customers with a comprehensive range of products that combine quality and value for money.

There is only one supplier who has been appointed to the framework for the provision of Inspection & Maintenance of Outdoor Play Equipment.

#### PE & Fitness Equipment Inspections

ESPO have an available framework for PE & Fitness Equipment Inspections. Use of the framework offers customers a quick, simple and competitive route to procuring the maintenance of all Gymnasium Equipment to the standards required in British Standards Specification BS1892 part II 1986/1991, in accordance with section 4 of the Health & Safety at Work Act 1974.

All of the suppliers on the framework have been selected based on their experience and ability to provide customers with a comprehensive range of products that combine quality and value for money.

There is only one supplier who has been appointed to the framework for the provision of PE & Fitness Equipment Maintenance in Scotland.

## 6. Risk Management – Identification and Assessment

Risk and Issues Register						
Risks/Issues identified						
ID	Owner	Description	Assessment Result (Probability/Impact)	Date of Assessment	Mitigating Actions	Next Review
1	Aberdeenshire & Aberdeen City Council	Pricing	L	05/07/16	Agreement on contract scope and definition.	
2	Aberdeenshire & Aberdeen City Council	Contract Spend Slippage	L	05/07/16	Ongoing review of spend and requirements.	
3	Aberdeenshire & Aberdeen City Council	Increase Supplier Management	L	05/07/16	Contract Management procedures to be built into specification and plan agreed.	
4	Aberdeenshire & Aberdeen City Council	Business Continuity	H	05/07/16	Business continuity measures to be built into specification and assessed as part of tender evaluation.	
5	Aberdeenshire & Aberdeen City Council	Timescales Not Met	M	05/07/16	Monitor timescales for procurement to ensure slippage is identified and addressed at an early stage.	
6	Aberdeenshire & Aberdeen City Council	Compliance with Legislation	H	05/07/16	Compliance with legislation to be built into specification.	

## 7. Option Summary with Benefits

### Educational Equipment Inspections

Option	Benefits	Risks	Potential Impacts	Recommendation
Develop Bespoke Contract	<ul style="list-style-type: none"> <li>• Firm commitment to supplier</li> <li>• Supplier commitment – incentive to support with better terms.</li> <li>• Specification is shaped by the council's requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Timescales to implement</li> <li>• Less Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	Developing a bespoke contract has been identified as the preferred option for this requirement; other options have been considered and discounted for various reasons with regards this provision.
Existing Framework	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	There are no appropriate framework agreements in place which could be utilised in relation to this requirement.
Continue Current Arrangements	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> <li>• Additional discounts for annual subscription</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing the current arrangement would breach internal and EU procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of challenge</li> </ul>	Continuing the current arrangements would breach internal financial regulations within both Councils and EU procurement regulations
Obtain Quotes	<ul style="list-style-type: none"> <li>• Less regulated.</li> <li>• Contracts in place quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Care required to be taken to ensure compliance with Standing Orders and relevant procurement legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential access by SME's</li> </ul>	Due to the anticipated value of the requirement, proceeding by way of obtaining quotes would breach internal financial regulations within both council's and EU procurement regulations.

## Outdoor Play Equipment

Option	Benefits	Risks	Potential Impacts	Recommendation
Develop Bespoke Contract	<ul style="list-style-type: none"> <li>• Firm commitment to supplier</li> <li>• Supplier commitment – incentive to support with better terms.</li> <li>• Specification is shaped by the council's requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Timescales to implement</li> <li>• Less Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	Use of an available framework has been identified as the most appropriate option for this requirement.
Existing Framework	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	Use of the ESPO Outdoor Play Equipment Framework Agreement has been identified as the most appropriate option.
Continue Current Arrangements	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> <li>• Additional discounts for annual subscription</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing the current arrangement would breach internal and EU procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of challenge</li> </ul>	Continuing the current arrangements would breach internal financial regulations within both Councils and EU procurement regulations
Obtain Quotes	<ul style="list-style-type: none"> <li>• Less regulated.</li> <li>• Contracts in place quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Care required to be taken to ensure compliance with Standing Orders and relevant procurement legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential access by SME's</li> </ul>	Due to the anticipated value of the requirement, proceeding by way of obtaining quotes would breach internal financial regulations within both council's and EU procurement regulations.

PE & Fitness Equipment

Option	Benefits	Risks	Potential Impacts	Recommendation
Develop Bespoke Contract	<ul style="list-style-type: none"> <li>• Firm commitment to supplier</li> <li>• Supplier commitment – incentive to support with better terms.</li> <li>• Specification is shaped by the council's requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Timescales to implement</li> <li>• Less Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	Use of an available framework has been identified as the most appropriate option for this requirement.
Existing Framework	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	<ul style="list-style-type: none"> <li>• Could limit choice</li> <li>• Potential negative impact on SME's</li> </ul>	Use of the ESPO Fitness Equipment Maintenance Framework Agreement has been identified as the most appropriate option.
Continue Current Arrangements	<ul style="list-style-type: none"> <li>• Reduction in timescales to implement</li> <li>• Additional discounts for annual subscription</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing the current arrangement would breach internal and EU procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of challenge</li> </ul>	Continuing the current arrangements would breach internal financial regulations within both Councils and EU procurement regulations
Obtain Quotes	<ul style="list-style-type: none"> <li>• Less regulated.</li> <li>• Contracts in place quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Care required to be taken to ensure compliance with Standing Orders and relevant procurement legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential access by SME's</li> </ul>	Due to the anticipated value of the requirement, proceeding by way of obtaining quotes would breach internal financial regulations within both council's and EU procurement regulations.



## Preferred Procurement Options

Preferred procurement options for Equipment Inspections for Aberdeenshire and Aberdeen City Councils are as below:

### Educational Equipment Inspection

- Contract to be put in place for this provision comprised of approx. 10 lots to be advertised within Public Contracts Scotland.
- Suppliers will be able to bid for one, more than one or all lots.
- Contract to be let for an initial duration of three years with the option to extend by a further two x one year periods.

#### Key Advantages

- Legally compliant procurement process to be conducted to ensure adherence to both internal financial regulations within the participating local authorities and Scottish/EU Procurement Regulations
- Business Continuity
- Continuity of Supply
- Realisation of improvements in value for money obtained in this provision.
- Support partnership between Aberdeenshire Council & Aberdeen City Council Education & Children's Services.

### Outdoor Play Equipment

- Call Off Contract to be put in place for this provision under the ESPO Outdoor Play Equipment Framework.
- Direct Award to the only supplier awarded onto the Inspection & Maintenance Lot
- Call off to be for a period of one year with the option to extend by a further one year period.

#### Key Advantages

- Legally compliant procurement process to be conducted to ensure adherence to both internal financial regulations within the participating local authorities and Scottish/EU Procurement Regulations
- Business Continuity
- Continuity of Supply
- Realisation of improvements in value for money obtained in this provision.
- Support partnership between Aberdeenshire Council & Aberdeen City Council Education & Children's Services.

### PE & Fitness Equipment Inspection

- Call off Contract to be put in place under the ESPO PE & Fitness Equipment Maintenance Framework.
- Direct Award to the only supplier awarded onto the Inspection & Maintenance Lot
- Call off to be for a period of one year with the option to extend by a further one year period

#### Key Advantages

- Legally compliant procurement process to be conducted to ensure adherence to both internal financial regulations within the participating local authorities and Scottish/EU Procurement Regulations
- Business Continuity
- Continuity of Supply
- Realisation of improvements in value for money obtained in this provision.
- Support partnership between Aberdeenshire Council & Aberdeen City Council Education & Children's Services.

## 8. Opportunity Assessment

	Area	Examples of Leading Practice	Potential/Proposed Approach to Implementation
<b>Purchase Demand Management</b>	<b>Reduce Consumption</b>	<ul style="list-style-type: none"> <li>• Eliminate Need</li> <li>• Find alternative ways of meeting needs</li> <li>• Policy changes</li> <li>• Benchmarking usage and consumption across comparable organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Not an appropriate consideration.</li> <li>• No ability to do this.</li> <li>• Risk considerations</li> <li>• Benchmarking not appropriate in this instance.</li> </ul>
	<b>Consolidate Spend</b>	<ul style="list-style-type: none"> <li>• Common specification</li> <li>• Collaboration with other public sector bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke requirement</li> <li>• Collaborative contract between two councils</li> </ul>
	<b>Improve Specification</b>	<ul style="list-style-type: none"> <li>• Detailed specifications</li> <li>• Lower cost specification (own brand?)</li> <li>• Optimal service level</li> <li>• Quantify spend volumes</li> <li>• Value for money – cost v's benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Specifications will be developed in order to ensure a balance of quality and price, whilst taking account of the specialist nature of the required services.</li> <li>• Ensure continuity of supply</li> </ul>
<b>Supply Base Management</b>	<b>Restructure Relationships</b>	<ul style="list-style-type: none"> <li>• Develop strong relationships with key suppliers</li> <li>• Introduce supplier development programmes</li> <li>• Review/establish service level agreements</li> <li>• Introduce routine supplier monitoring and reporting.</li> <li>• Establish incentivised contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships exist with suppliers but opportunity to build and develop with a structured approach</li> <li>• Any appropriate Service Level Agreement will require being robust.</li> <li>• Supplier monitoring and contract management shall be undertaken.</li> </ul>

	<b>Increase Competition</b>	<ul style="list-style-type: none"> <li>• Price/performance benchmarking</li> <li>• e-auction</li> <li>• Cost driver analysis</li> <li>• Price harmonisation</li> </ul>	<ul style="list-style-type: none"> <li>• No potential within proposed contract.</li> <li>• Consolidate spend</li> </ul>
	<b>Re-structure Supply Base</b>	<ul style="list-style-type: none"> <li>• Tender requirements for all spend</li> <li>• Supplier consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• No potential within proposed contract.</li> <li>• Tender requirement however it is quite a restrictive market</li> </ul>
<b>Total Cost Management</b>	<b>Optimise Total Supply Chain Costs</b>	<ul style="list-style-type: none"> <li>• Design/development</li> <li>• Integrate logistics</li> <li>• Frameworks to reduce lengthy tender processes</li> </ul>	<ul style="list-style-type: none"> <li>• No potential within proposed contract.</li> </ul>
	<b>Reduce Total Ownership Costs</b>	<ul style="list-style-type: none"> <li>• Re-engineer processes</li> <li>• Outsourcing</li> <li>• Reduce inspection/checking</li> <li>• Reduce/consolidate deliveries</li> <li>• Reduce maverick spend</li> </ul>	<ul style="list-style-type: none"> <li>• No potential within proposed contract.</li> </ul>
	<b>Reduce Transactions</b>	<ul style="list-style-type: none"> <li>• Rationalise Suppliers</li> <li>• Rationalise requirements</li> <li>• Low value ordering systems (e.g.: GPC)</li> <li>• Electronic systems</li> <li>• Consolidate invoices</li> </ul>	<ul style="list-style-type: none"> <li>• No potential within proposed contract.</li> <li>• Consolidated invoices with fewer suppliers</li> </ul>

## 9. Sustainable Procurement – Sustainability Test

UIG Members shall discuss and agree the social, economic and environmental elements of the proposed procurement that should be addressed through the Specification / Evaluation Criteria / Key Performance Indicators.

UIG Lead shall co-ordinate this requirement

<b>Is there any legislation that could affect the specification of this procurement? E.g. Health and Safety legislation</b>
---

Health & Safety at Work Act 1974 P.U.W.E.R
---

<b>Is there a more effective method of invoicing and payments? E.g. Are purchasing cards or lodged purchasing card appropriate methods of payment for this procurement?</b>
---

Yes / No
----------

<b>Are Community Benefits achievable as a result of this procurement?</b>
---

No scope within contracts.
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i) work place experience / apprenticeships, (ii) educational school / student visits, (iii) delivering training and development, (iv) development of the supply chain, (v) support to community groups, (vi) sponsorship / charity work.
--

<b>Are there any diversity issues that need to be considered? E.g. accessibility needs. Religious needs, differing diets etc...</b>
---

Yes/ No
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<b>Is this procurement suitable as a reserved contract?</b>
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No
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## 10. Contract Implementation/Management

### Contract Implementation

This section outlines the process and activities associated with implementing a new contract which ensures:

- supplier(s) have all the information they require to plan the migration of users to the contract
- users have all the information they require to use the contract e.g. suppliers contact details, information on the goods/services available from the contract
- continuity of supply

Contract implementation consists of two distinct phases:

- Migration - facilitating the movement of organisations to a new contract post 'go-live'
- Mobilisation - the process of moving from contract award to 'go-live' i.e. the point when a user can actually buy from the contract

#### Contract Implementation Timescales:

Day/Week 1

- Contract Award
- Communication to Organisations/Users

Day/Week 1-3

- Post Award Suppliers Meeting

Day/Week 1-7

- Content Management

Day/Week 4-9

- Information Pack

Day/Week 6-13

- Supplier/Buyer Events

## Contract Management

### Educational Equipment Inspections:

Contract Management procedures shall be put in place as per below for the management of the Contract(s).

### Contract Manager

The Contractor(s) shall be required to appoint a Contract Manager(s) to ensure all the requirements of the Contract are met and the required service provision is delivered to the satisfaction of the participating local authorities.

The Contract Manager(s) shall have experience of:

- the management of a similar sized contract
- the implementation and delivery of a similar sized contract

### Management Information Reports

The Supplier shall provide reports to the relevant Customer concerning the provision of the Goods throughout the year ("Quarterly Progress Reports") which should include, as a minimum, the following:

- a summary of the Services provided by the Supplier which should include an evaluation and review of the Contract(s).
- a summary of "lessons learned" from the preceding year and proposals for development objectives to be agreed with the relevant Customer for the forthcoming year;
- a summary of all breaches of Contract ("Service Failure");
- for any Service Failures, actions taken to resolve the underlying cause and prevent recurrence;
- financial information, e.g. during the period as specified by the Customer, the total value of the Services Requirements, details of the payments received from the Customer, savings achieved by the Customer etc.;
- process/ operations information, e.g. details of response times, invoicing etc.; and
- quality information, e.g. Complaints made, Complaints resolved, etc.

### Review Meetings

The Parties shall attend meetings to discuss the Management Information Reports and to monitor and assess the Supplier's provision of the services pursuant to this Contract ("Review Meetings").

The Review Meetings will be the forum for the review by the Supplier and the Customer of the Reports and the Supplier shall answer such questions regarding its performance as the Customer may reasonably require and shall take place on a quarterly basis unless otherwise agreed by the parties. In addition, to quarterly meetings, an annual meeting shall be agreed

between the parties to discuss the Annual Progress Report.

The Supplier's attendance at the Review Meetings referred to is essential and will be at no cost to the Customers. The Review Meetings shall be minuted and the Parties agree to share responsibility for taking minutes at each Review Meeting.

The Customers shall be entitled to raise any additional questions and/or request any further information regarding any Service Failures.

The Customers reserve the right to request additional meetings where necessary to address any matters arising in between the Review Meetings. Such requests shall not be made unreasonably and again will be at no cost to the Customers.

### **Reporting of Service Failures**

The Supplier shall report all breaches of this Contract(s) ("Service Failures") to the Authority in accordance with the process referred to.

### **General**

The Supplier will be proactive when managing this Contract(s) including in:

- dealing with and resolving complaints; and
- failing performance or service standards.

The Supplier shall also be proactive in broaching with the Customers' Contract Representatives any opportunities and/or issues (potential or actual) that affect or may affect the above.

### **Service Failure Reporting**

The Supplier shall provide the Customers with reports concerning Service Failures according to timescales which shall be agreed between the Customer and Supplier,

In the event that the information provided ceases to be complete and/or accurate, the Supplier shall promptly notify the Authority in writing of any modification or addition to or any inaccuracy or omission in the information provided.

### **Escalation Process**

In the event that issues raised with the Contractor(s) representative are not resolved to the satisfaction of any Participating Local Authority, the Contractor shall have in place an escalation structure detailing points of contact, telephone numbers and e-mail addresses to deal with such events.

### **Outdoor Play Equipment:**

Contract Management procedures shall be put in place as per the Framework Terms.

### **PE & Fitness Equipment Inspections**

Contract Management procedures shall be put in place as per the Framework Terms.



**11. Anticipated Outcomes/Benefits (including cash / non-cash)**

Anticipated Outcomes/Benefits (if applicable)
<p>Appropriate contract shall be in place for the provision of Equipment Inspections for Aberdeen City and Aberdeenshire Council as detailed in this document.</p> <p>Whilst this may not result in cash savings at this time, benefits will result from having compliant contracts in place for the provision.</p>

**12. Management Approval/Sign Off**

UIG Lead shall ensure that approval is obtained from the appropriate person within the organisation and note the details of the approval below.

<b>Commercial &amp; Procurement Services</b>		
<b>Name / Signature</b>	<b>Position</b>	<b>Date</b>
<b>Client Aberdeen City Council</b>		
<b>Position</b>	<b>Position</b>	<b>Date</b>
<b>Client Aberdeenshire Council</b>		
<b>Position</b>	<b>Date</b>	

<b>Comments</b>

**13. Strategy Timeline & Version Control**

<b>Version No.</b>	<b>Updated By</b>	<b>Date Updated</b>	<b>Details of Change</b>
1.1	Melanie Mackenzie	13/06/16	Initial document
1.2	Melanie Mackenzie	05/07/16	Addition of further information
1.3	Melanie Mackenzie	10/08/16	Final Document

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Update on progress towards implementing the recommendations of the Inclusion Review</b>
REPORT NUMBER	<b>ECS/16/063</b>
CHECKLIST COMPLETED	<b>Yes</b>

---

### **1. PURPOSE OF REPORT**

To advise Committee on progress made towards implementing the recommendations of the Inclusion Review which was endorsed by Committee in December 2014.

### **2. RECOMMENDATION(S)**

It is recommended that the Committee:

- (i) Note the content of this report
- (ii) Note the progress made in implementing the recommendations of the Inclusion Review

### **3. FINANCIAL IMPLICATIONS**

There are no additional financial implications associated with this report. All costs are being met from existing Inclusion Service budgets.

### **4. OTHER IMPLICATIONS**

Officers continue to work closely with Legal Services to ensure account is taken of the legislative rights of children, parents and carers.

A range of professional learning opportunities continue to be offered and extended and are aligned with both the General Teaching Council Scotland (GTCS) Professional Standards and guidance from Education Scotland. Authority policies are being followed where service redesign necessitates the redeployment of staff.

Steps continue to be taken to ensure accessibility across the school estate. Some modifications have already been undertaken to ensure appropriate spaces are available to meet a wider range of needs across establishments in the City.

Risk assessment procedures have been aligned with individual child's planning arrangements to reduce bureaucracy and ensure the needs of staff and pupils are met more efficiently.

A more flexible continuum of provision will increase our sustainability and enable schools to be more responsive to the ever-changing needs of the school community.

## **5. BACKGROUND/MAIN ISSUES**

### **5.1 Background to the Inclusion Review**

In 2014 Officers, supported by independent consultants, concluded an extensive review of inclusive practices across schools and services in Aberdeen City. The reviewers considered the extent to which the service complied with both legislation and best practice, thus establishing the extent to which the Council supports social justice through inclusive educational practices.

Key legislative considerations included how the City had moved towards a presumption of mainstreaming in line with the Standards in Scotland's Schools Etc. Act (2000). Considered also were how well the City adhered to the Education (Additional Support for Learning) (Scotland) Act 2004 which recognised wider groups of learners as being in need of additional support and also how routinely 'reasonable adjustments' were made in keeping with the Equality Act (2010).

The independent consultants visited schools, interviewed Elected Members, parents, pupils, colleagues in central functions within the Education Service, practitioners and managers.

The reviewers provided the Council with 16 recommendations. The recommendations were endorsed by the Education and Children's Services Committee in December 2014.

The full recommendations are outlined in Appendix 1.

### **5.2 Implement a presumption of mainstreaming**

The high number of specialist provisions and cumbersome referral processes resulted in many children travelling long distances to access appropriate support. There was a clear lack of consistency in the offer of support available in our mainstream schools because some schools were funded to provide enhanced levels of support within a separate staffed area in their school (Base provision)

In August 2014 officers analysed data which showed that 5% of children and young people accessed a specialist provision either in a special school setting or within an on-site 'Base' provision. The national figure at that time was 2%.

