

Public Document Pack



To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillor Alan Donnelly, the Depute Provost; Councillors Greig, Henrickson, Imrie, Macdonald, Catriona Mackenzie, Malik, McLellan, Nicoll, Samarai and Jennifer Stewart and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan, Mr Mike Paul (Teacher Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative - Primary Schools) and Reverend Hutton Steel (Church of Scotland Representative).

Town House,
ABERDEEN, 11 April 2018

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **THURSDAY, 19 APRIL 2018 at 10.00am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

BUSINESS

DETERMINATION OF URGENT BUSINESS

1.1 There are no items of urgent business

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

3.1 Members are requested to declare any interests

REQUESTS FOR DEPUTATION

4.1 There are no requests for deputation at this time

COMMITTEE PLANNER

5.1 Committee Business Planner (Pages 3 - 6)

NOTICES OF MOTION

6.1 There are no Notices of Motion

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

7.1 There are no referrals

FINANCE, PERFORMANCE, RISK AND SERVICE WIDE ISSUES

8.1 Performance Improvement Report - OPE/18/011 (Pages 7 - 44)

GENERAL BUSINESS

9.1 Education Improvement Journey - OPE/18/001 (Pages 45 - 100)

9.2 Uptake of Free School Meals - OPE/18/010 (Pages 101 - 110)

EHRIAs related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER

The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.

Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	If delayed, removed, transferred or withdrawn, enter either D, R, T or W	Explanation if delayed, removed, transferred or withdrawn
19 April 2018								
Education Improvement Journey	The report seeks (a) endorsement the approach being taken by the service to secure improved educational outcomes for children and young people; and (b) instructs the Chief Operating Officer to report on progress against the measures outlined in the report.	On agenda		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1.1	
Performance Improvement Report	To provide Members with a summary of Key Outcome and operational Performance Indicator information relating to in house Educational services for the period up to and including 31st December 2018	On agenda		Reyna Stewart	Integrated Children's and Family Services	Operations	1.1, 1.2, 4 & 6	
Ways to Increase the Uptake of Free School Meals	Council on 6/3/18 agreed to instruct the Chief Operating Officer to bring a report to the next Education Operational Delivery Committee on how the council can substantially increase the uptake of free school meals throughout the city.	On agenda		Lynn Scanlon	Integrated Children's and Family Services	Operations	1.1, 1.3 & 5	
29 May 2018								
Development of Models for Civic Leadership and Engagement	To consider models for Civic Leadership and Engagement			Derek McGowan	Early Intervention and Community Empowerment	Customer		
Subsidised Transport and Safe Walking Routes to Lochside Academy - speeding concerns	EC&S Cttee 16/11/17 - The Committee instructed (i) the Head of Education & Inclusion to facilitate a meeting between representatives of parent councils in Kincorth, Torry & Cove with appropriate reps from Police Scotland to provide a greater understanding of community concerns about speeding on the safe routes to Lochside & discuss measures that could be taken to address those concerns & report back on the outcomes from that meeting; & (ii) to instruct the Head of Education & Inclusion to provide support to Lochside's 6 associated group primaries to ensure appropriate road safety programmes were in place for those schools for P4-7 prior to Lochside opening in Aug 18 & to report back on the need for additional road safety programmes in the associated group primaries.	Meeting held with Chief Executive and members of the Community Councils in Torry, Kincorth and Cove		Lynn Scanlon	Integrated Children's and Family Services	Operations	Purpose 1	D Report will now be presented in May, rather than April to allow for briefing sessions to be held and further discussions with Police Scotland
Revised Children Missing from Education in Aberdeen Schools Policy	To present the revised policy			Eleanor Sheppard	Integrated Children's and Family Services	Operations	GD 7.1	
06 September 2018								