### **Progress**

A framework for staged interventions was developed to support schools to identify appropriate levels of intervention needed to meet the needs of a wide range of learners; to identify those children requiring a specialist provision; and to identify what additional resources might be required to meet needs within a mainstream setting. The framework is central to the completion of an establishment wide audit of need to support a new admissions process. This led to:

- a revised admissions process and based on single child's plan;
- a clarification of criteria for admission to specialist provision including special schools ;
- Identification of gaps in mainstream resourcing in schools with no enhanced provision for children with additional support needs;
- the extension of outreach services
- bespoke training to support professional development;
- access to therapeutic support through a pathway planning process;
- the development of Support Hubs to support children and young people in need of short term intensive support;
- collaboration with schools to guide more flexible use of resource;
- Support and training across ECS teams and the wider multi agency partnership to make the reasonable adjustments required by legislation to curriculum, building and learning and teaching strategies in respect of individual pupils.

The move towards implementing a presumption of mainstream is incremental therefore children already established within individual enhanced 'Base' provision remain there. Base resource allocated to schools remains in place.

Officers have engaged widely with partners across Aberdeen City to ensure that our move towards a presumption of mainstreaming is well understood. Children and young people have been routinely involved in the development of our approaches. Where services have been realigned, service users have been fully involved in helping shape our plans.

School leaders have been engaged in the process through membership of the Inclusion Implementation Group, Co-Design Events, workshops and consultation exercises.

Parents and carers have had the opportunity to inform our ways of working through attendance at the ASN Parent's Forum. We plan to widen our engagement with parents through more regular attendance at the City Wide Parent Forum.

The key focus for change in 15/16 was children transitioning from either pre-school into primary 1 or primary 7 into S1. This resulted in approximately 60 children in P1 and S1 enrolling in their local school rather than being transported to another setting across the city in order to have their support needs met.

### **5.3 Supporting children and young people with severe and complex needs**

Nationally around 1% of pupils attend a stand-alone special school. The Aberdeen City figure is in keeping with this national average and there has been no change to the capacity of our stand-alone special school provision as steps are taken to plan for the Centre of Excellence.

#### **Progress**

Officers have been working with parents, carers and partners to plan for the provision of the Centre of Excellence from August 2017. As well as providing education for children with the most severe and complex needs, the Centre will be a 'one stop shop' for families and will be used by colleagues across the partnership. It will also provide a base for some of our outreach services.

Officers have used special school expertise to build capacity across the city in anticipation of new ways of working.

Following successful interview a preferred candidate has been identified and will take up post as the Head Teacher of the Centre of Excellence by the end of November. The preferred candidate will lead the merger of Woodlands, Hazelwood and the Pre school ASN provisions.

### **5.4 Improving the outcomes of our Looked After Children**

A Virtual School Head Teacher (VSHT) was appointed to help improve outcomes for Looked After children. The VSHT works in partnership with colleagues in schools to ensure appropriately challenging curriculum pathways are in place. Training for Designated Managers for Looked After Children has improved understanding of the very particular needs of this vulnerable group.

Officers continue to work with Children's Social Work to improve processes and reduce Out of Authority Placements through the development of shared protocols focussed on improving outcomes. A separate paper has been produced on this.

### **5.5 Review of how the Educational Psychology Service (EPS) supports schools**

Following a successful validated Self Evaluation (VSE) the Educational Psychology Service has been working with stakeholders to review how best to support schools to develop their universal provision. This will limit the numbers of children and young people escalating through the staged procedure and ensure effective primary prevention and early intervention in schools.

#### **Progress:**



- the production of literature to share changes in working practices with key stakeholders;
- the development of distributed leadership in order to maximise impact;
- supporting schools identified as part of The Scottish Attainment Challenge (SAC)
- reviewing the structure and balance of the EPS working week;
- more involvement at a strategic level; and
- refining the Aberdeen City Support Manual.

## **5.6 Improvements in Partnership Working**

Colleagues in schools and across the Partnership have collaborated to review and streamline processes and practices. Reviewed ways of working have been supported by a range of highly evaluated professional learning opportunities.

### **Progress:**

- alignment of planning arrangements with Additional Support Needs (ASN) processes to reduce duplication;
- establishment of a network to support partnership working;
- review of partnership approaches to maximise the impact on learners;
- preparation for the roll out of ASG Partnership Forums;
- collaboration with partners to deliver training and produce supporting resources
- support in place for the roll out of the SEEMiS Wellbeing Module to bring about further efficiencies

Officers are currently working with colleagues in schools and partners to develop a locality based forum to make best use of available resource and expertise. The Associated School Group (ASG) Partnership Forum will address agreed local needs through multi-agency working. We anticipate Forums being operational early in 2017.

## **5.7 Allocation of resource**

In order to support schools through this transformational change, staffing resources remain in place and staffing levels have been enhanced where necessary.

The Pupil Support Service has been restructured to streamline systems and to help prevent unnecessary delays in accessing specialist support for children and young people who require additional help..

A yearly audit of need is used to ensure that the support staff resource is fairly distributed.

Partnership are now planning how they can share resources within a locality to maximise impact of skills and expertise.

## **5.8 Quality professional learning opportunities**

A wider range of professional learning opportunities have been delivered including:

- a series of on-line Learning Together Guides covering areas such as Autism and Dyslexia have been put in place;
- a range of prepared courses available for leaders to use to support best practice in schools;
- an Aberdeen City Support Manual to bring together best practice and current legislation to help plan effective interventions for children and young people;
- over 45 face to face training events to support and promote inclusion held over session 15/16. A similarly comprehensive calendar is available for session 16/17 which includes certificated Autism training for each school.
- an Inclusion Abernet page has been established to support communication and share resources and best practice; and
- the Learning Festival brought 1100 colleagues together to hear about effective inclusive practice.

Officers work with the Professional Learning team to plan professional learning based on the needs of schools. Our Education Support Officers (ESOs) provide bespoke training to schools upon request including training for Pupil Support Assistants.

## 5.9 Improving our use of data

A data collection system has been created to inform planning and ensure consistency across the Directorate. A range of data is shared across the service and with key individuals such as the Virtual School Head Teacher and Quality Improvement Officer team. The data is being used to ascertain the pace of change to ensure that we take forward the recommendations at a steady but manageable pace. Analysis of data is helping to target resources, review the impact of our work and help guide the pace of change.

## 6. IMPACT

### 6.1 Improving Customer Experience

Significant progress has been made in taking forward this incremental change and more local children now access their local schools.

More children can now have their needs met in their local mainstream school with their peers and siblings. See table below.

Year	ACC Children with ASN accessing their local school	% of all ACC children educated out with their own community	% of ACC children with ASN educated out with their own community	% of children accessing on and off site provision
13/14	1954	3.5%	28%	5%
14/15	1910	3.4%	28.5%	4.9%

15/16	2387*	3.1%	20.3%	2.1%
16/17	2637	2.8%	19%	1.9%

As parents and carers have become more confident that individual needs will be met in the local school we have seen a reduction in placing requests. In 13/14 there were 1531 placing requests compared to 1024 for session 16/17.

An improved understanding of additional support needs has led to an increase in those being identified as being in need of some additional support. In 13/14 only 12.5% of children and young people were identified as being in need of additional support. This has increased to 16% in 15/16.

The quality of planning for children is improving and is now consistently focussed on improved outcomes for our children and young people.

## 6.2 Improving Staff Experience

An extensive range of professional learning opportunities has built the capacity of over 6000 members of staff based in our schools and over 700 from across the Partnership. Evaluations evidence the positive impact of training and are used to inform future plans. These positive evaluations are contributing to an increased demand for further professional learning. This training has included:

- 45 face to face professional learning sessions
- Making a range of training tools available on Abernet which attracted over 4500 visits over 6 months

The Integrated Children's Service website is being refreshed and will be launched before the end of this academic year. This will streamline how staff access advice and guidance on effective partnership working.

Our partnership Operational Guidance and associated resources for staff have been updated in light of feedback from staff.

Demand for professional learning in session 16/17 has increased and a programme including more advanced training in areas such as Autism Spectrum Disorder has been shared.

A city wide inclusion Teacher Learning Community (TLC) will launch in November 2016. We anticipate that this TLC will become an invaluable means of sharing effective systems and processes across schools.

A range of Co-Design events were extremely well received by colleagues across the Directorate. We plan to continue to make use of this approach.

## 6.3 Improving our use of Resources

The number of children being transported has reduced from 761 in 13/14 to 623 in 16/17. We anticipate that this decrease will continue over coming years.

Continued use of the Audit of need helps ensure that levels of resource available to schools is more equitable.

The roll out of ASG Partnership Forums from January 2017 will pool resource and expertise from across the Council and wider partnership to ensure best value and support both primary prevention and early intervention.

Outreach services have been extended and have benefited greater numbers of staff and learners. These will continue to be enhanced.

## **6.4 Corporate**

Our work clearly aligns with the Local Outcome Improvement Plan.

1. Children have the best start in life – children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood
2. Children are safe and responsible – children and young people are safe from all forms of harm
3. Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision-making process
4. Data - Work collectively to develop and implement a common, data-driven approach to decision-making that will both protect communities and enable prosperity.

Aberdeen City's Council's ambition to support every child, irrespective of their circumstances, to grow, develop and reach their full potential will be partially realised by the on-going implementation of the recommendations of the Inclusion Review. Equity of access and opportunity is central to this development.

## **6.5 Public**

This report is likely to be of some interest to the public.

## **7. MANAGEMENT OF RISK**

As Aberdeen City Council continues to implement a 'presumption of mainstreaming' it is imperative that quality professional learning opportunities and outreach services continue to be available to build capacity.

We continue to consider how best to support schools in light of staff shortages and use budgets flexibly and responsively to mitigate these risks.

The Service continues to work closely with Health and Safety officers.

## **8. BACKGROUND PAPERS**

## **9. REPORT AUTHOR DETAILS**

Eleanor Sheppard, Transformation and Improvement Manager  
E-mail – [esheppard@aberdeencity.gov.uk](mailto:esheppard@aberdeencity.gov.uk)  
Tel 01224 522707

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17<sup>th</sup> November 2016</b>
LEAD OFFICER	<b>Director of Education and Children's Services</b>
TITLE OF REPORT	<b>Independent Multi-Agency Review</b>
REPORT NUMBER	<b>ECS/16/072</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### 1. **PURPOSE OF REPORT**

The report brings to the Committee the conclusions and recommendations from the report produced by Andrew Lowe following his review of the circumstances surrounding the death of Bailey Gwynne.

### 2. **RECOMMENDATIONS**

That the Committee resolves:

- i. to note the content of the summary document outlining the independent review's conclusions and recommendations;
- ii. to accept those recommendations in the report pertaining to the Council;
- iii. to note that officers will bring further reports on relevant matters to Committee as necessary; and
- iv. to note that the Chief Executive will share the summary document and the Council's decisions in relation to it with the Scottish Government.

### 3. **FINANCIAL IMPLICATIONS**

The report has no direct financial implications.

### 4. **OTHER IMPLICATIONS**

The independent review findings contain two recommendations addressed to the Scottish Government; these have been shared with the Scottish Government for their consideration.

## 5. **BACKGROUND/MAIN ISSUES**

Following the death at Cults Academy in October 2015 of Bailey Gwynne and the conclusion of the resulting trial at the High Court in Aberdeen, the principal public agencies with an interest in the issues raised by the case announced their intention on 11th March 2016 to commission an independent review.

The independent multi-agency review was commissioned by members of a Chief Officers Group comprising Angela Scott, Chief Executive of Aberdeen City Council; Malcolm Wright, Chief Executive of NHS Grampian and Campbell Thomson, Police Scotland's North East Divisional Commander. Other agencies were invited to contribute as required.

Andrew Lowe was appointed to lead the review. The outcome of the review was to be published during September 2016.

The overall aim of the review was to provide independent assurance to partners and the public that all circumstances in relation to the death of Bailey Gwynne had been reviewed and to make appropriate recommendations which can be applied for future practice.

The scope of the review was set out as follows:

- a) to establish the relationship between Child A and B prior to the stabbing incident together with any relevant circumstances;
- b) to develop a detailed timeline showing the statutory partners' historical involvement with Child A, and to review information sharing between agencies;
- c) to review and analyse whether the educational, pastoral, health and social care services provided were proportionate to the assessment of risk, in line with recognised good practice and compliant with statutory partners' own policies, professional frameworks and legislation;
- d) to establish what lessons can be learned from the case about the way in which local practitioners and organisations work individually and together to safeguard and promote the welfare of children;
- e) to identify any necessary changes and developments needed within the current youth justice system operating within Aberdeen City and that the report, when published will be shared with the Scottish Government, which would then determine if there were wider issues for the whole of Scotland; and
- f) to produce a report and recommendations for consideration by the Chief Officers Group, with a view to publication by all three statutory



bodies (Aberdeen City Council, NHS Grampian and Police Scotland).

Attached as appendix 1 is the summary document outlining the conclusions and recommendations of Andrew Lowe's report.

**6. IMPACT**

The report (and the summary document) sets out 21 recommendations for the Aberdeen City Chief Officers Group to consider, including two addressed to the Scottish Government.

The final recommendation is

*R21 – Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.*

An operational group has been established to carry out this recommendation and this group met immediately following the completion of the report to develop and begin the implementation of the recommendations. This is a multi-agency group, representing the Chief Officers' organisations, and this group is chaired by the Director of Education and Children's Services.

An action plan is attached showing the development of work against each recommendation.

Appendix [to be completed]

Progress against the recommendations will be regularly monitored and progress reported through the ECS committee.

An Equality and Human Rights Impact Assessment is not required as this report is for information and noting only.

**7. MANAGEMENT OF RISK**

This report brings before the Council the results of an independent review of the circumstances surrounding the death of Bailey Gwynne. In being party to the commissioning of a multi-agency review, in learning the lessons outlined by the review and in committing to addressing the review's recommendations the Council seeks to mitigate identified risks.

**8. BACKGROUND PAPERS**

None

**9. REPORT AUTHOR DETAILS**

Gayle Gorman

Director of Education and Children's Services

## **Independent Review of the Circumstances Surrounding the Death of Bailey Gwynne at Cults Academy on 28<sup>th</sup> October 2015**

### **Background**

Following the tragic death of Bailey Gwynne at Cults Academy in October 2015 and the conclusion of the trial at the High Court in Aberdeen on 7<sup>th</sup> March 2016, Angela Scott – Chief Executive, Aberdeen City Council, Campbell Thomson – Chief Superintendent, North East Division, Police Scotland and Malcolm Wright – Chief Executive, NHS Grampian (the Aberdeen Chief Officers Group) announced their intention to commission an independent review.

Given the issues raised by the case the agencies together wished to identify any lessons that can be learnt to inform future practice.

In the immediate aftermath of the events the multi-agency partnership's priority had been the care and support of those impacted by the incident. The intention to conduct an independent review was discussed shortly afterwards but once the trial had concluded it was felt to be appropriate to proceed.

The review would be chaired by an independent expert who would also help shape the reporting timescale and terms of reference.

The outcomes of the review would be published in September 2016 and would be shared with all appropriate agencies.

On Friday 11<sup>th</sup> March 2016, the Chief Officers Group announced that **Andrew Lowe** had been appointed as the Independent Reviewer to lead the review.

### **Review Terms of Reference**

The terms of reference for the review were agreed and announced on 8<sup>th</sup> April 2016 as follows:

#### **Background**

Following the death at Cults Academy in October 2015 of Bailey Gwynne and the conclusion of the trial in the High Court in Aberdeen, the principal public agencies with an interest in the issues raised by the case announced their intention on the 7<sup>th</sup> March 2016 to commission an independent review.

The independent multi-agency review has been commissioned by members of a Chief Officers Group comprising Angela Scott, Chief Executive of Aberdeen City Council, Malcolm Wright, Chief Executive of NHS Grampian and Campbell Thomson, Police Scotland's North East Divisional Commander. Other agencies will be invited to contribute as required.

Mr Andrew Lowe has been appointed to lead the review. The outcome of the review will be published in September 2016.

### **Aim**

The overall aim of the review is to provide independent assurance to partners and the public that all circumstances, in relation to the death of Bailey Gwynne, have been reviewed and to make appropriate recommendations which can be applied for future practice.

### **Scope of the review**

- a) To establish the relationship between Child A and B prior to the stabbing incident together with any relevant circumstances;
- b) To develop a detailed timeline showing the statutory partners' historical involvement with Child A, and to review information sharing between agencies;
- c) To review and analyse whether the educational, pastoral, health and social care services provided were proportionate to the assessment of risk, in line with recognised good practice and compliant with statutory partners' own policies, professional frameworks and legislation;
- d) To establish what lessons can be learned from the case about the way in which local practitioners and organisations work individually and together to safeguard and promote the welfare of children;
- e) To identify any necessary changes and developments needed within the current youth justice system operating within Aberdeen City and that the report, when published will be shared with the Scottish Government, who would then determine if there were wider issues for the whole of Scotland;
- f) To produce a report and recommendations for consideration by the Chief Officers Group, with a view to publication by all three statutory bodies (Aberdeen City Council, NHS Grampian and Police Scotland).

### **The independent reviewer will:**

- a) be able to draw on any additional independent professional expertise he deems necessary in order to allow him to meet the terms of the review;
- b) present his report to the Chief Officer group for publication;
- c) have access to all of the necessary case files and documentation, pertinent to the scope of the review, held by the statutory partners: Aberdeen City Council, NHS Grampian, Police Scotland and Scottish Children's Reporter Administration;
- d) have access to all present day staff of the statutory partners.

## Review Methodology

The Chief Officers Group gave careful consideration to the methodology to be followed. In discussion with the Independent Reviewer, it was agreed that the methodology that would apply to the review would focus primarily on the 'lessons learned approach'.

The 'lessons learned approach' is not further defined but it is understood to refer to the approach devised by the Social Care Institute for Excellence (SCIE) known as Learning Together, the key points of the model:

- The 'systems' model helps identify which factors in the work environment support good practice, and which create unsafe conditions in which poor safeguarding practice is more likely.
- It provides a way of thinking about front-line practice and a method for conducting case reviews.
- It produces organisational learning that is vital to improving the quality of work with families and the ability of services to keep children safe.
- The model has been adapted from the systems approach used in other high risk areas of work, including aviation and health.
- It supports an analysis that goes beyond identifying what happened to explain why it did so – recognising that actions or decisions will usually have seemed sensible at the time they were taken.
- It involves moving beyond the basic facts of a case and appreciating the views of people from different agencies and professions. It is a collaborative model for case reviews – those directly involved in the case are centrally and actively involved in the analysis and development of recommendations.

The methodology used here has drawn influence from the above principles. The work commenced with a request for chronologies of involvement with Bailey and Child A from Police Scotland, Aberdeen City Council, Culter Primary School, Cults Academy, and NHS Grampian.

A small team was identified to support the Independent reviewer. Glenn Rodger – former Director of Education and President of ADES (Association of Directors of Education in Scotland) and Chris Jay – former Depute Director of Social Work.

From the single agency chronologies a list of witnesses was identified and court statements were requested from the police. A schedule of interviews was compiled and fieldwork commenced on 9th June 2016. A total of 42 interviews were conducted.

All interviews were recorded and conducted by the Independent Reviewer alone.

A notice was posted in the Aberdeen Press & Journal on 14th June 2016 to ensure that anyone in the Aberdeen area who wanted to give evidence should be enabled to do so. Twelve people responded and were offered interviews.

Combined chronologies were compiled using the unedited information offered.

The Associate Reviewer, Director of Education travelled to Aberdeen and met with the Director of Education and Children's Services and the Head Teacher of Cults Academy.

The Review Team met once each month to plan, discuss and analyse the work.