School Improvement Planning and the Regional Improvement Collaborative Plan	The report seeks the Committee (1) to note the content of Aberdeen City School Improvement Plans and their alignment with the intended outcomes of the LOIP; (2) to note the content of the Northern Alliance Improvement Plan; and (3) to instruct the Chief Operating Officer to contribute to the Northern Alliance workstreams as detailed in this report.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1.1, 1.2 and purpose 1	D	Moved from May as schools will only be completing the improvement plans and submitting them in June so information will not be available for May Committee
Annual Statutory Performance Report	To provide Elected Members with a summary of the Annual Performance (Statutory Performance Indicator) outcomes.		Lynn Scanlon	Integrated Children's Services	Operations	1.2		
St Peter's School - Long Term Education Provision	ECS Ctte 16th Nov ' 17 - to instruct the Head of Policy, Performance and Resources to undertake a feasibility study to identify improvements to Riverbank School and the associated costs, including the costs of bringing up to category A and to report to the Committee at its meeting in January 2018.	See explanation column	Andrew Jones	Corporate Landlord	Resources	Purpose 1	D	Initial report now requires to be submitted to Capital Programme Committee for the development of the business case. Report is due to be submitted to the May 2018 meeting of CPC. From there, the Education Operational Delivery Committee will be consulted on the business case, prior to consideration of the final business case at CPC.
The National Improvement Framework Report	To approve submission of annual statutory report to the Scottish Government.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1.2		
Early Learning & Childcare Financial Template	1. Education & Children's Services Committee 14/09/17 (Article 9) and 16/11/17 - The Committee resolved to instruct the Director of Education and Children's Services to submit a report to Committee in 2018 providing an update on progress and plans for workforce planning for early learning & childcare; and to instruct the Head of Education and Inclusion to present a further updated Early Learning and Childcare Delivery Plan to the appropriate Committee once notification of capital and revenue grants were received from the Scottish Government and 2. Education & Children's Services Committee 14/09/17 - The Committee agreed to note that the Director would submit a further version of the Early Learning and Childcare Delivery Plan to Committee in 2018 following scrutiny by the Scottish Government; and to instruct the Director to submit a report in 2018 providing an update on progress and plans for workforce planning for early learning and childcare.	Submission of this report is dependent on the allocation of funding from the Scottish Government	Eleanor Sheppard	Integrated Children's and Family Services	Operations	1.3 and purpose 1		
06 November 2018								
Northern Alliance Regional Improvement Plan	To seek endorsement of the Plan.		Aisling MacQuarrie	Integrated Children's and Family Services	Operations	Purpose 1		
17 January 2019								

Review of School Estate	Council on 6/3/18 agreed to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee.			Corporate Landlord	Resources			
14 March 2019								
April 2019 Onwards								
Review of Free Bus Travel and safe routes to Lochside Academy	Education & Children's Services Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).	To be reported August 2019 - This would be a joint report involving Planning and Sustainable Development in conjunction with the Road Safety and Traffic Management Team. With the first review to be undertaken in March 2019 officers have advised that due to the volume of data and workload expected it would be challenging to present a report prior to the summer of 2019.	Chris Cormack	Strategic Place Planning	Place	Purpose 1		
Provision of Free School Meals to Children During School Holidays	Finance, Policy and Resources Committee on 1/2/18 agreed to instruct the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme.	01 May 2019	Neil Carnegie	Early Interventions and Community Empowerment	Customer	Purpose 1		
United Nations Convention on rights of the child Reports	Every three years as per the Children and Young People (Scotland) Act 2014	To be reported in April 2020 : Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (the "Act") places a duty on a range of public bodies (including all local authorities and health boards) to report, as soon as practicable after the end of each three-year period, on the steps they have taken to secure better or further effect within their areas of responsibility of the United Nations Convention on the Rights of the Child (UNCRC) requirements.		Integrated Children's and Family Services	Operations	Purpose 1		

Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.	01/05/2019	Stephanie Dunsmuir	Governance	Governance	GD 7.4		
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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	19 April 2018
REPORT TITLE	Performance Improvement Report
REPORT NUMBER	OPE/18/011
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Bernadette Oxley
REPORT AUTHOR	Reyna Stewart
TERMS OF REFERENCE	Sections 1.1, 1.2, 4 and 6

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide Members with a summary of Key Outcome and operational Performance Indicator information relating to in house educational services for the period up to and including 31st December 2018.

2. RECOMMENDATION

That the Committee:

- 2.1 notes the content of this report and attached appendices.

3. BACKGROUND

- 3.1 At the meeting of the 5th March 2018, Council approved the new Governance arrangements supporting introduction of the Target Operating Model. This provided for the establishment of the Education Operational Delivery Committee with, amongst other responsibilities, the core remit outlined below.

The Committee will, for internal Educational services:

- a) *Hold the organisation to account for the performance of all in house services. It will oversee the delivery of all in house services in all areas in line with the outcomes set by the Strategic Commissioning Committee and improve results for Public Performance Recording by scrutinising Key Performance Indicators and rigorous performance management and ensuring that this:-*
- i. is done in a manner which places the customer first and ensures the expected contribution to outcomes.*
 - ii. improves the Council's position in national tables.*

iii. *adheres to financial targets.*

4. MAIN ISSUES

- 4.1 This first report, based on the above principles, and reflecting the outcomes from Education and Inclusion Services, based on data predating the Target Operating Model, aligning with current Local Outcome and former Education and Children's Services Improvement planning, offers a selective, albeit critical, suite of measures to this purpose, including outcomes from external inspections of service provision.
- 4.2 Members are asked to note that those performance measures linking to the Target Operating Model themes, Customer, Employees and Resources are provided on the basis of outcomes across the former Education and Children's Services Directorate.
- 4.3 This information, although containing data relating to services which are to be subsequently transferred to other Directorate functions, is offered to provide assurance to Members around the continuation of monitoring and scrutiny of these performance issues during the early period of transition to the Target Operating Model.
- 4.4 Officers within the Operational Delivery Group have been, and are currently, addressing the series of actions which will enable re-alignment and disaggregation of these datasets to encapsulate the revised staffing structures. This process, on completion of service scoping exercises across the Directorate, will offer Committee additional granular insight against these performance measures. Where available, and or appropriate, this analysis will incorporate identification of suitable benchmarking or comparative processes.
- 4.5 Business Intelligence, in concert with the Directorate leadership and the Strategic Commissioning function, using the Business Model Canvas and a balanced scorecard approach, will build on present proposals for how future performance reporting will be reviewed and re-aligned directly to the TOM principles.
- 4.6 Within the summary dashboard (Appendix A) the following symbols are used:

Performance Measures

Traffic Light Icon



On target or within 5% of target



Within 5% and 20% of target and being monitored



Below 20% of target and being actively pursued

5. EDUCATION DATA LANDSCAPE

- 5.1 The publication and/or availability of Education services outcomes data at a local level, and capacity for the benchmarking, is largely defined by the national release schedules prescribed by the Scottish Government and/or its agencies.
- 5.2 In this respect, the attachment at Appendix C, outlines the currently known schedule of publications by these data owners, and the scope of data provided. Although not an exhaustive list of publications, (and it is proposed that, in terms of on-going performance reporting this will be supplemented by additional solely local comparative service measures – (see Education Improvement Journey appendices) this offers Members a timetable against which future outcome reporting might be delivered.
- 5.3 The Education Improvement Journey report, also being considered at this Committee, offers additional substance, and a complementary approach, to the use of data in the context of education delivery performance improvement.
- 5.4 In the framework of statutory educational provision reporting, the Service is also directed by the National Improvement guidance, that related to Integrated Children’s Service planning, Early Years provision and those aspects aligned to education outcomes for Looked After Children. In addition, education services have reporting and service evaluation obligations defined by, and overseen by both Education Scotland and the Care Inspectorate which Members can expect to be appraised of on a regular and/or annual basis through the Council’s public performance reporting framework.
- 5.6 The Service’s involvement in the Northern Alliance, regional education improvement collaborative, also offers future opportunities for benchmarking and sharing of professional judgements among teaching staff although, at this point in time, the capacity for direct line of sight comparisons of outcomes, is limited by current data sharing arrangements, and to the specific workstreams against which the Alliance is committed.
- 5.7 Officers within the Council, and across the eight local authorities involved in the Alliance, are advising on the development of the collaborative’s intelligence capacity to support the Alliance’s value-added contribution to schools improvement planning.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no direct financial implications arising from the recommendations of this report.