## Review Conclusions

- C1. This was an unplanned, spontaneous conflict that emerged rapidly out of an unexceptional banter. It is not considered that it could have been predicted or averted on the day.
- C2. The course of the conflict was fatally altered by the possession of a bladed weapon by one of the boys. This was potentially predictable and avoidable if those who knew Child A carried weapons in school had reported this to staff.
- C3. The incident at Cults Academy on 28th October was well managed by all agencies.
- C4. The 12th October 2007 incident had marginal significance in relation to later events. Child A was a secondary player in these events and is not mentioned significantly in the correspondence. It did not reveal a violent child but a child under very significant and continual pressure from his brother A1.
- C5. The complaint that followed these events was attenuated and did not receive a satisfactory outcome.

In addition the review notes that:

- The work to develop an Aberdeen City Council Weapons (knife crime) Strategy involving parents and pupils and Police is noted and welcomed.
- Redaction of names in the NHS chronologies left some unresolvable ambiguities. NHS Grampian sought consent for record sharing from one significant actor but this was legitimately denied.
- The move to develop a city focussed chief officers group for public protection is supported.

## Review Recommendations

### WEAPONS

- R1. All parents should receive a letter from school at the beginning of Year S1 each year. The letter will set out the school rules and the expectations of the school with regard to weapons. The letter will be signed and returned to school.
- R2. Pupil forums and pupil councils to be encouraged to develop safe processes to enable pupils to share their knowledge of weapons with teaching staff.
- R3. Police Scotland shall be notified of each and every incident of weapons possession of which the school become aware.
- R4. Every incident will be recorded by the school immediately following an allegation or an incident and notified to Senior Managers.
- R5. Aberdeen City Council work should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.
- R6. In accordance with the law of Scotland searches must be made with pupil's consent. The Head Teacher or her nominee should undertake searches of pupils where consent is given. Where no consent is forthcoming, the police should be notified if there are grounds to suggest that the child or young person is carrying a knife or other offensive weapon.
- R7. A specific search and confiscation protocol should be developed by Aberdeen City Council supported by Police Scotland as part of their weapons/knife crime strategy currently under development.
- R8. Individual risk assessments should be completed on all individuals known or suspected to carry offensive weapons.
- R9. Aberdeen City Council to work jointly with Police Scotland to develop and deliver age appropriate training for Primary 7, Secondary 1 and Secondary 5 to support the knife crime strategy.
- R10. Aberdeen City Council to develop work with Ben Kinsella Trust to develop appropriate teaching resources and lessons plans.
- R11. The Scottish Government should improve the resilience of schools to the threat posed by weapons and give consideration to amending the law in relation to searching pupils.
- R12. The Scottish Government should explore the further legislative controls that can be brought to bear on the purchase of weapons online.



## BULLYING

- R13. Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.
- R14. School anti bullying policies to be written in terms of the new policy.
- R15. A senior teacher to be trained to respond to the complaints of bullying and agree outcomes with parents.

## BUSINESS CONTINUITY PLANNING

- R16. The rigour of the business continuity plans for secondary schools be tested using a live scenario based on the 28th October incident.

## MEDIA

- R17. The United Kingdom regulatory bodies, Ofcom and IPSO to consider the imposition of a 24 hour bar on reporting and publication of names involved in a fatal incident to allow for the proper and respectful notification to relatives and those intimately effected by the event.
- R18. Aberdeen City Council to develop media training for Members and Chief Officers on the management of communications during adverse events.

## GENERAL

- R19. Aberdeen City Council to review the complaints policy to ensure it is responsive and expeditious.
- R20. The review commissioned from the Good Governance Institute by Aberdeen City Council in June 2016 should defer its conclusion until the Scottish Government Child Protection System Review has reported. The national review is underway and is independently chaired by Catherine Dyer. It is due to report by end of December 2016.
- R21. Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.

11.10.16

## **Andrew Lowe**

Andrew Lowe FRSA CQSW is the Independent Chair of Child Protection and the Independent Chair of Adult Protection for Renfrewshire and the chair of the Glasgow Public Social Partnership for Learning Disability.

Andrew originally trained for a career in law and worked in it from 1973 until he moved to Scotland in 1974 where he began his social work career with Fife County. Andrew qualified at Dundee University in 1979 and worked for Tayside Region as a social worker for Strathmartine Hospital (learning disabilities).

Moving to England in 1982, Andrew set up community mental health teams and England's first patients' councils in psychiatric hospitals. He became Area Director for Rushcliffe where he managed the aftermath of the Hillsborough tragedy.

He moved to Nottingham City Council as Assistant Director of Adult Services. He was appointed as Director of Social Work for Scottish Borders Council in 2004. In 2006, Andrew was invited by the-then Scottish Executive to chair the Changing Lives Practice Governance change programme. He led work on the guidance on the role of the Chief Social Work Officer, the registered social worker and developed a practice governance framework.

Andrew was elected as President of the Association of Directors of Social Work in May 2011 and served on the Bill Advisory Group for the Public Bodies (Joint Working) (Scotland) Bill chaired by Cabinet Secretary Alex Neil MSP and the Early Years Taskforce chaired by Children's Minister Aileen Campbell MSP.

Andrew retired from Scottish Borders Council in November 2013 and established the consultancy LoweZone in 2014; contracts have included reviewing the social work function in an island authority, conducting a significant case review in a large urban authority; reviewing practice governance and preparing for inspection in another.

Andrew was part of the Reference Group to the National Review of Primary Care Out-of-Hours Services 2015. He has also provided expert testimony for the Scottish Social Services Council. Andrew is an external reviewer with HIQA, the Health Information and Quality Authority in Ireland

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Update on progress towards implementing the anti-weapon /knife strategy and its alignment to the recommendations of the Independent Review carried out after the incident at Cults on 28<sup>th</sup> October 2015.</b>
REPORT NUMBER	<b>ECS/16/074</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### 1. **PURPOSE OF REPORT**

To advise Committee on the planning and implementation of the anti-weapon/knife strategy and its alignment to the recommendations of the Independent Review carried out after the incident at Cults on 28<sup>th</sup> October 2015.

### 2. **RECOMMENDATION(S)**

It is recommended that the Committee:

- (1) Approve the strategy
- (2) Note the additional and supporting activities
- (3) Note the commitment to wider training, development and implementation contained within the strategy
- (4) Note the partnership working across the Northern Alliance local authorities to delivering this strategy collectively

### 3. **FINANCIAL IMPLICATIONS**

There are no additional financial implications associated with this report. All costs are being met from an existing Education Support Officer post within the Curriculum Support Team.

### 4. **OTHER IMPLICATIONS**

Schools will be required to

- Deliver new curricular courses
- Upskill staff in the requirements of the anti- weapon/knife strategy for ACC
- Continue to work in partnership with Police Scotland
- Disseminate related materials to pupils, staff and parents
- Organise required discussion forums

- Review anti bullying policy in light of recommendations
- Test the rigour of the business continuity plan

## 5. BACKGROUND/MAIN ISSUES

### 5.1 Background

Following the tragic death at Cults Academy in October 2015 of Bailey Gwynne and the conclusion of the trial at the High Court in Aberdeen, the principal public agencies with an interest in the issues raised by the case, announced their intention on 7<sup>th</sup> March 2016 to commission an independent review.

The independent multi-agency review was commissioned by members of a Chief Officers Group comprising Angela Scott – Chief Executive, Aberdeen City Council, Campbell Thomson – Chief Superintendent, North East Division, Police Scotland and Malcolm Wright – Chief Executive, NHS Grampian. Other agencies were invited to contribute as required.

Mr Andrew Lowe was appointed to lead the review. The outcome of the review was published in October 2016. [Appendix 1]

### Aim

The overall aim of the review was to provide independent assurance to partners and the public that all circumstances, in relation to the death of Bailey Gwynne, were reviewed and appropriate recommendations made which can be applied for future practice.

### Review Conclusions

- C1. This was an unplanned, spontaneous conflict that emerged rapidly out of an unexceptional banter. It is not considered that it could have been predicted or averted on the day.
- C2. The course of the conflict was fatally altered by the possession of a bladed weapon by one of the boys. This was potentially predictable and avoidable if those who knew Child A carried weapons in school had reported this to staff.
- C3. The incident at Cults Academy on 28<sup>th</sup> October was well managed by all agencies.
- C4. The 12<sup>th</sup> October 2007 incident had marginal significance in relation to later events. Child A was a secondary player in these events and is not mentioned significantly in the correspondence. It did not reveal a violent child but a child under very significant and continual pressure from his brother A1.
- C5. The complaint that followed these events was attenuated and did not receive a satisfactory outcome.

In addition the review noted that:

- The work to develop an Aberdeen City Council Weapons (knife crime) Strategy involving parents and pupils and Police was noted and welcomed.
- Redaction of names in the NHS chronologies left some unresolvable ambiguities. NHS Grampian sought consent for record sharing from one significant actor but this was legitimately denied.
- The move to develop a city focussed chief officers group for public protection was supported.

## **5.2 Anti knife/weapons crime Strategy**

Following the tragic event at Cults Academy on the 28<sup>th</sup> October 2015 an Education Support Officer was identified as the lead for the development and subsequent implementation of an anti-weapon/knife crime strategy. This work commenced in early 2016 and in collaboration with other key partners. These included

- The Northern Alliance partnership
- Police Scotland
- Primary & Secondary Head Teachers
- Communities Teams
- Social Work Teams
- Pupils
- Parents

Following on from a series of meetings with each of the key partners a draft anti-weapon/knife strategy (Appendix 2) was created with identified actions and time lines for delivery. The plan identified a multi partnership approach ensuring that broad coverage of the agenda was evident and would have a consistent impact on the behaviour of young people and children in relation to anti-weapon and knife crime in Aberdeen City.

A number of the key actions were shared across the Northern Alliance ensuring a consistency of approach across the 7 Local Authorities involved in the Alliance (Aberdeen City, Aberdeenshire, Highland, Moray, Orkney, Shetland and Western Isles Councils).

As the independent review report was not available at this time and thus could not be cross referenced to the draft anti-weapon/knife strategy it was decided to begin work on a number of the actions in this interim period. The work actioned at this stage included:

- Roll out of 'Keeping People Safe' presentation & lessons to S1 pupils by Police Scotland
- Adaptation of Ben Kinsella Trust resources for delivering to Primary 7 pupils. This was aided by feedback from Head Teachers
- Input to Pupil Focus Groups from ACC with pupil feedback used to develop further strategy actions
- Draft poster created with Head Teacher suggestions and feedback
- Pledge name decided using pupil suggestions
- Draft parent leaflet

- Anti-weapon/knife plan, draft poster and resources shared with Northern Alliance
- Youth workers trained on weapons/knife crime

Following the publication of the Independent review (11/10/16) the draft strategy paper was cross referenced with the recommendations and required amendments and additions were made. This paper was presented to the Anti-weapon/knife Operational Group on 13/10/16 for approval.

Immediate action following on from the Operational Group meeting included:

- Creation of an implementation plan which captures all of the key actions.(Appendix 3)
- Updated information for Head Teachers with regards to protocols regarding knife/weapon possession within schools.
- Meetings set with key personnel with responsibility for implementation of identified actions.

Work has begun and in some cases implementation has begun on areas of the identified actions contained within the Implementation Plan.

Partnership working will continue during this implementation phase both with local organisations and the Northern Alliance. Small amendments may be made during this period in order for the plan to have the maximum impact on the behaviour of young people and children with regards to anti-weapon/knife crime.

## 6. **IMPACT**

### **Improving Customer Experience**

The safety and wellbeing of all pupils, staff and visitors to a school is of paramount importance. Implementation of an anti-weapon/knife strategy will help create a safe learning environment benefitting everyone and therefore contributing to a safer community and environment.

### **Improving Staff Experience**

An anti-weapon/knife strategy will enable schools across the city to effectively raise awareness of weapon/knife crime and educate young people on the consequences of carrying a weapon/knife. In addition it will provide clarity to school staff on the protocol of:-

- Notifying and recording incidents relating to weapons/knives
- Pupil searches and confiscation of weapons/knives
- Anti- bullying recommendations
- Complaints policy
- Testing business continuity plan

Professional learning opportunities will be provided to build teacher's confidence to deliver anti-weapon/knife crime lessons with the flexibility to merge anti-weapon/knife lessons into current PSE programmes.

## **Improving our use of Resources**

A centralised direction around creation of resources will save schools developmental time.

### **Corporate**

This work clearly aligns with the Local Outcome Improvement Plan –

1. Children are safe and responsible – children and young people are safe from all forms of harm
2. Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision making process.

### **Public**

This report will be of high interest to the public. It will raise awareness and educate the public on anti-weapon/knife crime and also the consequences of carrying a weapon.

The work also aligns with the Local Outcome Improvement Plan –

#### **Safe and Resilient Communities**

A fundamental sense of safety and wellbeing has the greatest impact on people's lives and builds community empowerment and resilience. Preventing crime and antisocial behaviour continues to be a priority for partnership working.

## **7. MANAGEMENT OF RISK**

Aberdeen City Council will continue to evaluate the provision and support provided by actions contained in the implementation plan. This will be reviewed at relevant times ensuring that mitigating circumstances relating to any incident regarding weapon/knife crime is reduced as far as possible.

## **8. BACKGROUND PAPERS**

- Appendix 1 - Independent Review (Andrew Lowe)
- Appendix 2 - ACC Weapons/knife Crime Strategy
- Appendix 3 - Implementation Plan

## **9. REPORT AUTHOR DETAILS**

*Catriona Walker*  
*Health & Wellbeing Development Officer*  
[CatrWalker@aberdeencity.gov.uk](mailto:CatrWalker@aberdeencity.gov.uk)  
01224 523914  
*Lynn Scanlon*  
*Service Manager, Curriculum 3 -18*  
[lyscanlon@aberdeencity.gov.uk](mailto:lyscanlon@aberdeencity.gov.uk)  
01224 522044





## **Independent Review of the Circumstances Surrounding the Death of Bailey Gwynne at Cults Academy on 28<sup>th</sup> October 2015**

### **Background**

Following the tragic death of Bailey Gwynne at Cults Academy in October 2015 and the conclusion of the trial at the High Court in Aberdeen on 7<sup>th</sup> March 2016, Angela Scott – Chief Executive, Aberdeen City Council, Campbell Thomson – Chief Superintendent, North East Division, Police Scotland and Malcolm Wright – Chief Executive, NHS Grampian (the Aberdeen Chief Officers Group) announced their intention to commission an independent review.

Given the issues raised by the case the agencies together wished to identify any lessons that can be learnt to inform future practice.

In the immediate aftermath of the events the multi-agency partnership's priority had been the care and support of those impacted by the incident. The intention to conduct an independent review was discussed shortly afterwards but once the trial had concluded it was felt to be appropriate to proceed.

The review would be chaired by an independent expert who would also help shape the reporting timescale and terms of reference.

The outcomes of the review would be published in September 2016 and would be shared with all appropriate agencies.

On Friday 11<sup>th</sup> March 2016, the Chief Officers Group announced that **Andrew Lowe** had been appointed as the Independent Reviewer to lead the review.

### **Review Terms of Reference**

The terms of reference for the review were agreed and announced on 8<sup>th</sup> April 2016 as follows:

#### **Background**

Following the death at Cults Academy in October 2015 of Bailey Gwynne and the conclusion of the trial in the High Court in Aberdeen, the principal public agencies with an interest in the issues raised by the case announced their intention on the 7<sup>th</sup> March 2016 to commission an independent review.

The independent multi-agency review has been commissioned by members of a Chief Officers Group comprising Angela Scott, Chief Executive of Aberdeen City Council, Malcolm Wright, Chief Executive of NHS Grampian and Campbell Thomson, Police Scotland's North East Divisional Commander. Other agencies will be invited to contribute as required.

Mr Andrew Lowe has been appointed to lead the review. The outcome of the review will be published in September 2016.

### **Aim**

The overall aim of the review is to provide independent assurance to partners and the public that all circumstances, in relation to the death of Bailey Gwynne, have been reviewed and to make appropriate recommendations which can be applied for future practice.

### **Scope of the review**

- a) To establish the relationship between Child A and B prior to the stabbing incident together with any relevant circumstances;
- b) To develop a detailed timeline showing the statutory partners' historical involvement with Child A, and to review information sharing between agencies;
- c) To review and analyse whether the educational, pastoral, health and social care services provided were proportionate to the assessment of risk, in line with recognised good practice and compliant with statutory partners' own policies, professional frameworks and legislation;
- d) To establish what lessons can be learned from the case about the way in which local practitioners and organisations work individually and together to safeguard and promote the welfare of children;
- e) To identify any necessary changes and developments needed within the current youth justice system operating within Aberdeen City and that the report, when published will be shared with the Scottish Government, who would then determine if there were wider issues for the whole of Scotland;
- f) To produce a report and recommendations for consideration by the Chief Officers Group, with a view to publication by all three statutory bodies (Aberdeen City Council, NHS Grampian and Police Scotland).

### **The independent reviewer will:**

- a) be able to draw on any additional independent professional expertise he deems necessary in order to allow him to meet the terms of the review;
- b) present his report to the Chief Officer group for publication;
- c) have access to all of the necessary case files and documentation, pertinent to the scope of the review, held by the statutory partners: Aberdeen City Council, NHS Grampian, Police Scotland and Scottish Children's Reporter Administration;
- d) have access to all present day staff of the statutory partners.

## Review Methodology

The Chief Officers Group gave careful consideration to the methodology to be followed. In discussion with the Independent Reviewer, it was agreed that the methodology that would apply to the review would focus primarily on the 'lessons learned approach'.

The 'lessons learned approach' is not further defined but it is understood to refer to the approach devised by the Social Care Institute for Excellence (SCIE) known as Learning Together, the key points of the model:

- The 'systems' model helps identify which factors in the work environment support good practice, and which create unsafe conditions in which poor safeguarding practice is more likely.
- It provides a way of thinking about front-line practice and a method for conducting case reviews.
- It produces organisational learning that is vital to improving the quality of work with families and the ability of services to keep children safe.
- The model has been adapted from the systems approach used in other high risk areas of work, including aviation and health.
- It supports an analysis that goes beyond identifying what happened to explain why it did so – recognising that actions or decisions will usually have seemed sensible at the time they were taken.
- It involves moving beyond the basic facts of a case and appreciating the views of people from different agencies and professions. It is a collaborative model for case reviews – those directly involved in the case are centrally and actively involved in the analysis and development of recommendations.

The methodology used here has drawn influence from the above principles. The work commenced with a request for chronologies of involvement with Bailey and Child A from Police Scotland, Aberdeen City Council, Culter Primary School, Cults Academy, and NHS Grampian.

A small team was identified to support the Independent reviewer. Glenn Rodger – former Director of Education and President of ADES (Association of Directors of Education in Scotland) and Chris Jay – former Depute Director of Social Work.

From the single agency chronologies a list of witnesses was identified and court statements were requested from the police. A schedule of interviews was compiled and fieldwork commenced on 9th June 2016. A total of 42 interviews were conducted.

All interviews were recorded and conducted by the Independent Reviewer alone.

A notice was posted in the Aberdeen Press & Journal on 14th June 2016 to ensure that anyone in the Aberdeen area who wanted to give evidence should be enabled to do so. Twelve people responded and were offered interviews.

Combined chronologies were compiled using the unedited information offered.

The Associate Reviewer, Director of Education travelled to Aberdeen and met with the Director of Education and Children's Services and the Head Teacher of Cults Academy.

The Review Team met once each month to plan, discuss and analyse the work.

## Review Conclusions

- C1. This was an unplanned, spontaneous conflict that emerged rapidly out of an unexceptional banter. It is not considered that it could have been predicted or averted on the day.
- C2. The course of the conflict was fatally altered by the possession of a bladed weapon by one of the boys. This was potentially predictable and avoidable if those who knew Child A carried weapons in school had reported this to staff.
- C3. The incident at Cults Academy on 28th October was well managed by all agencies.
- C4. The 12th October 2007 incident had marginal significance in relation to later events. Child A was a secondary player in these events and is not mentioned significantly in the correspondence. It did not reveal a violent child but a child under very significant and continual pressure from his brother A1.
- C5. The complaint that followed these events was attenuated and did not receive a satisfactory outcome.

In addition the review notes that:

- The work to develop an Aberdeen City Council Weapons (knife crime) Strategy involving parents and pupils and Police is noted and welcomed.
- Redaction of names in the NHS chronologies left some unresolvable ambiguities. NHS Grampian sought consent for record sharing from one significant actor but this was legitimately denied.
- The move to develop a city focussed chief officers group for public protection is supported.

## Review Recommendations

### WEAPONS

- R1. All parents should receive a letter from school at the beginning of Year S1 each year. The letter will set out the school rules and the expectations of the school with regard to weapons. The letter will be signed and returned to school.
- R2. Pupil forums and pupil councils to be encouraged to develop safe processes to enable pupils to share their knowledge of weapons with teaching staff.
- R3. Police Scotland shall be notified of each and every incident of weapons possession of which the school become aware.
- R4. Every incident will be recorded by the school immediately following an allegation or an incident and notified to Senior Managers.
- R5. Aberdeen City Council work should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.
- R6. In accordance with the law of Scotland searches must be made with pupil's consent. The Head Teacher or her nominee should undertake searches of pupils where consent is given. Where no consent is forthcoming, the police should be notified if there are grounds to suggest that the child or young person is carrying a knife or other offensive weapon.
- R7. A specific search and confiscation protocol should be developed by Aberdeen City Council supported by Police Scotland as part of their weapons/knife crime strategy currently under development.
- R8. Individual risk assessments should be completed on all individuals known or suspected to carry offensive weapons.
- R9. Aberdeen City Council to work jointly with Police Scotland to develop and deliver age appropriate training for Primary 7, Secondary 1 and Secondary 5 to support the knife crime strategy.
- R10. Aberdeen City Council to develop work with Ben Kinsella Trust to develop appropriate teaching resources and lessons plans.
- R11. The Scottish Government should improve the resilience of schools to the threat posed by weapons and give consideration to amending the law in relation to searching pupils.
- R12. The Scottish Government should explore the further legislative controls that can be brought to bear on the purchase of weapons online.

## BULLYING

- R13. Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.
- R14. School anti bullying policies to be written in terms of the new policy.
- R15. A senior teacher to be trained to respond to the complaints of bullying and agree outcomes with parents.

## BUSINESS CONTINUITY PLANNING

- R16. The rigour of the business continuity plans for secondary schools be tested using a live scenario based on the 28th October incident.

## MEDIA

- R17. The United Kingdom regulatory bodies, Ofcom and IPSO to consider the imposition of a 24 hour bar on reporting and publication of names involved in a fatal incident to allow for the proper and respectful notification to relatives and those intimately effected by the event.
- R18. Aberdeen City Council to develop media training for Members and Chief Officers on the management of communications during adverse events.

## GENERAL

- R19. Aberdeen City Council to review the complaints policy to ensure it is responsive and expeditious.
- R20. The review commissioned from the Good Governance Institute by Aberdeen City Council in June 2016 should defer its conclusion until the Scottish Government Child Protection System Review has reported. The national review is underway and is independently chaired by Catherine Dyer. It is due to report by end of December 2016.
- R21. Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.

11.10.16

## **Andrew Lowe**

Andrew Lowe FRSA CQSW is the Independent Chair of Child Protection and the Independent Chair of Adult Protection for Renfrewshire and the chair of the Glasgow Public Social Partnership for Learning Disability.

Andrew originally trained for a career in law and worked in it from 1973 until he moved to Scotland in 1974 where he began his social work career with Fife County. Andrew qualified at Dundee University in 1979 and worked for Tayside Region as a social worker for Strathmartine Hospital (learning disabilities).

Moving to England in 1982, Andrew set up community mental health teams and England's first patients' councils in psychiatric hospitals. He became Area Director for Rushcliffe where he managed the aftermath of the Hillsborough tragedy.

He moved to Nottingham City Council as Assistant Director of Adult Services. He was appointed as Director of Social Work for Scottish Borders Council in 2004. In 2006, Andrew was invited by the-then Scottish Executive to chair the Changing Lives Practice Governance change programme. He led work on the guidance on the role of the Chief Social Work Officer, the registered social worker and developed a practice governance framework.

Andrew was elected as President of the Association of Directors of Social Work in May 2011 and served on the Bill Advisory Group for the Public Bodies (Joint Working) (Scotland) Bill chaired by Cabinet Secretary Alex Neil MSP and the Early Years Taskforce chaired by Children's Minister Aileen Campbell MSP.

Andrew retired from Scottish Borders Council in November 2013 and established the consultancy LoweZone in 2014; contracts have included reviewing the social work function in an island authority, conducting a significant case review in a large urban authority; reviewing practice governance and preparing for inspection in another.

Andrew was part of the Reference Group to the National Review of Primary Care Out-of-Hours Services 2015. He has also provided expert testimony for the Scottish Social Services Council. Andrew is an external reviewer with HIQA, the Health Information and Quality Authority in Ireland



## ABERDEEN CITY COUNCIL – ANTI-WEAPONS/KNIFE CRIME STRATEGY

Workstreams	Immediate Actions implemented by ACC	Strategic actions emerging from review recommendations	Additional strategic actions beyond review recommendations. Identified from consultation phase with key stakeholders.
Schools	<ul style="list-style-type: none"> <li>Police Scotland PSE programme for S1 pupils implemented across city secondary schools.</li> <li>Consultation with HTs on draft strategic plan.</li> <li>Guidance sent to schools on protocols &amp; procedure to be followed for a weapon/knife incident</li> </ul>	<ul style="list-style-type: none"> <li>Complete roll out of PS S1 PSE programme (PS Liaison Officers) (R9)</li> <li>Ben Kinsella Trust (BKT) resources adapted for use in schools within PSE/HWB programmes for Primary 7 (R10)</li> <li>PS &amp; ACC develop Senior Phase assembly (R9)</li> <li>Develop a letter to all parents regarding school rules and weapons guidelines when pupil enrolls (R1)</li> <li>ACC develop an anti-weapon policy and disseminate to schools (R5)</li> </ul>	<ul style="list-style-type: none"> <li>Secondary schools invited to join pilot of “Mentors in Violence Prevention” programme (MVP). Commencing Aug 17 in pilot schools</li> <li>Develop additional educational programmes for other Primary/Secondary stages</li> <li>Related CPD provided to support educational programmes</li> <li>Raising awareness posters developed and distributed to schools</li> <li>PS Young Volunteers programme implemented in identified schools</li> </ul>
Community	<ul style="list-style-type: none"> <li>Consultation with Youth Work staff to develop a plan of action to educate young people re weapons (knife crime).</li> <li>Plan developed and initial implementation begun.</li> </ul>	<ul style="list-style-type: none"> <li>PS and BKT resources available for community workers. (R10)</li> <li>Youth Work staff engage with young people re. weapons (knife crime) (R9)</li> <li>ACC develop an anti-weapon policy and disseminate to communities (R5)</li> </ul>	<ul style="list-style-type: none"> <li>Youth Work staff undertake weapons (knife crime) training.</li> <li>Additional CPD training on weapon/knife crime for youth workers</li> <li>Raising awareness posters out to communities.</li> <li>Street workers deployed in “hot spots” of anti-social behaviour engage with hard to reach young people.</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>Consultation with Pupil Voice Development Officer to develop a plan of action pupil engagement</li> <li>Consultation questions disseminated to pupil groups. Findings collated and used to develop strategy.</li> <li>Pupils consulted on a pledge name and results collated</li> </ul>	<ul style="list-style-type: none"> <li>Young people encouraged to submit suggestions via collaboration corner within ACC ideas Hub (R2)</li> <li>One item agenda to be brought to Pupil Forums from ACC termly (R2)</li> <li>ACC develop an anti-weapon policy and disseminate to schools (R5)</li> <li>Continual consultation with pupils as strategy progresses (R2)</li> </ul>	<ul style="list-style-type: none"> <li>Young people encouraged to commit their pledge across NA through educational programmes.</li> <li>Develop online “Young People’s Pledge”</li> <li>Young people working group created to develop ideas/storyline for educational DVD (weapons/knives)</li> <li>PS engage with young people found in possession of weapons to establish reasons and shape future programmes</li> </ul>
Parental Engagement	<ul style="list-style-type: none"> <li>Consultation with Parental Engagement Officer to develop plan of action for effective parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>ACC to develop an anti-weapon policy and disseminate to schools/communities (R5)</li> <li>Continual consultation with parents as strategy progresses</li> </ul>	<ul style="list-style-type: none"> <li>Develop information leaflet and distribute to parents/carers</li> <li>Develop a range of parental engagement events</li> </ul>
Northern Alliance Collaboration	<ul style="list-style-type: none"> <li>NA collaboration group created</li> <li>Consultation with NA group on sharing ACC strategic plan for weapon/knife crime .</li> <li>Shared outcomes for the Northern Alliance agreed.</li> </ul>		<ul style="list-style-type: none"> <li>“Young People’s Pledge” shared with NA</li> <li>Advice to NA schools on policies and protocols for managing and reporting incidents</li> <li>Raising awareness posters/parental information leaflet shared with NA.</li> <li>Educational programmes discussed, developed &amp; shared.</li> <li>ACC share anti-weapon policy (R5)</li> </ul>

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## ANTI WEAPONS/KNIFE CRIME IMPLEMENTATION PLAN

Recommendation	Actions	Dates	Opportunities beyond Recommendation
<b>Engagement with Pupils and Parents</b>			
R1. All parents should receive a letter from school at the beginning of Year S1 each year. The letter will set out the school rules and the expectations of the school with regard to weapons. The letter will be signed and returned to school.	A standard letter will be created by ACC for distribution to parents of S1 pupils across the city. This will be issued at the start of academic year and when a pupil enrolls during term time. May 17		Standard letter created by ACC to be distributed to current parents of all Senior Pupils Nov16 Standard letter created by ACC for all parents of Primary School pupils Nov16 ACC will provide a parent leaflet raising awareness on weapon/knife crime and educating them on the consequences-Dec 16 Parent Councils will receive anti-weapon knife information/guidance on 'what they should know/should do'. - Dec 16 Planned event at parent forum group Nov 16
R2. Pupil forums and pupil councils to be encouraged to develop safe processes to enable pupils to share their knowledge of weapons with teaching staff.	Agenda items linked to anti weapon strategy will be set termly by ACC for pupil group discussions in both Primary & Secondary Nov16		Agenda items linked to anti weapon strategy sent to city pupil voice group for discussion Nov16 Launch of pupil pledge shared with all schools. Feb 17
R9. ACC to work jointly with Police Scotland to develop and deliver age appropriate training for Primary 7, Secondary 1 and Secondary 5 to support the knife crime strategy.	Primary schools will receive resource packs from ACC to be delivered to Upper Primary pupils Dec 16 S1 pupils already receiving anti weapon lessons delivered by Police Scotland timetable rolled out. Secondary schools will receive resources from ACC to be delivered to Senior Pupils Jan 17		Primary schools will receive guidance to deliver (Keeping Safe) lessons to Early- Middle stages. Feb 17 'Stay Safe Speak Out' resource from NSPCC available to primary schools – Feb 17 Secondary schools will receive guidance from ACC re delivery to S3/S4 pupils.Feb 17 ACC will also deliver anti-weapon/knife resources, information & guidance to the community capturing young people out with schools- Feb 17 Further develop the community/alternative care placement strand of this work stream.- Mar 17 Poster campaign across all schools, community and alternative care placements. Dec 16
R10. ACC to develop work with Ben Kinsella Trust to develop appropriate teaching resources and lesson plans.	Ben Kinsella resource pack already adapted for use with Primary 7 pupils Lesson plans are directly from BKT Dec 16		ACC will explore Ben Kinsella Trust further to use/adapt additional resources for schools e.g. Secondary 2 Dec 16
<b>Incident Notification &amp; Recording</b>			
R3. Police Scotland shall be notified of each and every incident of weapons possession of which the school become aware.	Schools have a protocol in place and were reminded on inset day Aug 2016		
R4. Every incident will be recorded by the school	Schools already have this in place, they should		

## ANTI WEAPONS/KNIFE CRIME IMPLEMENTATION PLAN

immediately following an allegation or an incident and notified to Senior Managers.	continue with this recording and should inform a relevant member of the central team Updated recording format will be developed.	
R8. Individual risk assessments should be completed on all individuals known or suspected to carry offensive weapons.	Schools already have an exclusion policy in place re risk assessments on return to school this will be extended to include all incidents regardless of exclusion.	
<b>Pupil Searches</b>		
R6. In accordance with the law of Scotland searches must be made with pupil's consent. The Head Teacher or her nominee should undertake searches of pupils where consent is given. Where no consent is forthcoming, the police should be notified if there are grounds to suggest that the child or young person is carrying a knife or other offensive weapon.	Schools should act on this and undertake searches only with the pupil's consent and only if there is reason to believe that the pupil is carrying a weapon/knife. Without consent schools shall contact Police Scotland. Further guidance will be given to schools.	ACC to continue to liaise with Scottish Government
R7. A specific search and confiscation protocol should be developed by Aberdeen City Council supported by Police Scotland as part of their weapons/knife crime strategy currently under development.	Further guidance on searches and confiscation will be distributed to schools. Any weapon confiscated should be stored in a locked cabinet awaiting Police Scotland response.	ACC to continue to liaise with Police Scotland and Scottish Government
<b>Policy /Protocol</b>		
R5. Aberdeen City Council should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.	ACC Curriculum Team have already commenced working jointly with Police Scotland to develop a clear/concise anti-weapon/knife policy.	Policy/Protocol and resources will be shared across Northern Alliance- Jan 17
R21. Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.	An operation Group is established and implementation work has commenced.	
<b>Anti bullying</b>		
R13. Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.	Work underway and joint plan in construction Schools received Policy review/guidance in June 16, schools to amend by April 17 Further guidance doc will be required.	Remain under review and update according to best practice as required
R14. School anti bullying policies to be written in terms of the new policy.	Schools to produce an updated/reviewed policy by April 17.	
R15. A senior teacher to be trained to respond to	CPD module to be developed by PL team for school	

## ANTI WEAPONS/KNIFE CRIME IMPLEMENTATION PLAN

the complaints of bullying and agree outcomes with parents.	based delivery.	
<b>MEDIA</b>		
R17. The United Kingdom regulatory bodies, Ofcom and IPSO to consider the imposition of a 24 hour ban on reporting and publication of names involved in a fatal incident to allow for the proper and respectful notification to relatives and those intimately effected by the event.		Other agencies – Ofcom/ IPSO
R18. ACC to develop media training for Members and Chief Officers on the management of communications during adverse events.	Comms working group to devise and deliver training module Feb 17.	
<b>Scottish Government</b>		
R11. The Scottish Government should improve the resilience of schools to the threat posed by weapons and give consideration to amending the law in relation to searching pupils.	Scottish Government Response Guidance needed to remind schools of agreed protocol	Continue to communicate and liaise with Scottish Government
R12. The Scottish Government should explore the further legislative controls that can be brought to bear on the purchase of weapons online.	Scottish Government Response	
<b>Others</b>		
R16. The rigour of the business continuity plans for secondary schools be tested using a live scenario based on the 28 <sup>th</sup> October incident.	Emergency Planning team to devise model/approach for dissemination. Jan 17	
R19. ACC to review the complaints policy to ensure it is responsive and expeditious.	Corp Services lead and review by Jan 17	
R20. The review commissioned from the Good Governance Institute by ACC in June 2016 should defer its conclusion until the Scottish Government Child Protection System Review has reported. The national review is underway and is independently chaired by Catherine Dyer. It is due to report by end of December 2016.	Chief Officers Group to consider	
<b>Additional actions</b>		
<b>Northern Alliance</b> Protocol, curriculum resources, posters, leaflets, pledge to be shared with Northern Alliance	<b>Community</b> Anti-weapon information to be shared outside schools to communities/ youth clubs/care homes etc Posters, curriculum resources, pledge to reach all young people	<b>Pledge</b> Spread on social media, display on every resource, posters, leaflets etc.

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<b>6- EHRIA Summary and Action Planning</b>				
<b>Report Title</b>	<b>Update on progress towards implementing the anti-weapon/knife strategy and its alignment to the recommendations of the Independent Review carried out after the incident at Cults Academy on 28<sup>th</sup> October 2015</b>			
<b>Assessment not required</b>	<b>Evidence</b>			
<b>Assessment completed</b>	<b>As a result of completing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes which were identified.</b>			
<b>Identified Risk and to whom:</b>	<b>Recommended Actions:</b>	<b>Responsible Lead:</b>	<b>Completion Date:</b>	<b>Review Date:</b>
<b>The Sikh community if not fully aware of this strategy could perceive this as discriminatory</b>	<b>Work with GREC to positively engage with Sikh community to ascertain how common place the carrying of the Kirpan is so that officers and the community can work in partnership to find a positive solution.</b>	<b>Catriona Walker</b>	<b>31/10/16</b>	<b>17/11/16</b>

7: Sign off	
<b>Completed by (Names and Services) :</b>	Catriona Walker Education and Children’s Services
<b>Signed off by (Head of Service) :</b>	Andy Griffiths, Head of Education Services, ECS.
<p>Only sections 6 and 7 will be attached to the committee report</p> <p>The full EHRIA will be published on Aberdeen City Council’s website under <a href="http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp">http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp</a></p> <p>Please send an electronic format of the full EHRIA without signature to: <a href="mailto:SHoward@aberdeencity.gov.uk">SHoward@aberdeencity.gov.uk</a></p>	



## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education &amp; Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Redevelopment of Provost Skene's House</b>
REPORT NUMBER	<b>ECS/16/071</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to provide an update to members regarding the redevelopment of Provost Skene's House (PSH) following instruction at Finance Policy and Resources Committee meeting of 20 September 2016.

### **2. RECOMMENDATION(S)**

- 2.1 It is recommended that Committee agree:
- (i) To note and agree the proposals for PSH and the important link role this project has in further enhancing the cultural offering to the city residents and visitors to Aberdeen; and
  - (ii) Otherwise note the content of this report.

### **3. FINANCIAL IMPLICATIONS**

- 3.1 At the Finance, Policy and resources Committee meeting of 20 September 2016, it was agreed that the City Centre Masterplan allocate £1.5m to facilitate the transformation of PSH. Additional funding of £500,000 was obtained from MUSE with £125,000 having already been invested in replacing the boiler and protecting the House during the demolition of St. Nicholas House and the construction of Marischal Square.

Therefore the overall available budget for refurbishment is £1.875m

## **4 OTHER IMPLICATIONS**

4.1 Nil.

## **5. BACKGROUND/MAIN ISSUES**

5.1 The Council has approved a City Centre Master Plan, which will be implemented over the next twenty-five years. Provost Skene's House (PSH) sits in the heart of the city centre.

5.2 It is proposed that the exhibition contained with PSH celebrate the achievements of locals who over the centuries have made major contributions to science, medicine, arts, entertainment, business, sport and other fields. In short, those who have transformed the world and contributed to the success of the City.

Further, the interpretation will explore Aberdeen as a city of creativity, culture and industry through people past and present and is designed to both enhance the house's role in historic Aberdeen and provide an opportunity to extend and enhance the cultural offer to city residents and visitors to Aberdeen.

5.3 The new displays will celebrate the story of locals and their contribution to Aberdeen's success which in turn has helped to create the city and region's rich and proud heritage. The proposal sits well with the Council's vision, "Aberdeen – the Smarter City" ; and in particular with supporting arts and culture in the city, through its heritage.

5.4 The interpretation will link closely to Provost Skene and the House but will expand the story bringing it up to the present day. The new displays will be designed to be highly participative, encouraging interaction and exploration. The displays will embrace digital technology allowing a wide range of audiences, including local residents, families, young people and tourists, to engage deeply with the exhibition. It is envisaged that the displays will draw on Aberdeen City Council's museum and gallery collections together with material from the City Archives, bringing together objects, artworks and documents, to bring aspects of the visitor experience to life.

5.5 The message would be consistent with that promoted by the Masterplan communications and engagement strategy: if we seize the opportunities before us – as these individuals did – we can transform our immediate world. The exhibition would also service a number of Masterplan objectives by providing a point of interest for residents and visitors; honouring the city's heritage; and helping to position Aberdeen as a city of global significance and influence.

- 5.6 The city's cultural strategy aims to make Aberdeen as a vibrant, creative and ambitious city. The exhibition would support that by showcasing world-class achievements in the art, for example in the fields of music or literature. These stories may well inspire exhibition visitors to take part in creative endeavours and to explore their own potential. The exhibition would also refer visitors to other museums and event space such as the Aberdeen Art Gallery, Music Hall or Maritime Museum and they in turn could highlight Provost Skene's House -- in effect creating a culture trail across the city.

#### **THEMES - OVERVIEW**

- 5.7 A key element of the displays as previously mentioned will involve featuring the stories of people, past and present, including Provost Skene, who have made outstanding contributions to Aberdeen and wider North East region. In order to define the criteria for selection and to gain a broad overview of candidates for inclusion, a steering group has been established to advise the design team. The steering group will include representation from the tourism, cultural, academic and business sectors.
- 5.8 The themes of Innovators, Creators, Inventors, Entertainers and Sportspeople will be presented throughout the House.
- 5.9 The ground floor will house an Access Gallery, for use by visitors with mobility issues. The Access Gallery will enable visitors to virtually explore the content presented on the upper levels which may be physically inaccessible to them. The Gallery will contain seating and resource material.

## **PUBLIC CONSULTATION**

- 5.10 The ground floor will provide an exciting feature area celebrating a number of the area's most remarkable and popular people – **Hall of Heroes**. It is hoped the initial line-up can be chosen by the public from the long list drawn up by the steering group. The Hall of Heroes could be refreshed regularly and new entrants selected by visitors to PSH, thereby giving the public an active role in curating the exhibition. Fortunately the region has a wealth of notable figures to choose from.
- 5.11 The Council's communication channels would be used to promote opportunities for participation and capture input from the community. It is anticipated that the media may also play a supporting role in this process. The Hall of Heroes may feature both historic and contemporary people and will deliver a definite wow factor.

## **ENABLING & ESSENTIAL WORKS**

- 5.12 A full design team has been commissioned to ensure that the essential and enabling works required for the re-opening of PSH are commenced in line with the overall project programme. Works will include some remedial work to the roofing, recordation of windows and repairs to guttering. A comprehensive upgrade to the electrical and mechanical systems along with some building works (new toilets, shop and reception area) and the interpretation and design fit out will ensure that PSH is restored and enhanced prior to opening its doors to the citizens and visitors of Aberdeen City.

## **6. IMPACT**

### **6.1 Improving Customer Experience**

The reopening and redevelopment of PSH provides an opportunity to both extend and enhance the cultural offer to city residents and visitors to Aberdeen by promoting and celebrating what Aberdeen and its residents have contributed to the world.

### **6.2 Improving our use of Resources**

The Council is currently working with Scottish Enterprise and Visit Aberdeenshire to establish metrics to measure the value of visitor attractions to the city's economy and there will be the opportunity for the renewed Provost Skene's House to be measured within this, with a focus on understanding return on investment, scope for repeat visits and impact on overnight stays and visitor spend.

### 6.3 Corporate

The city's cultural strategy aims to make Aberdeen as a vibrant, creative and ambitious city. The exhibition would support that by showcasing world-class achievements in the arts – for example, in the fields of music or literature. These stories may well inspire exhibition visitors to take part in creative endeavours and to explore their own potential. The exhibition would also refer visitors to other museums and event space such as the Aberdeen Art Gallery or Music Hall, and they in turn could highlight Provost Skene's House -- in effect creating a culture trail across the city.

## 7. MANAGEMENT OF RISK

7.1 The delivery of the new redeveloped PSH project is set against a very defined timeline i.e. to re-open in parallel to the Marischal Square development and is therefore governed and monitored through the following groups including:

- Project Delivery Group: led by the Estates Manager (ECS);
- ECS Estates Group: Chaired by the Head of Policy, Performance and Resources;
- City Centre Masterplan Board: Chaired by the City Centre Director
- Strategic Asset and Capital Programme Board: Chaired by the Director of Communities, Housing and Infrastructure

7.2 In addition, the project features on the SIP Dashboard report which is submitted for scrutiny by Finance Policy and Resources Committee.

## 8. BACKGROUND PAPERS

Finance, Policy and Resources Committee, 20 September 2016  
(Agenda Item: 7.17 Refurbishment of Provost Skene's House)

## 9. REPORT AUTHOR DETAILS

Euan Couperwhite  
Head of Policy, Performance and Resources  
[ecouperwhite@aberdeencity.gov.uk](mailto:ecouperwhite@aberdeencity.gov.uk)  
Tel: 01224-522073

Maria Thies  
Estates Programme Manager  
[Mthies@aberdeencity.gov.uk](mailto:Mthies@aberdeencity.gov.uk)  
01224-346303

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17<sup>th</sup> November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>AWPR Public Art</b>
REPORT NUMBER	<b>ECS/16/064</b>
CHECKLIST COMPLETED	<b>YES</b>

---

### 1. **PURPOSE OF REPORT**

This report provides a response to the request that officers consider the feasibility of a major item of public art alongside the route of the Aberdeen Western Peripheral route.

### 2. **RECOMMENDATION(S)**

It is recommended that Committee:-

- a. Approves the content of the report.
- b. Should, in the future, a source of funding be identified, instruct officers to report to committee on the options for commissioning a piece of public art.

### 3. **FINANCIAL IMPLICATIONS**

No funding is currently in place for the construction of a major piece of public art along the site of the AWPR. Officers have assessed Trusts and Foundations and other sources of external capital funding and do not consider, at this stage, that there are appropriate grants which the initiative would be eligible for. Any future grants would, in all likelihood, require significant match funding from Aberdeen City Council.

In addition to the one off capital resources, there would be an ongoing need for maintenance of the work which could not be assessed and established until the work was commissioned.

The process of appointing an artist to undertake the commission would be an open call following an agreed brief. There would therefore be no State Aid implications arising.

### 4. **OTHER IMPLICATIONS**

There are no other implications at this stage.

## 5. BACKGROUND/MAIN ISSUES

Council motion

- 5.1 On the 8<sup>th</sup> October 2015, Council approved a motion by Councillor Yuill:

*'That this Council instructs officers to report on the feasibility of locating a major item of public art at an appropriate point alongside the route of the Aberdeen Western Peripheral Route and what the potential sources of funding for such a project might be'*

- 5.2 The Aberdeen Western Peripheral Route is due for completion in late 2017. Due to the ongoing works, it would be impracticable to undertake a commission of this nature until the construction work is complete.

- 5.3 There are a number of considerations to be taken into account when considering a commission of this scale, including:

- Location and site of a suitable size and the requirement for visitor facilities and adjacent infrastructure
- Air traffic control and flight paths
- Ownership of and access to land, and approval from the appropriate national agencies
- Planning permission
- Ongoing maintenance and the costs related
- Agreement on the commission by the neighbouring local authority.
- The current proposal for a sculpture on private land at the northern end of the AWPR.
- It is anticipated that the lead in time for the commissioning of a project of this scale would be three years.

- 5.4 Comparator projects

Projects of this nature vary in scale and size and the following are given as examples of the potential costs required:

Date	Artwork	Location	Cost	Weight/height/footage
2014	The Kelpies	Falkirk Helix	£5-7m	300 tonnes each 30m high 50,000 square feet 1,200 tonnes steel reinforced concrete foundation each
1998	Angel of the North	Gateshead	£800,000	
2012	Arcelor Mittal orbit	Olympic Park, London	£22.7m	114.5m tall sculpture and observation point
1997	Darlington Train	Darlington	£760,000	15,000 tonnes 600m square



				23ft high 130 ft long
1999	Big Heids	Eurocentral-M8	£273,000	Each head 10m high Each head 18 tonnes Sit on 7m high containers

## 6. IMPACT

### **Improving Customer Experience –**

A major public art commission would, with the right infrastructure and visitor experience, make a significant contribution to civic pride and the cultural life of Aberdeen.

### **Improving Staff Experience –**

No impact has been identified.

### **Improving our use of Resources –**

By using an open and transparent procurement process, any budget available for the commission would be maximised.

### **Corporate –**

The Local Outcome Improvement Plan:

- People experience Aberdeen as the best place to invest, live and visit

Strategic Infrastructure Plan: A better image for Aberdeen:

- Boost the external appearance of the city as a place to live, visit and invest
- Foster greater civic pride
- Celebrate and showcase existing strengths

Education and Children’s Service Plan priority 2-Culture

City Centre Masterplan objectives 1 and 8:

- Changing perceptions- promoting the view of Aberdeen as an energetic, inclusive and fascinating place
- Culturally distinctive – ensuring the city centre reflects its distinctive local culture so it is like no other place

Smarter Aberdeen: Quality of Life

- Enhance the well-being of our communities by creating a stimulating environment for them to work through the delivery of high quality arts and cultural services
- We aspire to be recognised as a City of Culture, a place of excellence for culture and arts by promoting Aberdeen as a cultural centre hosting high quality and diverse cultural events for the whole community and beyond

### **Public –**

It is likely that the public will be interested in any intention to undertake a project of this scale, the subject matter, and what the completed art

work will look like, including where this is sited. This can be addressed through timely staged press releases and other means of communication, including social networking.

**7. MANAGEMENT OF RISK**

The risks in relation to this project are at this stage in securing the investment required to commission a work and the subsequent timescale. Given the limited opportunity to source a significant sum to deliver a project of this scale, at this stage officers would not, therefore recommend further action on this matter, unless a source of public funds becomes available.

**8. BACKGROUND PAPERS**

Agenda and minutes of the 19<sup>th</sup> August 2015 Council meeting.

**9. REPORT AUTHOR DETAILS**

Lesley Thomson, Cultural Policy and Partnerships Manager

[lthomson@aberdeencity.gov.uk](mailto:lthomson@aberdeencity.gov.uk)

01224 522499

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education &amp; Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>The Strategy for an Active Aberdeen 2016-26</b>
REPORT NUMBER	<b>ECS/16/075</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### 1. **PURPOSE OF REPORT**

To present to members the finalised Strategy for an Active Aberdeen

### 2. **RECOMMENDATION(S)**

It is recommended that the committee:

- (i) Note the feedback received by the Active Aberdeen Partnership during the consultation process with relevant agencies and stakeholders;
- (ii) Note and adopt the Strategy for an Active Aberdeen.

### 3. **FINANCIAL IMPLICATIONS**

Any revenue or capital funding implications for the Strategy for an Active Aberdeen will be met from the budgets of the Active Aberdeen Partnership members. In the case of the City Council, this will be through the work of Sport Aberdeen who are charged with the delivery of sport and physical activity services on behalf of the City. In addition, it is anticipated that external funding bids will be made to a range of funders for new projects that will help to deliver the strategy outcomes.

### 4. **OTHER IMPLICATIONS**

There are no known legal implications arising from the Strategy. The resource, personnel, property, equipment, sustainability and environmental health and safety and/or policy implications for the Strategy will be managed by the Active Aberdeen Partnership, utilising

their existing provision and any additional external support that is secured by them as a Partnership or as individual agencies.

## 5. **The Strategy for an Active Aberdeen**

The draft Strategy for an Active Aberdeen was brought to Committee on the 2 June 2016, with a consultation period running from June to October 2016. The consultation process incorporated a variety of methods and culminated in the delivery of key focus groups. The outcomes from the consultation are as follows:

- The length of the strategy will be in line with the facilities strategy and reflect the period 2016-2026. This will be supported by annual action plans which will remain fluid to reflect wider change in Aberdeen City
- The document will reference relevant strategies and high level documents to show the cross cutting work
- The Vision and Mission were agreed by all
- Aims and Objectives are strengthened by simplifying the wording. Clear, high level actions will also be shown in the final strategy document
- The action plan will be removed from the strategy as this will be developed over the next few months with all partners across the City. This will be in line with the baseline data currently being collated. A finalised plan will be in place before the end of the financial year
- The Active Aberdeen Partnership Sport & Physical Activity Implementation Group will be tasked with monitoring and evaluating the annual plans and the strategy as a whole

As agreed through consultation, the Strategy for an Active Aberdeen is for the period 2016 to 2026 and will be driven and delivered by the Active Aberdeen Partnership, which currently comprises of the following members:

Aberdeen City Council  
Aberdeen Football Club Community Trust  
Aberdeen Snowsports Centre  
Aberdeen Sports Village  
Aberdeen University  
Health & Social Care Partnership  
Robert Gordon University  
Sport Aberdeen  
Sportscotland  
Transition Extreme

The Strategy leads on from the previous Sport and Physical Activity Strategy for Aberdeen City, Fit for the Future, which ran from 2009 to 2015. A number of key achievements took place during the lifetime of Fit for the Future, notably the creation of Aberdeen Sports Village with

its impressive range of regional facilities and multi-agency initiatives, such as the Golden Games.

In producing the new Strategy there is a recognition that it needs to align strategically at both a national and local level. Nationally, the Strategy has adopted the Active Scotland Outcomes Framework which identifies six key Outcomes that will be measured using national data and local proxy measures. These are as follows:

- We encourage and enable the inactive to be more active
- We encourage and enable the active to stay active throughout life
- We develop physical confidence and competence from the earliest age
- We improve our active infrastructure – people and places
- We support wellbeing and resilience in communities through physical activity and sport
- We improve opportunities to participate, progress and achieve in sport

At a local level, it is intended that the Strategy will contribute toward the achievement of a number of the City Council's high level priorities aimed at becoming a Smarter City, namely:

#### **Smarter Governance (Participation)**

- We will...promote civic pride, active citizenship and resilience

#### **Smarter Living (Quality of Life)**

- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem
- We will work with our partners to seek to reduce the levels of inequality in the City
- We will promote and improve opportunities for physical activity and sport to enable Aberdeen's citizens to lead more active, healthier lives

#### **Smarter People (Social and Human Capital)**

- We will...improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training
- We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy

#### **Smarter Environment (Natural Resources)**

- We will encourage wider access to green space in our streets, parks and countryside

#### **Smarter Mobility (Transport and ICT)**

- We will encourage cycling and walking
- We will provide and promote a sustainable transport system, including cycling, which reduces carbon emissions

The Strategy for an Active Aberdeen is ambitious and aspirational with a vision to be the most active City in Scotland and a Mission Statement that aims to 'Activate the City'. The latter is aligned to a national campaign and the Partnership is keen to play its part in contributing to a more 'Active Scotland'.

It is intended that the delivery of the Strategy will:

**Increase** opportunities and participants in physical activity and sport by:

- Supporting and enabling the inactive to become active
- Supporting and enabling the active to stay active throughout life
- Supporting and developing pathways that enable those who wish to progress and achieve to reach their potential
- Supporting people to build physical activity and sport into their daily routine to enhance health & wellbeing in the workplace and wider community

**Invest** in our infrastructure of people and places by:

- Improving the quality of the sports facilities (places) across Aberdeen
- Fostering a culture of collaboration between organisations to ensure that there is a comprehensive, cohesive and co-ordinated physical activity and sport offer for our communities
- Developing more coaches, officials, leaders and volunteers to build the capacity of our workforce
- Supporting new clubs and develop existing clubs to provide a safe, welcoming and enjoyable environment

Be **Inclusive** so everyone has the opportunity to be and stay active by:

- Communities actively engaging in the development of opportunities
- Providing opportunities that meet the needs of the entire community
- Using physical activity and sport to reduce health inequalities and enable social change
- Enabling people to overcome barriers to becoming physically active

The development of the Strategy has involved extensive consultation with the public and organisations involved in sport, physical activity, health, education, local and national government.

Work is already taking place within the Active Aberdeen Partnership to put in place a number of 'building blocks' that will be necessary for the development of a sustainable Strategy. These include the establishment of strong leadership, governance and reporting mechanisms, determining Priority Sports and robust Data Collection processes. It is anticipated that the Partnership will 'Activate the City' from January 2017.

## 6. IMPACT

### **Improving Customer Experience**

The Strategy is committed to providing the communities of Aberdeen high quality services and opportunities to participate in physical activity and sport across the City. It will have a strong emphasis on equality and inclusion, aiming to find ways to engage the 'hard to reach'. The largest health gains and reductions in health inequalities will arise from helping the inactive to become more active.

At the other end of the spectrum, those with talent and committed to achieve in sport will be supported through pathways and packages that will enable them to represent the City, Region and Country.

The Strategy recognises that physical activity and sport does not happen purely through the public and private sector provision. There is a very large voluntary sector commitment to physical activity and sport. The strategy will contain a range of actions designed to help clubs in their development, guide them on improving the customer experience and work with them to recruit, train and deploy more coaches, officials, leaders and volunteers, all of which help to build strong cohesive communities.

### **Improving Staff Experience**

City Council staff, alongside the staff across the Partnership, are key to the delivery of the Strategy. There are a number of key Council Departments that will have a significant impact on the Strategy and the outcomes. In seeking to 'Activate the City' the Partnership will be encouraging all major employers in Aberdeen to pledge their commitment to the campaign and take direct action in encouraging their staff to be more active and lead healthier lives. This will have an impact on the staff experience and is likely to lead to more confidence, capable, engaged and committed employees.

### **Improving our use of Resources**

The ability of the Partnership to work strategically and help to eradicate duplication will be an essential requirement. Defining who takes responsibility for delivery of which areas of work will enable a transformation in the way that all of the agencies involved work. There will potentially be economies of scale in purchasing and without doubt, the range of partners involved will open up external funding streams that would not have been accessible to the Council alone. A very simple example will be the future viability of training courses due to critical mass of having each partner commit to providing delegates.

### **Corporate -**

Links to the Smarter City vision and priorities have been identified earlier in the report. The Underlying Principles of the Community

Planning process all accord with the Strategy for an Active Aberdeen and there is strong engagement of Active Aberdeen Partnership members within the Community Planning Framework.

**Public**

An Equality and Human Rights Impact Assessment (EHRIA) has been completed for this report and has been made available to members.

**7. MANAGEMENT OF RISK**

The Active Aberdeen Partnership will take responsibility for the management and risks related to the Strategy for an Active Aberdeen

**8. BACKGROUND PAPERS**

Fit for the Future 2009-15  
Strategy for an Active Aberdeen 2016-2026

**9. REPORT AUTHOR DETAILS**

Jo Bell  
Director of Sport & Active Lifestyles  
Sport Aberdeen  
[jobell1@sportaberdeen.co.uk](mailto:jobell1@sportaberdeen.co.uk)  
01224 047930





THE STRATEGY FOR AN ACTIVE ABERDEEN  
2016 - 2026



**OUR VISION:**

Aberdeen is the most active city in Scotland

**OUR MISSION:**

To Activate the City



# Executive Summary



THE ACTIVE ABERDEEN PARTNERSHIP WILL:

**Increase opportunities and participants in physical activity & sport by:**

- > Supporting and enabling the inactive to become active
- > Supporting and enabling the active to stay active throughout life
- > Supporting and developing pathways that enable those who wish to progress and achieve to reach their potential
- > Supporting people to build physical activity & sport into their daily routine to enhance health & wellbeing in the workplace and wider community

**Invest in our infrastructure of people and places by:**

- > Improving the quality of the sports facilities (places) across Aberdeen
- > Fostering a culture of collaboration between organisations to ensure that there is a comprehensive, cohesive and co-ordinated sport and physical activity offer for our communities
- > Developing more coaches, officials, leaders and volunteers to build the capacity of our workforce
- > Supporting new clubs and develop existing clubs to provide a safe, welcoming and enjoyable environment

**Be Inclusive so everyone has the opportunity to be and stay active by:**

- > Communities actively engaging in the development of opportunities
- > Providing opportunities that meet the needs of the entire community
- > Using physical activity and sport to reduce health inequalities and enable social change
- > Enabling people to overcome barriers to becoming physically active

**These three Aims and the Objectives outlined will form the basis of the Annual Action Plans that are developed.**

WE WILL:

- > Increase opportunities and participants in physical activity & sport
- > Invest in our infrastructure of people and places
- > Be Inclusive so everyone has the opportunity to be and stay active

This Strategy is driven by national and local policies, which are underpinned by research that all points towards the need for us to intervene and invest in physical activity & sport. This targeted approach will ensure more people are engaged in physical activity & sport to improve their health and also deliver wider social outcomes.

This Strategy is for Aberdeen. It is not a Strategy for a single organisation but one that takes a multi-agency approach with a mix of partners, all of whom have their own separate visions and business plans that will bring the strategy to life. This is what makes this strategy unique and exciting. For the Strategy to be successful and opportunities to be maximised, the creation of a culture of trust and collaboration is paramount in order to overcome fragmentation and other barriers to participation

We want to ensure that there are early opportunities for young people to become involved in physical activity & sport. To do this we must have strong pathways in place as well as a high quality workforce to help nurture the aspirations of the young people and citizens of Aberdeen. Fluidity between sports and physical activities is paramount and will ensure participation, progress and performance are maximised.

It is known that participation in physical activity & sport prevents, and can help to treat and manage, many chronic diseases. This Strategy plans to ensure that there are suitable, specialist opportunities provided that improve the physical and mental health wellbeing needs of local communities and help to address health inequalities. The emphasis on Inclusion is deliberate and the Active Aberdeen Partnership is committed to working with a range of organisations to make physical activity & sporting opportunities accessible for all.



## Scottish Government's Active Scotland Outcomes Framework

The Active Aberdeen Partnership wishes to ensure that the delivery of the Strategy for an Active Aberdeen aligns and contributes to the Scottish Government's Active Scotland Outcomes Framework. Therefore our Action Plans will reference each of the six Outcomes below.

### EXECUTIVE SUMMARY / CONTINUED

The profile of physical activity & sport in the City has been raised over recent years. We wish to continue this and to celebrate our successes; performers, coaches, officials and volunteers, to demonstrate the improvements we are making and the value that we are adding to the physical activity & sport infrastructure and local communities.

The Active Aberdeen Partnership is the strategic lead for physical activity & sport across the city. It has provided the catalyst for a new way of working by bringing a number of key organisations and partners together to collaborate in an open and transparent manner. By working effectively together the partnership will maximise resources and expertise to bring our Vision of making Aberdeen the most active City in Scotland a reality. There is a real desire to 'Activate the City' and to encourage the people of Aberdeen to commit and pledge that they will be more active, more often.

The Active Aberdeen Partnership will facilitate a step-change in both the planning and delivery of physical activity & sport across the city. By creating and developing a strategic alliance it is able to ensure that its work aligns with and supports the City's priorities, as stated in the Local Outcome Implementation Plan (LOIP). It is strongly positioned within Community Planning Aberdeen and it will be a key player in the delivery of the LOIP.

Key to the effectiveness of this Strategy is the workforce, encompassing both voluntary and professional. There is a need for them all to understand the role they play in delivering the strategic outcomes, and therefore, communication is essential to engage and support the workforce in their role.

With this Strategy we will make physical activity & sport more accessible to a wider range of people with the aim of making Aberdeen the most active City in Scotland.

### VISION: A MORE ACTIVE SCOTLAND

Physical activity is about getting people moving. Daily walking, playing in a park, going to a gym, training with a team or aspiring to win a gold medal - it really doesn't matter how people get active, it just matters that we do.

Being physically active contributes to put personal, community and national wellbeing. Our vision is of a Scotland where more people are more active, more often.

### NATIONAL OUTCOMES

Business	Employment	Research and Innovation	Young People	Early Years	Healthier	Inequalities Tackled	Life Chances
Safe from Crime	Sustainable Places	Resilient Communities	Environment Valued	National Identity	Impact on Environment	Older People Supported	Public Services

### ACTIVE SCOTLAND OUTCOMES

1. We encourage and enable the inactive to be

2. We encourage and enable the active to stay active throughout life

3. We develop physical confidence and competence from the earliest age

4. We improve our active infrastructure - people and places

5. We support wellbeing and resilience in communities through physical activity and sport

6. We improve opportunities to participate, progress and achieve in sport

EQUALITY: OUR COMMITMENT TO EQUALITY UNDERPINS EVERYTHING WE DO



# An Active Aberdeen

In order to provide the strong foundations necessary for success, we have taken the unusual step of recommending a “Year Zero” Action Plan to get our building blocks in place and provide a firm platform to attack the objectives of the Strategy. During Year Zero the Partnership will strengthen its structure, develop the workforce, plan ahead and communicate key messages. All in preparation for the delivery of the action plans, year on year.

How are we going to make it happen?

Aim	Action	Impact
<p><b>INCREASE</b> opportunities and participants in physical activity and sport</p>	<ul style="list-style-type: none"> <li>&gt; Identify and remove barriers to becoming and remaining active</li> <li>&gt; Provide appropriate opportunities to target the inactive and support lifelong engagement</li> <li>&gt; Promote and provide progressive opportunities to ensure continued activity</li> <li>&gt; Work in partnership to ensure strong pathways are in place</li> <li>&gt; Inspire and implement ways to enhance individuals health &amp; wellbeing</li> <li>&gt; Support the delivery of the Active Aberdeen Travel Plan</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reduction in the number of inactive people</li> <li>&gt; Sustained lifelong engagement in physical activity &amp; sport</li> <li>&gt; The active stay active and continue to progress in their chosen pathway</li> <li>&gt; Strong partnerships across partners and other organisations/agencies.</li> <li>&gt; Sustainable pathways in place for physical activity &amp; sport</li> <li>&gt; Individuals health &amp; wellbeing is improved by building physical activity &amp; sport into their daily routine</li> <li>&gt; Increase in number of people participating in active travel</li> </ul>
<p><b>INVEST</b> in our infrastructure of people and places</p>	<ul style="list-style-type: none"> <li>&gt; Implement the Sports Facility Strategy through the AAP</li> <li>&gt; Continue to improve partnership working to deliver quality physical activity &amp; sport</li> <li>&gt; Rationalise facility use</li> <li>&gt; Further develop a digital platform for marketing and communication to the wider community</li> <li>&gt; Develop and confident and competent sport &amp; physical activity workforce across the City</li> <li>&gt; Create a strong mechanism to support and develop voluntary physical activity groups and sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Improved quality and well maintained facilities &amp; places</li> <li>&gt; A culture of collaboration exists across the City</li> <li>&gt; Quality physical activity &amp; sport opportunities are maximised across Aberdeen</li> <li>&gt; Specialized facility use, where appropriate, and coordinated programming and access of venues</li> <li>&gt; Simplified booking and information service</li> <li>&gt; A well-qualified and increased workforce to meet the needs of the community</li> <li>&gt; A strong and vibrant Club Sport Aberdeen network</li> <li>&gt; Thriving Community Sport Hubs</li> </ul>
<p><b>BE INCLUSIVE</b> so everyone has the opportunity to be and stay active</p>	<ul style="list-style-type: none"> <li>&gt; Work with key groups &amp; networks to ensure continuous and appropriate engagement</li> <li>&gt; Review current opportunities to ensure the diverse needs of the community are met</li> <li>&gt; Develop opportunities to reflect local need and are based on community engagement</li> <li>&gt; Working with local and national partners:                             <ul style="list-style-type: none"> <li>&gt; Further develop targeted programmes to positively impact on health inequalities</li> <li>&gt; Ensure continuity of existing provision and further develop activities that can lead to positive life choices</li> </ul> </li> <li>&gt; Support an inclusive culture across the City</li> <li>&gt; Ensure due consideration is given to the accessibility of all marketing tools</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Communities are fully engaged in developing opportunities</li> <li>&gt; Opportunities provided that meet the needs of the entire community</li> <li>&gt; Increased participation from across the community</li> <li>&gt; Reduction of health inequalities for specific targeted groups</li> <li>&gt; Sustainable and progressive programmes that impact on enabling social change</li> <li>&gt; Barriers reduced and removed to enable people to be physically active</li> </ul>



## ACTIVE ABERDEEN PARTNERS

**sportscotland**  
the national agency for sport

**sport aberdeen**  
Charity no SC040973

**UNIVERSITY OF ABERDEEN**

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<b>7- EHRIA Summary and Action Planning</b>				
<b>Report Title</b>	<b>The Strategy for an Active Aberdeen 2016-20</b>			
<b>Assessment not required</b>	<b>Evidence</b>			
<b>Assessment completed</b>	<b>As a result of completing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes which were identified.</b>			
<b>Identified Risk and to whom:</b>	<b>Recommended Actions:</b>	<b>Responsible Lead:</b>	<b>Completion Date:</b>	<b>Review Date:</b>
<b>Participation within specific target groups does not increase</b>	<b>Additional work to specifically target resources at the target groups and work with agencies with expertise with these groups</b>	<b>Active Aberdeen Partnership</b>	<b>2026</b>	<b>Annually</b>

8: Sign off	
<b>Completed by (Names and Services) :</b>	Jo Bell, Director of Sport and Active Lifestyles
<b>Signed off by (Head of Service) :</b>	Euan Couperwhite, Head of Policy, Performance and Resources, ECS.
<p>Only sections 7 and 8 will be attached to the committee report</p> <p>The full EHRIA will be published on Aberdeen City Council's website under <a href="http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp">http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp</a></p> <p>Please send an electronic format of the full EHRIA without signature to <a href="mailto:SHoward@aberdeencity.gov.uk">SHoward@aberdeencity.gov.uk</a></p>	



## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education &amp; Children's Services</b>
DATE	<b>November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Children &amp; Young People (Scotland) Act 2014</b>
REPORT NUMBER	<b>ECS/16/066</b>
CHECKLIST COMPLETED	<b>YES</b>

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### **1. PURPOSE OF REPORT**

This report was requested by Committee to provide further detail on the financial implications for implanting Children's Social Work of implementing the Children & Young People (Scotland) Act 2014.

### **2. RECOMMENDATION(S)**

Committee is asked to:

- i. Note the anticipated financial implications of implementing the Children & Young People (Scotland) Act 2014.
- ii. Request a report in autumn 2017 to provide an update on the anticipated financial implications.

### **3. FINANCIAL IMPLICATIONS**

The Scottish Government identified new monies to support the implementation of the Children & Young People (Scotland) Act 2014 (see Table 1). It is difficult to know with any certainty what the full cost of implementation will be due to:

- a) Some of the associated guidance is still awaited
- b) The extent to which care leavers will opt to access the new provisions is unclear.
- c) The full impact of implementing Reclaiming Social Work which will deliver some services differently is still not known.
- d) Transitional arrangements will be developed between Children's and Adult social care services to minimise the cost of this new legislation to both services

### **4. OTHER IMPLICATIONS**

None

## 5. BACKGROUND/MAIN ISSUES

5.1.1 The paper presented to Committee in September 2016 noted that the Scottish Government agreed funding (Table 1) to support the implementation of the parts of the Children & Young People (Scotland) Act 2014 which relate to Looked After Children;

**Table 1**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Looked After Children	0	6,471,515	8,242,567	11,484,299	11,627,651	13,185,813
Aberdeen City Council's share (3%)	0	194,145	247,277	344,528	348,829	395,574

5.1.2 For Children's Social Work there are three areas where cost pressures exist when implementing the Act. These are (i) Aftercare (ii) Continuing Care and (iii) Kinship Care.

### 5.2 Aftercare

5.2.1 The Children & Young People (Scotland) Act 2014 has extended the duty to provide Aftercare support to care experienced young people by:

- The point at which a young person qualifies for Aftercare support is now when they turn 16 as opposed to their school leaving date.
- To extend the upper age of when young people, can access Aftercare support from 21 to the young person's 26<sup>th</sup> birthday.

5.2.2 At present the Youth Team, has a core responsibility to provide Aftercare support to care experienced young people. The team consists of 3.5 social work staff and 2 Family Resource Workers. At present the team supports 125 care experienced young people, 67 of whom are aged 18-21. (They also work with other young people aged 16+ who are open while a Court process is ongoing.) It is clear as the legislation is incrementally implemented they will be required to support a larger group of young people and the current staffing structure will need to increase to reflect this.

5.2.3 Many care experienced young people will choose to opt in and out of support from the Youth Team as they navigate their path towards independence. For a 21+ year old to do so having not been involved with the service for some time it may be that their needs would be better met by Adult Services as opposed to Children's Social Work. Discussions with Adult Service colleagues have been held to consider how best to respond to this new legislative duty.

Inevitably resources will need to be identified to support the broader range of care experienced young people who will need support to successful transition to independence.

### 5.3 Continuing care

5.3.1 The Children & Young People (Scotland) Act 2014 imposes a new duty on local authorities to provide “continuing care”. Young people who are 16 years of age and are accommodated by the local authority can now request to remain in their existing placement up to the age of 21. This will apply to children placed in kinship; foster and residential care placements.

5.3.2 While there is a presumption that the local authority will provide continuing care there is also a duty to continue to support the young people prepare for independent living at a pace appropriate to their needs. For some this could mean they will remain in a continuing care placement up to their 21<sup>st</sup> birthday, many others will move on well before this. It is also anticipated many others will opt to return to family members or move to an independent setting post their 16<sup>th</sup> birthday.

5.3.3 As a consequence it is difficult to accurately predict how many young people will access continuing care. On 1 April 2013 there were 33, 14 year olds in local authority care. Table 2 notes that of these 33 young people 9 remained in our care on 1 April 2016 with an annual cost of £495,000.

**Table 2**

	No. in care on 1-4-16	Cost per placement £,000	Total £,000
Kinship Care	0	13	
Foster Care (In house)	5	28	140
Foster Care (Independent Fostering Agency)	3	55	165
Residential Care (In House)	0	151	
Residential Care (External)	1	190	190
Total	9		495

The reason why it is difficult to accurately predict what the cost of implementing this will be include:

- 27% of the looked after children aged 14 years old on 1 April 2013 were still in the care of the local authority on 1 April 2016. The implementation of Continuing Care will promote more young people remaining in their care setting post their 16<sup>th</sup> birthday. Consequently it is anticipated that this figure will increase.
- The allowances paid in respect of continuing care placements are still to be finalised and will come to Committee in January

2017. These will need to take account of any personal income the young person receives.

- Children living in kinship placements historically ceased to be deemed looked after following the termination of their Supervision Order (often prior to their 16<sup>th</sup> birthday). The decision by the Scottish Government in October 2015 to extend the eligibility of kinship allowances along with implementation of Continuing Care is highly likely to see the numbers of looked after children aged 16+ who remain in their kinship placement grow in the coming years.
- The more young people aged 16 – 21 who remain in foster placements will restrict the availability of these placements for other young people. In order to ensure more children are not placed in Independent Foster Placements the Service will need to recruit significant numbers of new foster carers. The success of this is unknown.

## **5.4 Support for Kinship Care**

5.4.1 The Children & Young People (Scotland) Act 2014 extends the scope of those children who qualify for kinship support. In October 2015 the Scottish Government provided Aberdeen City Council with additional recurring funding of £285,970, ensuring parity of allowance paid to kinship and foster carers. The report to Finance and Resources Committee in December 2015 highlighted this amount was unlikely to cover the full costs of implementing this change.

5.4.2 The Children & Young People (Scotland) Act 2014 introduces a new legal order called a Kinship Care Order which allows kinship carers to secure children in their care out with the care system promoting a sense of normality. The Act requires the local authority to give consideration to providing financial support to kinship carers to obtain a Kinship Care Order. The cost of a kinship care order is dependent on individual circumstances but can start from approximately £900 to much more if it is a complex situation.

5.4.3 In 2015 nine kinship carers sought financial support to obtain a Section 11/Kinship Order for 12 children. The cost to the local authority of this amounted to £15,780. It is likely that the number of such applications will marginally grow year on year.

## **5 IMPACT**

5.1 Children's Social Work services work with those families who are among the most vulnerable and disadvantaged in the city. The majority of these children and families are required to work with us on a compulsory basis. Relevant parts of the SOA that the Children & Young People (Scotland) Act 2014 impact on are:

- Reduced inequalities in healthy life expectancy and improved physical and mental health through increased physical activity

- Every child and young person in Aberdeen enjoys being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible
- People feel safe throughout Aberdeen's communities
- Effective lifelong learning through vocational and academic training from secondary school
- Priority families

5.2 Implementation of the Reclaiming Social Work model and fulfilling our new statutory duties will significantly contribute to the local authorities efforts to improve services delivered to and the outcomes for the most vulnerable children and young people in Aberdeen.

## **6 MANAGEMENT OF RISK**

A risk register is maintained as part of the implementation of Reclaiming Social Work. This register takes account of our new statutory responsibilities and the financial pressures demands placed on the service. The register is presented to the Reclaiming Social Work Board, chaired by the Director of Education and Children's Services.

## **8. BACKGROUND PAPERS**

December 2015 Finance & Resources Committee Report – **Kinship Allowances**

September 2016 Education and Children's Services Committee Report - **Children & Young People (Scotland) Act 2014**

## **9. REPORT AUTHOR DETAILS**

Graeme Simpson  
 Lead Service Manager  
[gsimpson@aberdeencity.gov.uk](mailto:gsimpson@aberdeencity.gov.uk)  
 01224 523496

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education &amp; Children's Services Committee</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Payment Controls within Children's Social Work - Update</b>
REPORT NUMBER	<b>ECS/16/073</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

- 1.1 This report provides an update on the implementation of the recommendations within the Audit, Risk & Scrutiny Report on Payment Controls within Children's Social Work presented to this Committee on 24 March 2016. This earlier Report detailed 13 recommendations with implementation dates. These are summarised below.

### **2. RECOMMENDATION(S)**

- 2.1 It is recommended that Committee:

- (i) note this Report and the progress made by the Service in response to the earlier recommendations and
- (ii) request a subsequent update in June 2017, following the implementation of the first two areas of service to be commissioned under the PSP approach.

### **3. FINANCIAL IMPLICATIONS**

- 3.1 Children's Social Work provides statutory services to children, families and young people in need of care and protection. This includes child protection investigation and assessment, disability services, family support, respite care, residential care, fostering, adoption and kinship care. Some of these are

delivered by the Service whilst others are purchased from external providers.

- 3.2 In response to concerns raised by the Service in respect of contracts in place and payment controls within Children's Social Work, Internal Audit reviewed the effectiveness of controls in this area. Their Report highlighted a number of areas of weakness in relation to contract management and payment systems and included 13 recommendations to ensure financial rigour within the Service.

#### **4. OTHER IMPLICATIONS**

- 4.1 The implementation of Reclaiming Social Work within Children's Services and in particular the adoption of the Public Social Partnership (PSP) approach, for which a Report was submitted to and approved by this Committee in September, which will encompass the majority of external services, will ensure a robust approach to commissioning and procurement.
- 4.2 A Commissioning Framework has been developed, along with a Strategic Needs Analysis, and this will operate within financial and procurement regulations. These have been developed in partnership with the council's Commercial and Procurement Services and Solicitors.

#### **5. BACKGROUND/MAIN ISSUES**

- 5.1 Following the publication of the Internal Audit Report a Contracts & Commissioning Project Team was established to take forward the main actions in response to the recommendations. This Team has been supported by a Programme Manager from Corporate Governance. The Team has continued to meet monthly to review and update actions accordingly.
- 5.2 The findings from the Internal Audit Report were focused on two key areas: Contracts and Procurement, and Payment Controls.

#### **5.3 Contracts and Procurement:**

- 5.3.1 Within the area of Contracts and Procurement, the Report recommended that:
- a commissioning strategy was developed for Children's Social Work and that procurement plans are used during tendering and procurement processes (para 2.1.4).
  - a Contracts Register was maintained by Commercial & Procurement Services (C&PS) and updated by Budget Holders (para 2.1.7).
  - the Service's procurement plans were supported by not only the Service itself but also by C&PS, Legal and Finance Services (para 2.1.8).
  - roles and responsibilities were clear between the Service and C&PS and risk based plans were in place for managing and monitoring all contracts (para 2.1.11).

Para numbers refer to the original Internal Audit Report.

- 5.3.2 In response, the Service has, as noted above, developed a Commissioning Framework which is underpinned by a Strategic Needs Analysis. These have in turn been used to drive forward the Public Social Partnership (PSP). Adoption of



this approach will see the recommissioning of the bulk of services currently provided by external suppliers by May 2017 (para 2.1.4).

5.3.3 The tendering phase for the first two areas of service to be commissioned under the PSP approach is due to be launched in November 2016 for which clear Procurement Plans, with agreed roles, functions and timescales, are already in place. These involve the Service, along with C&PS, Legal and Finance Services (para 2.1.8).

5.3.4 C&PS published the Contracts Register in April as required by the Procurement Reform Act 2014. In addition with the creation of the new C&PS Shared Service, the Service Contract Monitoring Procedure has been updated to define roles and responsibilities for the Service and C&PS, whilst all contracts are now monitored on a risk based approach. Roadshows for staff involved were held earlier this year and the new procedure has been in place from June 2016 (paras 2.1.7; 2.1.11).

#### **5.4 Payment Controls:**

5.4.1 With regard to Payment Controls, the Report's recommendations were that:

- in the absence of formal contracts, service agreements specify the agreed costs of the service (para 2.2.4).
- controls were implemented to ensure that all care payments are processed via CareFirst. (para 2.2.10).
- appropriate and consistent authorisation levels are established and implemented for approval of care packages and invoices. (para 2.2.11).
- the interface from CareFirst is reviewed to ensure that full invoice numbers are transferred to the financial system; and that the process for how invoice data is input to the financial system is reviewed (para 2.2.14).
- supplier numbers are reviewed and rationalised to ensure that there are no duplicates (para 2.2.15).
- the potential for invoice variation controls in the CareFirst System is reviewed with OLM; and that existing policy, practice and monitoring for invoice variations processed in CareFirst is reviewed to ensure that adequate assurance over CareFirst data and invoice payments (para 2.2.17).
- a process was established to ensure relevant details were passed to CareFirst in advance of a child's placement; and that options for rationalising the process for setting up new suppliers in CareFirst were explored (para 2.2.23).
- block-funded arrangements and controls were reviewed to ensure that they are necessary and appropriate (para 2.2.27).
- service agreements are set up on CareFirst to pay invoices for all Fostering and Residential Care; and that options are reviewed for improving control and assurance over payments to fostering agencies (para 2.2.30).

Para numbers refer to the original Internal Audit Report.

- 5.4.2 The Service has, as noted in the Report to this Committee in September, undertaken a review of all 105 commissioned services funded from the Children's Social Work budget. This showed that whilst some had no existing contracts, the clear majority were individual placements or packages of care which either needed to be brought under the appropriate national framework or a contract needed to be put in place. However, 10 services were deemed to be 'high risk' and consequently full and comprehensive reviews were undertaken independently earlier this year. Meetings have subsequently been held between the Service's Lead Service Manager and the respective Services to put in place interim service agreements ahead of the recommissioning of services under the PSP approach (para 2.2.4).
- 5.4.3 The consistent authorisation of invoices and care packages via Carefirst, the Service's main database, is dependent upon the supplier (OLM) making developments to the platform itself. This has been confirmed with them but will not be available for testing and delivery until late 2017. In the meantime the Service together with Finance colleagues will ensure that the review of authorisation levels is completed and implemented (para 2.2.11).
- 5.4.4 OLM have though confirmed that the field length for invoice numbers will be extended within the next release of Carefirst which is expected in early 2017. After testing it is expected that this will therefore be in place by June 2017 at the latest. This will allow for invoice data to be more readily transferred to the financial system. In the interim guidance has been supplied to finance for use when inputting invoices (para 2.2.14).
- 5.4.5 Invoice variations processed within Carefirst are now actively monitored and a Business Objects weekly report, which highlights variance greater than 10% is automatically generated and sent to finance (para 2.2.17).
- 5.4.6 As part of the induction for staff, including Unit Co-ordinators, joining the new Reclaiming Social Work Units specific guidance and training is being provided on the criticality of keeping Carefirst up to date. This is important not only in relation to the implementation of effective payment controls but also in order to maintain accurate records about vulnerable children and young people themselves. Processes are now in place to ensure that Carefirst receive a copy of a signed Initial Placement Agreement (IPA) which includes details of the placement provider, rates and types of service (para 2.2.23).
- 5.4.7 Phase One for authorising the payment of our own in-house foster carers via CareFirst will be tested between October 2016 and January 2017, with the expectation that the system will go live from 1 February 2017. We acknowledge that this is later than first anticipated which has been due to capacity issues within the Carefirst team and Business Support attached to Carers Services. Phase Two, which will involve kinship, adoption and external foster placements will be completed by the end of 2017. In the meantime though, we are reviewing our decision making processes and reviews and a protocol around out of authority placements will be developed and implemented by the end of 2016 (para 2.2.30).
- 5.4.8 All invoices from suppliers that are paid via CareFirst are normally forwarded

direct to the processing team at CareFirst. If the invoice is not initially identified as being payable via Carefirst it is scanned in and the budget holder notified to approve it on InfoSmart. However, if the budget holder is aware that it should have been processed via Carefirst, they will notify Accounts Payable that it should be processed by the Carefirst team. The invoice will then be removed from InfoSmart and emailed to the processing team at Carefirst. This process ensures that this recommendation has been completed (para 2.2.10).

- 5.4.9 The Accounts Payable section are actively working with Finance Team Development section to archive a lot of the data regarding suppliers on the e-Financials system. When version 7 of AP Forensics is installed, the Master Supplier File will be cleansed on a regular basis. The timescale for this work to be completed is anticipated as being early 2017 (para 2.2.15).
- 5.4.10 Excluding services for children with disabilities there is only one block funded arrangement. Because of the unique service that this provides it has not been included within the scope of the PSP approach, highlighted above. It will though be the subject of a further review early in 2017. A review of all services for children with disabilities within the commissioned budget is due to be completed by November 2016 ahead of the launch of the third phase of the PSP approach in mid-2017 (para 2.2.27).

## **6. IMPACT**

### **6.1 Improving Customer Experience**

- 6.1.1 Children's Social Work services work with children and young people and their families who are amongst the most vulnerable and disadvantaged in the city. Tightening of payment controls in relation to services commissioned for them should help to ensure that these contribute to improving outcomes for them.

### **6.2 Improving Staff Experience**

- 6.2.1 Improved contracts and commissioning should give staff more confidence in the services that are being provided for the vulnerable children and families that they are working with.

### **6.3 Improving our use of Resources**

- 6.3.1 Effective controls over payments will improve the use of resources, including budgets, ensuring that they are targeted most effectively on behalf of vulnerable children and families within the city.

### **6.4 Corporate**

- 6.4.1 Both the re-commissioning of external services within the PSP approach and improved payment controls within Children's Social Work will support the council in fully meeting its legal and procedural requirements.

### **6.5 Public**

- 6.5.1 An EHRIA was completed for the presentation of the Children's Social Work

Commissioning Framework Report to this Committee in September 2016. No associated actions were identified.

**7. MANAGEMENT OF RISK**

- 7.1 The Project Team referred to above is being actively supported by a Programme Manager from Corporate Governance. A Risk Log is being maintained and reviewed at bi-monthly project team meetings.

**8. BACKGROUND PAPERS**

Internal Audit Report Rep AC1604AW Payment Controls in Children's Social Work

**9. REPORT AUTHOR DETAILS**

David Bliss  
Strategy & Improvement Service Manager  
[dbliss@aberdeencity.gov.uk](mailto:dbliss@aberdeencity.gov.uk)  
01224 522048

7- EHRIA Summary and Action Planning				
<b>Report Title</b>	Children's Social Work Commissioning Framework			
<b>Assessment not required</b>	<b>Evidence</b>			
<b>Assessment completed</b>	<b>As a result of completing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes which were identified.</b>			
<b>Identified Risk and to whom:</b>	<b>Recommended Actions:</b>	<b>Responsible Lead:</b>	<b>Completion Date:</b>	<b>Review Date:</b>
There are no new risks identified by this Report. A Risk Register is already maintained by the Reclaiming Social Work Programme Board, of which the development of the PSP is a contingent part.	To continue to monitor risks via the RSW Programme Board.			
8: Sign off				
<b>Completed by (Names and Services) :</b>	David Bliss Strategy & Improvement Service Manager Education & Children's Services			
<b>Signed off by (Head of Service) :</b>	Bernadette Oxley, Head of Children's Social Work and Chief Social Work Officer			
<p>Only sections 7 and 8 will be attached to the committee report</p> <p>The full EHRIA will be published on Aberdeen City Council's website under <a href="http://www.aberdeencity.gov.uk/xeg_EHRIA_Search.asp">http://www.aberdeencity.gov.uk/xeg_EHRIA_Search.asp</a></p> <p>Please send an electronic format of the full EHRIA without signature to <a href="mailto:SHoward@aberdeencity.gov.uk">SHoward@aberdeencity.gov.uk</a></p>				

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>17 November 2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Out of Authority Placements: Children's Homes and Residential Schools</b>
REPORT NUMBER	<b>ECS_16_067</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to detail the following:

- The Council's current position in respect of out of authority placements
- The actions that Education and Children's Services are taking to reduce the number of out of authority placements
- To provide information on the costs per child of an out of authority placement
- The improvements from the development of the Centre for Excellence and implementation of the Inclusion Review

### **2. RECOMMENDATION(S)**

Elected members are asked to note the work undertaken by officers to transform social work and inclusion services to provide both appropriate care and effective education for our most vulnerable children and keep them within Aberdeen City wherever possible.

### **3. FINANCIAL IMPLICATIONS**

#### **3.1 Out of Authority budget and forecast**

The out of authority budget is funded across Education and Children's Services and totals £6,517,635. Children's Social Work contributes 60% and the Education Inclusion Service contributes 40%. This percentage reflects the costs for both care and education when a child is placed out of authority.

#### **3.2 Use of the out of authority budget**

The out of authority budget includes the cost of the following provision:

- Residential Children's Home placements

- Residential School placements
- Secure care
- Education placements
- Additional support, normally in the form of PSA support, when a looked after child or young person is in an out of authority mainstream school.
- Respite care provision for children with high support needs

Decisions to place a young person in secure care can be taken by the Courts but are funded from the out of authority budget making them difficult to predict. Aberdeen City currently has two young people in secure care. The average cost of a secure placement is £5,663 per week (£294,476 per year). The Chief Social Work Officer reviews the need for secure placements against legislative criteria every three weeks.

### **3.3 Average costs per child placed out of authority**

Although variable, depending upon the needs of the child, the average cost for each vulnerable child or young person being placed out of authority with an external provider is £250,000 a year.

It is considerably more cost effective to provide education and care in Aberdeen City. A placement in an Aberdeen City children's home costs £3,430 a week (£164,054 a year). This excludes additional support costs and education provision

### **3.4 Budget trends**

The current OAP budget is a historical budget which has been affected by prior year savings proposals, and does not reflect changes in demographic trends, complexity of need, and annual increases in residential fees.

## **4. OTHER IMPLICATIONS**

### **4.1 Comparisons with other Authorities**

The number of children and young people in out of authority children's homes is broadly in line with our comparator authorities. However, where we differ, is in the numbers of children placed in out of authority foster care and in local kinship care arrangements. A priority, therefore, is to increase the number of local ACC foster carer and kinship care placements.

It should be noted, however, that there are a number of children who require out of authority, specialist care and this will always remain the case. These are children who require close supervision, high staffing ratios and therapeutic input. For these children it would neither be safe, nor in their best interests to be cared for in Local Authority provision.

### **4.2 Reducing out of authority placements through transformational change**

This work cannot take place in isolation and is contingent on the following:



- The implementation of Reclaiming Social Work with its emphasis on keeping children within their families wherever possible
- The implementation of the recommendations of the Inclusion Review, ensuring our looked after children are supported in mainstream education and receive the learning support they require
- The opening of the Centre of Excellence in August 2016 leading to a reduction in the number of children with complex needs requiring an out of Authority placement
- Close collaboration and co-design across Education and Children’s Services in respect of supported provisions for vulnerable children and young people
- The re-design of our residential children’s homes and alternative to care services

### 4.3 Legislation and Guidance

Children’s Social Work is a statutory service that operates within a clear legislative framework as follows:

- Foster Children (Scotland) Act 1984
- Children (Scotland) Act 1995 (sets out many of the duties, powers and responsibilities local authorities hold in respect of their looked after children and care leavers)
- Regulation of Care (Scotland) Act 2001 (Enhances the provision of services to children and young people who cease to be looked after or accommodated)
- Young People Leaving Care in Scotland Regulations 2003 (Sets out the aftercare services for young people who have been in care. Also provides for throughcare preparation for young people leaving care)
- Looked After Children (Scotland) Regulations 2009 (Sets out what should be included in a child’s plan. Also includes legislation around foster and kinship care)
- Children’s Hearings (Scotland) Act 2011 (Governs the children’s hearing system. The Act updates the old system and strengthens the place of children, ensures better support for families and ensures consistency across Scotland)
- Children and Young People (Scotland) Act 2014 (updates the legislation on planning for children, corporate parenting, aftercare, continuing care, kinship care and the adoption register)

## 5. BACKGROUND/MAIN ISSUES

### 5.1 Number of children in out of authority placements

Total No of Looked After Children	No in OOA children’s homes	No in OOA Children’s Home with Education	No in OOA foster care	No in OOA residential schools

550	7	11	146	12
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Since 2012 there has been a 2% increase in the number of children in residential care.

## 5.2 The age profile of children and young people placed out of authority

Age of child	12 or 13 years	14 years	15 years	16 years	17 years
Number of children	12	10	11	7	3

## 5.3 The needs of children and young people placed out of authority

Almost all children who are placed out of authority have experienced significant trauma in their lives, which impacts on their cognitive ability, their ability to learn and their capacity to form positive relationships. Resulting behaviours can be misinterpreted and add to the level of both vulnerability and distress they experience. Statistically children who have experienced trauma are less likely to experience long and happy lives.

## 5.4 Reviewing out of authority placements

At the end of 2015, a team of officers from the social work and inclusion teams collaborated to review all out of authority placements involving both education and care provision. The collaborative nature of the approach provided a platform to:

- analyse the quality of education and care prior to decisions being taken to place a child in an out of authority provision;
- reflect on the out of authority provisions that best improved outcomes for our children and young people to help us determine the type of supports needed to prevent children being placed out of authority; and
- Plan how best to return children to education and care in Aberdeen City.
- plan how to reduce the numbers being placed out of authority

## 5.5 What we learned

The process highlighted:

- a direct link between a high number of different educational/care placements experienced by the child or young person and the likelihood of being placed out of authority;
- the possible correlation between a lack of continuity of education placement and the number of different care placements leads to children and young people experiencing a high number of exclusions;
- the impact on key transition points; and
- the relationship between a high number of care and education placements and the prevalence of risk taking behaviours that may lead to an out of authority placement

Off-site education provision in Aberdeen has been made available to some of these children and young people, but this often led to a limited educational experience both in terms of peer group and curriculum and is not leading to better outcomes,.

The reviewers noted a need to:

- Create an independent reviewing team in Children's Social Work to provide robust oversight and challenge of all care planning for our looked after children – with particular emphasis on those placed out of authority. This is now in place.
- Increase kinship care opportunities. It is a key function of the reviewing team to ensure that placements with extended families are fully explored. Where appropriate kinship allowances will be paid.
- Redesign the Children's Specialist Services Forum based on best practice across Scotland. The Forum is an Education and Children's Services decision making forum for out of authority placements. This will be implemented by the end of 2016.
- Provide a strong focus on the care planning for all young people in out of authority placements aged 15 and 16. These young people will either be returning to Aberdeen City, or moving towards independent living in other parts of the country. This will result in a reduction in out of authority expenditure over the next 12 to 18 months
- Continue to implement Scottish Government Permanence and Care Excellence (PACE) methodology to improve planning and decision making timescales for children who cannot live within their families. This will impact in the longer term and will reduce the numbers of children being admitted into local authority children's homes in the future

And for the education and inclusion service to:

- improve Aberdeen's universal and targeted offer to maintain education and care placements to foster a sense of belonging
- continue to develop the continuum of provision ensuring that links with local schools are maintained
- improve the quality of transition planning
- Continue to support education placements through the provision of a Virtual School Head Teacher (VSHT).
- work to reduce the number of exclusions, particularly for Looked after Children
- review risk assessment processes to support planning arrangements
- develop Support Hubs to provide opportunities for shared placements, reducing removals from role

- improved planning for children and young people including ensuring appropriate risk assessment processes support staff and children to move forward confidently, and
- Improve partnership working.

## **6. IMPACT**

### **Improving Customer Experience**

Children's Social Work operates within a legislative framework and is targeted towards the most vulnerable and disadvantaged in Aberdeen City – the vast majority of whom are required to work with us on a compulsory basis. Implementing Reclaiming Social Work and the redesign of our residential and intensive support services will significantly contribute to improving the experiences of the people with whom we work. Our key aim is to maintain children safely within their communities, networks of support and families wherever we can, and reduce reliance on out of authority provision.

Early implementation of the PACE methodology has resulted in Aberdeen City being featured in a Scottish Government video to promote effective permanency planning nationally.

Children's Social Work continues to develop intensive family and community services to support more effective intervention.

Pathway plans based on assessed need are being progressed for 15, 16 and 17 year olds to ensure that transitional supports are identified with the young person. Consideration is being given to what support might be needed for the young person to return to kin or whether another residential or housing support is needed.

It is likely that some 16 and 17 year olds will leave placements within the next few months; we must be mindful of the 'Staying Put' agenda that encourages young people to move on into independence when able to do so.

The development of ASG Partnership Forums, enhancement of the range of outreach services, earlier intervention by specialist services, development of partnership working and more targeted approach to providing short term therapeutic interventions is helping children and young people maintain links with their local schools. These links reduce the likelihood of an educational breakdown resulting in an out of authority placement. This sense of belonging and engagement will improve outcomes for children and young people.

By improving early intervention and support, more children and young people will be able to:

- Maintain a place in Aberdeen City, close to family and peers
- Improve outcomes for looked after and care experienced children and young people

### **Improving Staff Experience**

Staff recruitment and retention remain a key priority for children's social work and for staff within educational establishments. Reducing the amount of time travelling to out of authority provision, improving the quality of care planning and the review of looked after children will increase staff satisfaction in their work and validate the skills and experience they bring.

Close partnership working between education and children's social work services at all levels will ensure that capacity is increased by pooling expertise and nurturing a climate of mutual trust and support.

### **Improving our use of Resources**

Investing in our own services and staff through Reclaiming Social Work, residential redesign and the review of our commissioned services, are evidence of our approach to the responsible use of public funds. In particular, the effective procurement and commissioning of services going forward clearly prioritises improving outcomes and measures the impact of commissioned services to ensure best value.

The Children's Specialist Services Forum (CSSF) makes financial decisions on all out of authority residential placements. The review of CSSF purpose and process is currently underway and will conclude in December 2016. Proposed new processes include more rigorous options appraisals and the establishment of bi-monthly business meetings with colleagues from Finance and Commissioning and Procurement to help track and monitor processes and budget.

The restructure of the Pupil Support Service has led to a reduction in management positions. This will enable an increase in the number of staff available to work directly to work with children, young people and their families to address their health and wellbeing needs.

Investing our resources in improving our education provisions and creating a more flexible continuum of provision improves our ability to intervene early and avoid the need to source a resource from out with the City.

### **Corporate**

Work clearly aligns with the Local Outcome Improvement Plan.

1. Children have the best start in life – children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood
2. Children are safe and responsible – children and young people are safe from all forms of harm
3. Children are respected, included and responsible – children and young people are listened to, respected, valued and involved in the decision-making process
4. Safe and resilient communities – Aberdeen City is a place where people are safe from harm

Aberdeen City Council's ambition to support every child, irrespective of their circumstances, to grow, develop and reach their full potential will be partially realised through the on-going implementation of Reclaiming Social Work and on-going implementation of the recommendation of the Inclusion Review. Equity of access and opportunity is central to this development.

The relevant key area from the Social Outcome Agreement is as follows:

Ensuring that every child and young person in Aberdeen City enjoys being young and at the same time feels safe, healthy, achieving, nurtured, active, respected responsible and included.

## **Public**

Our approach to securing the best residential provision for our looked after children in Aberdeen and the best use of public funds is designed to provide assurance to the residents of Aberdeen City.

## **7. MANAGEMENT OF RISK**

In order to ensure improved use of resources Elected Members are asked to support the longer term transformation impact of:

Reclaiming Social Work

The redesign of our children's homes

The development of our alternative to care services

The implementation of PACE methodology to improve permanent care decisions for children

The redesign of our procurement and commissioning processes in Children's Social Work, and

The implementation of the recommendations of the Inclusion Review.

The impact of these transformational changes will not be seen for 3 to 5 years, whilst the impact of the PACE programme is 10 years.

By retaining our children and young people within Aberdeen City, we will need to ensure our staff are equipped to manage higher levels of risk. We are therefore investing in increased AIM 2 (risk management) training; are running a practice development session on risk with a leading academic in late October 2016, and are working closely with the Centre for Youth and Criminal Justice to develop a multi-agency understanding of, and approach to, risk.

## **8. BACKGROUND PAPERS**

## **9. REPORT AUTHOR DETAILS**

Bernadette Oxley

Head of Children's Social Work [boxley@aberdeencity.gov.uk](mailto:boxley@aberdeencity.gov.uk) Tel: 522110

Helen Shanks

Head of Inclusion [hshanks@aberdeencity.gov.uk](mailto:hshanks@aberdeencity.gov.uk) Tel: 522473

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education and Children's Services</b>
DATE	<b>18/11/2016</b>
DIRECTOR	<b>Gayle Gorman</b>
TITLE OF REPORT	<b>Review of Residential Childcare</b>
REPORT NUMBER	<b>ECS/16/069</b>
CHECKLIST COMPLETED	<b>Yes</b>

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### **1. PURPOSE OF REPORT**

- 1.1. The purpose of the Committee Report is to share the conclusions of the Review of Residential Childcare and to outline and seek approval for the proposed changes to the model for service delivery.

### **2. RECOMMENDATIONS**

- 2.1. It is recommended that Committee approve the proposed purpose, structure and role of residential childcare and the residential estate, in meeting the needs of Aberdeen's looked after children.
- 2.2. To inform Committee of the changes of designations of key posts which better reflect the needs of the service and the updated workforce regulatory requirements set out by the Scottish Social Services Commission.
- 2.3. To Inform Committee of the revised staffing structure set out in Appendix 1.

### **3. FINANCIAL IMPLICATIONS**

- 3.1. Proposed changes to staffing structure will be achievable within the existing budget allocation. The changes to grading described will be enacted on an incremental basis, reflecting the timeframe for the initiation of the requirement to attain the new standard for residential childcare qualification.
- 3.2. The business case report requesting authority to change designations and grades has been remitted to the Finance Policy and Resources committee of 1/12/2016

#### **4. OTHER IMPLICATIONS**

- 4.1. More effectively meet our statutory duties towards in care and care experienced young people.
- 4.2. Effectively meet wellbeing needs.
- 4.3. Retain a future focus in terms of meeting our workforce development needs in relation to SSSC workforce qualification standards.
- 4.4. Enable young people from the local communities of Aberdeen to retain this sense of identity and maintain significant relationships.
- 4.5. Improve outcomes from key transitions and limit the number of placement moves young people experience.
- 4.6. Ensure best use of resources and outcome from investments in our workforce and estate planning.

#### **5. BACKGROUND/MAIN ISSUES**

- 5.1. The Review of residential childcare provision concluded in 2015, with recommendations which are positively impacting on the outcomes experienced by young people. At inception, the review focused on; the admissions procedure, agreeing the role and function of each of the Children's Homes; the impact and suitability of Proact SCIP as the preferred behavioural management strategy.
- 5.2. Further revision of the above identified contemporary objectives which have provided a refocus for service priorities, taking account of wider national drivers. These have included; workforce development; investment in the residential estate and placement capacity in light of emerging trends. The latter indicates that young people stay in local children's homes for longer periods and have multiple complexities. These factors suggest that to be effective, residential child care should be underpinned by a clear theoretical basis and that this should be able to be practiced across the residential workforce, as an ethos of care.
- 5.3. In addition, Scottish Govt have initiated the recommendations of The National Residential Child Care Initiative Report; Higher Aspirations, Brighter Futures (2009). Stating that the quality of the residential workforce is fundamental to how young people experience care and that a well-equipped and supported workforce is critical to ensuring that children and young people are provided with the best possible care. "The changing profile of children in residential care and the complexity of their needs demand an increasingly skilled, competent, confident and qualified workforce".
- 5.4. The recommendation to improve outcomes has been linked to both establishing a standard for the residential workforce and raising the level of professional



qualification to join the residential childcare workforce. Introducing an SCQF Level 9, will raise the level of qualification held by the residential workforce from HNC/SVQ level 7, to ordinary degree level. This will take effect from October 2017, initially in respect of those joining the workforce and those with staff supervisory and management responsibilities. Following this, from October 2019 to residential practitioners who seek to renew their SSSC registration.

- 5.5. Nationally, the expansion of alternative family care has supported decreased use of residential child care, given poor outcomes for younger children, favouring the development of fostering and alternative family placements. Both local practice and national overview indicate that, despite well known and researched limitations, residential care remains relevant and positive for a number of young people. This group are characterised by their complexity and history of breakdown of family placements.
- 5.6. Local trend data indicate that the use of children's home placements has declined by on average 28% over a 2 year period. Reflecting the better development of alternative to care services and placement decision making.
- 5.7. There has been option appraisal of the physical resources which form the residential estate, offering an in parallel overview on the resources best placed for future investment and those where repurposing is proposed (see appendix). Residential placements and therefore estate occupancy has been significantly impacted upon by workforce recruitment. Low staff numbers leading to the temporary removal from the estate of one home. Staffing levels are presently operating at 66% of our available posts. Placement occupancy levels are operating at approx. 80% of current capacity.
- 5.8. Benchmarking across linked local authorities has offered comparison with staffing structures and served to demonstrate the favourable position in Aberdeen in terms of grading and pay scales for the residential childcare workforce. Recruitment challenges appear to be a feature of the nature of the North East economy.
- 5.9. Residential Childcare services are robustly inspected and transparent in their commitment to practice which reflects the values enshrined in National Care Standards of:
  - Compassion
  - Ambition
  - Respect
  - Equity
- 5.10. Care Inspectorate inspections of our local homes, demonstrate an incremental improvement in grading reflecting our increasing effectiveness in applying these principals.
- 5.11. Residential childcare is pivotal to the delivery of the wider children's social work service and needs to link to key objectives to be functionally aligned to the core aims of the service. Many young people who are accommodated in our care

present challenging and distressed behaviour due to attachment difficulties and trauma. Some of these young people feel so emotionally disorganised, and out of control that they spend their lives trying to feel safe by attempting to control everything around them. (Hughes 2008)

- 5.12. Local experience reflects national trends, in that those children we accommodate have increasingly complex emotional and mental health needs and have been exposed to multiple episodes of early disruption in their care, which they have experienced as traumatic. Children who have significant attachment disorders often benefit from care where there are fewer peers and a higher ratio of carers.
- 5.13. Key trends indicate that those children placed in local homes increasingly do so as part of permanency planning processes and require long term care. For example, 66% of young people accommodated locally have been so for over 12 months. 34% have been in a local home for under 12 months. The above suggests that young people are increasingly becoming accommodated in local provision as part of a permanence plan and that there has been fewer placements where young people have experienced a family crisis prior to becoming accommodated. This factor influences local provision, when children may present on an unplanned shorter term basis. In both meeting their needs and preventing the destabilisation of existing placements by introducing a child who may manifest acute distress. Therefore in planning the capacity of the estate, it is important that children in both groups are offered placements which best meet their needs for stability, consistency, continuity.
- 5.14. Evidence based approaches to the delivery of care should be reflective of an ethos of care which is shared across the workforce and accepts that young people may show their distressed feelings through behaviour. It is proposed that the residential workforce have a core skill set informed by child development. The preferred model for this has been identified, based on attachment and child development theories, that is, 'dyadic developmental practice' (DDP). This is a complimentary intervention to systemic family therapy, the approach underpinning Reclaiming Social Work Units and childcare practice across children's social work.
- 5.15. Dyadic developmental practice is a model increasingly being deployed across the alternative family and residential childcare workforce; is delivered from an evidence base which links early childhood attachment, recovery from trauma and emotional wellbeing. The practice model has been utilised by a growing number of local authority children's services with favourable evaluation.
- 5.16. The impact of enhanced duties as part of our responsibilities for Continuing Care, allowing young people to request to remain in placement up to 21 years if this meets their needs, to be reflected in a flexible range of placement options for this group. Young people who benefit from continuing in residential care are more likely to be returning to Aberdeen from external placements and respond best to professional responses which are sensitive to these prior experiences.

5.17. In planning for the change to regulation of the workforce, Aberdeen City are in a favourable position in terms of the proportion of existing residential childcare staff who have either a Social Work Qualification or degree level qualification. With approximately 52% of the present workforce awarded a qualification in social work. At this stage the full details and financial support from Scottish Govt has not been shared with employers.

5.18. This means that we agree that:

5.18.1. As outlined in the appendix the Residential Children's Home estate will have provision for 36 placements; with the capacity to designate one children's home as offering close support, with fewer placement numbers and higher ratios of staff; initiate option appraisal for one building within the estate and further embed approaches to placement gatekeeping which allow children to be offered care which can meet their needs and is increasingly therapeutic in nature and design.

5.18.2. Average placement use is currently around 80% of the proposed placement provision. Therefore there will be no effective loss of placement capacity, with one building being considered for re-designation as close support.

5.18.3. There will be a graduated transition to this position, as estate planning takes account of the purchase of the building occupied by the home at Kingsfield which will require refurbishment and therefore access to the building designated as close support for a period of decant.

5.18.4. Workforce recruitment will follow an assessment centre model which as a longer term strategy and in conjunction with the proposals for grading and investment in staff development, should lead to improvements in recruitment and retention.

5.18.5. There will be progressive workforce development, seeking to initiate and embed cultural change in the delivery of residential childcare. The workforce are already engaging in transformational change processes and are engaged across the staffing structure in the identification of an underpinning set of values and principals which inform our ethos of care and which will support improved outcomes within a dyadic developmental practice model

5.18.6. The proposed staffing grading structure removes the existing differential in the pay scales to create a flatter structure, allowing incremental reward and progression to grade 12 linked to residential staff attainment of the Degree in Residential Childcare.

5.18.7. The introduction of Team Leader posts to replace the Senior Support Worker role, acknowledges the enhanced level of operational leadership expected to support and further develop changes in work culture and practice, in addition to modernising and updating the residential service management structure.

5.18.8. Introduction of a Clinical Practitioner post reflects the wider aims within systemic practice. Within residential childcare the post will support, planning and delivery of complex interventions, hold residential teams to the principals of therapeutic practice and child development and in time support the delivery of DDP training. This post will have a key role in ensuring that the residential workforce is well equipped to manage their exposure to young people who have self-regulation difficulties.

## **6. IMPACT**

6.1. In terms of the customer experience, the priority for the service is to:

- improve the care experience and future life chances of the children and young people in the Children's Homes;
- support them to maintain family relationships and stay connected to their communities;
- support children and young people realise their aspirations and recognise their achievements; and to
- support the mental health and wellbeing of this care experienced group.

6.2. Improving Staff Experience, the service aims to:

- ensure that residential staff have equal knowledge, skills, values and status as other professionals within the wider children's services workforce;
- promote a culture of learning and professional development of the individual, the team and the service.
- promote professional practice which is enabling of safe care and located within a cycle of practice improvement and quality assurance.

6.3. Improving our use of Resources – recommendations

6.3.1. Effectively meet our statutory duties towards in care and care experienced young people.

6.3.2. Effectively meet wellbeing needs.

6.3.3. Retain a future focus in terms of meeting our workforce development needs in relation to SSSC workforce qualification standards.

6.3.4. Enable young people from the local communities of Aberdeen to retain this sense of identity and maintain significant relationships.

6.3.5. Improve outcomes from key transitions and limit the number of placement moves young people experience.

6.3.6. Ensure best use of resources and outcome from investments in our workforce and estate planning.

6.4. Corporate - Performance Indicator.

6.4.1. Children have the best start in life.

6.4.2. Children are safe and responsible.

6.4.3. Children are respected, included and achieving.

6.4.4. Improve the life chances of children, young people at risk.

6.4.5. Improve the healthy development of young children particularly those most at risk.

6.4.6. Improve the life chances of looked after children.

6.4.7. Reduce use of out of authority/specialist placements.

6.4.8. Children, young people and their families are supported to stay together.

6.4.9. Sustain long term change by focusing on the prevention of our reduction in health inequalities.

6.5. Public  
EHRIA submitted.

## **7. MANAGEMENT OF RISK**

7.1. As outlined above, interventions which are effective are enshrined in an evidential basis, which is reflected in our proposed investment in workforce development, facilitating the workforce to maintain support to those young people with higher levels of complexity; expand the range of effective services. This is a high skill basis for undertaking this work, intervention with vulnerable children and young people is an area of potential high risk.

7.2. The council has a range of duties and powers it must discharge and were it not to do so it could face legal challenge and sanction and vulnerable children and young people could be at risk of increasing significant harm. There is a significant reputational risk to the council of not having a quality residential child care service in place.

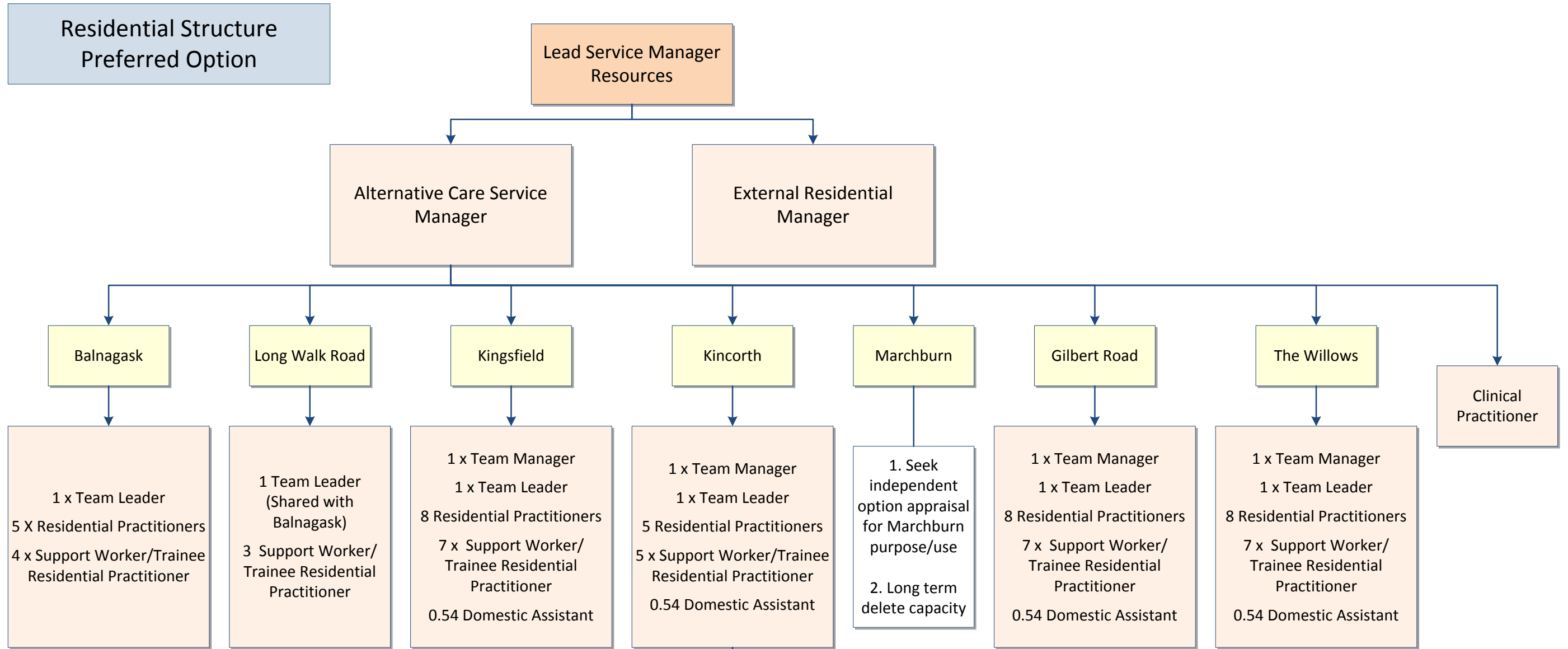
7.3. The implementation of the revised model will ensure that the council discharges its duties and powers effectively and develops a quality residential child care service thus mitigating the risks highlighted above.

## **8. BACKGROUND PAPERS**

- Staying Put Scotland , Proving Care Leavers with Connectedness and Belonging (The Scottish Govt 2013)
- Dyadic Developmental Psychotherapy Toward a Comprehensive Trauma Informed Treatment for Developmental Trauma Disorder Hughes D( ddp Network 2014)
- The National Residential Childcare Initiative; Higher Aspirations, Brighter Futures (The Scottish Govt 2009)

## **9. REPORT AUTHOR DETAILS**

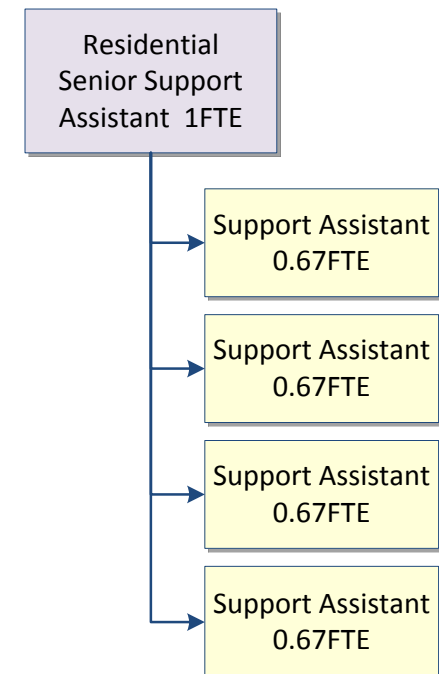
Andrea McGill  
Service Manager  
[AMcGill@aberdeencity.gov.uk](mailto:AMcGill@aberdeencity.gov.uk)  
Tel: 01224 52 2477



<b>Establishment</b>		
External Residential Manager	G15	1
Clinical Practitioners	G14	1
Team Managers	G15	4
Team Leader	G14	5
Residential Practitioners	G12	34
Support Worker / Trainee Residential Practitioner	G11 / G12	33
Facilities Assistant	G9	1
Senior Support Assistant	G9	1
Support Assistants	G8	2.68
Domestic Assistant	G4	2.7
	<b>FTE</b>	<b>85.38</b>
	<b>Current Establishment</b>	<b>91.06</b>

<b>SUMMARY - PROPOSED ESTATE CAPACITY</b>	
	<b>Option 2</b>
Kingsfield	5
Kincorth	3
Marchburn	0
Gilbert Road	6
The Willows	6
Balnagask	2
Long Walk Rd	2
Linksfield	5
Action for Children	7
<b>Total</b>	<b>36</b>

Reduce capacity to three placements



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## 7: Action Planning

**As a result of performing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?**

As completion of this EHRIA shows that the impact of the Corporate Parenting Policy is designed to have a positive impact on the lives of care experienced young people, no risks or actions are identified to remove or reduce adverse outcomes.

Identified Risk and to whom:	Recommended Actions:	Responsible Lead:	Completion Date:	Review Date:
<p>As completion of this EHRIA shows that the impact of the Review and Redesign on Residential Child Care is designed to have a positive impact on the lives of care experienced young people, no risks or actions are identified to remove or reduce adverse outcomes.</p>				

<b>8: Sign off</b>	
<b>Completed by (Names and Services) :</b>	Andrea McGill Service Manager
<b>Signed off by (Head of Service) :</b>	Bernadette Oxley, Head of Children's Services.
<p>Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal document and/or committee report to:</p> <p>Equalities Team  Customer Service and Performance  Corporate Governance  Aberdeen City Council  <b>Business Hub 13</b>  Second Floor North  Marischal College  Broad Street  Aberdeen  AB10 1AB  Telephone 01224 523039 Email <a href="mailto:sandrab@aberdeencity.gov.uk">sandrab@aberdeencity.gov.uk</a></p>	