7. LEGAL IMPLICATIONS

- 7.1 There are no direct legal implications arising from the recommendations of

this report.

8. MANAGEMENT OF RISK

8.1 Presentation and publication of service delivery performance information serves to mitigate risk across a number of aspects by demonstrating:

- The Council's commitment to openness of decision making and reputation as a transparent and accountable organisation.
- A willingness to recognise areas of good practice within the Council and in the national context and, where necessary, to challenge under performance.
- Effectiveness of delivery and reporting in the context of Best Value and the legislative requirements that underpin this.
- A continual focus on the extent to which services are meeting customers' needs and expectations.

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There are no direct financial risks attached to this report.	L	Not applicable.
Legal	There are no material legal risks attached to this report.	L	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
Employee	There are no material employee risks attached to this report.	L	Oversight by Elected Members of core employee data supports the Council's obligations as an employer
Customer	There are no material customer risks applied to this report.	L	The report highlights those areas of service performance that meet the needs of customers.
Environment	There are no direct environmental risks attached to this report.	L	Not applicable.
Technology	There are no direct technology risks attached	L	Not applicable.

	to this report.		
Reputational	There are no material reputational risks attached to this report.	L	Reporting of service performance serves to enhance the Council's reputation for transparency and accountability.

9. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The report content aligns with the inclusive economic growth thematic through the primary driver, 'We will invest in our workforce, particularly young people, develop our future workforce, and ensure all benefit from economic activity'.
Prosperous People	This report reflects on the performance of services delivered to children and young people with particular emphasis on the primary drivers; 'Children have the best start in life' and 'Children are safe and responsible'.
Enabling Technology	The Council recognises that enabling technology is central to innovative, integrated and transformed public services and supportive of providing our young people with the digital skill sets necessary for the delivery of positive educational outcomes at an individual level.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	In concert with Customer Services and the Commissioning function, the Directorate will continue to maintain a focus, as embodied by the Duty of Regard, on the delivery of customer centric services which maximise engagement with and by our young people.
Organisational Design	The report reflects recognition of the process of organisational design and provides assurance around maintenance of Elected Member scrutiny of operational effectiveness through embracing change.
Governance	Oversight and scrutiny of operational performance, including that provided by external inspection, supports the robustness of governance arrangements between and across internal and

	external providers involved in the delivery of services to the community.
Workforce	The Directorate, through a commitment to maintaining the health and wellbeing of its workforce, providing opportunities for personal development and future proofing individual skill sets, seeks to assist and assure employees over the course of the transition journey.
Process Design	As the interim structure embeds, development and integration of process design will be influenced by continual evaluation of the performance and outcome measures applied to service provision.
Technology	In concert with Customer Services and the Commissioning function, supported by the digital partners, the Directorate will seek to maximise opportunities for the use and development of technological solutions that enhance both the experience of customers, evaluations of these experiences and provide our young people with the skill sets necessary for positive and robust societal engagement.
Partnerships and Alliances	Continuous review of the outcomes, and effectiveness, of in house services provides assurance to critical partners: NHS, Police, Education Scotland, Care Inspectorate, which support strategic Council and City improvement objectives for young people which are delivered through partnership models.

10. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	The recommendations arising from this report do not require that full Equality and Human Rights Impact Assessment is completed.
Privacy Impact Assessment	The recommendations arising from this report do not require that a Privacy Impact Assessment is completed.
<u>Children's Rights Impact Assessment/Duty of Due Regard</u>	Not applicable.

11. BACKGROUND PAPERS

Target Operating Model Supporting Governance Framework, Council, 5th March 2018.

Initial Destinations of Senior Phase School Leavers 2016-17, Scottish Government.

[Performance Management Framework](#)

[Aberdeen City Council Strategic Business Plan Refresh](#)

[Local Outcome Improvement Plan](#)

12. APPENDICES

Appendix A: Education and Inclusion Services Performance Improvement Report Scorecard.

Appendix B: Education and Inclusion Services Performance Improvement Trend charts.

Appendix C: National Data Release Schedule.

13. REPORT AUTHOR CONTACT DETAILS

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Appendix A – Integrated Children’s and Family Service, Education and Inclusion Services Performance Improvement Scorecard, October-December 2017



Education and Inclusion

Improvement Planning Outcomes										
Performance Measure	2014/15		2015/16			2016/17			Status	Long Trend
	Value		Value			Value				
% of school leavers from publicly funded schools in positive initial destinations by academic year	90.1%		90.3%			90.8%				
Performance Measure	2016/17	October 2017	November 2017	December 2017	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	Status	Long Trend
	Value	Value	Value	Value	Value	Value	Value	Value		
Percentage of Activity Agreement completers entering a positive destination	78.4%	Data not presented for months			90.9%	81.8%	100.0%	88.9%		
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres per financial year	96%	Data not presented for months			95%	88%	94%	100.0%		

Integrated Children's and Family Services












Customer										
Performance Measure	2016/17	October 2017	November 2017	December 2017	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	Status	Long Trend
	Value	Value	Value	Value	Value	Value	Value	Value		
Percentage of complaints resolved within time - Education and Children's Services*	53.2%	Data not presented for months			56.7%	79.3%	69.2%	53.7%		
Percentage of complaints upheld against closed (Stage 1 & 2 combined)*	36.7%				56.7%	31.0%	17.9%	5.6%		
The total number of complaints received per quarter - Education and Children's Services*	214				32	58	39	54		
Percentage of FOISA requests replied to within timescale - Education and Children's Services*	89%	91.0%	81.0%	100.0%	100.0%	97.0%	98.0%	86.0%		
Percentage of MP/MSP Enquiries replied to within timescale - Education & Children's Services*	72.7%	40.0%	0.0%	83.3%	81.0%	54.2%	68.8%	53.8%		
Percentage of Members' Enquiries responded to within timescale*	74.1%	66.7%	93.3%	77.8%	79.1%	81.4%	91.3%	79.5%		
Percentage of Late Reports per quarter*	3.5%	Data not presented for months			1.9%	6.6%	7.7%	11.1%		

Employees										
Performance Measure	2016/17	October 2017	November 2017	December 2017	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	Status	Long Trend
	Value	Value	Value	Value	Value	Value	Value	Value		
Average number of days lost through sickness absence per employee in a rolling 12 month period (Corporate comparative target)*	8.2	8.3	8.5	8.8	Data not presented for quarters					
Average number of days long term absence per employee in a rolling 12 month period (Corporate comparative target)*	4.6	5.0	5.0	5.4	Data not presented for quarters					
Average number of days short term absence per employee in a rolling twelve month period (Corporate comparative target)*	3.6	3.3	3.5	3.4	Data not presented for quarters					
H&S Employee Non Reportable - Education and Children's Services*	577	Data not presented for months			179	93	93	84		
H&S Employee Reportable Incidents - Education and Children's Services*	1	Data not presented for months			0	0	0	2		

Resources										
Performance Measure	2016/17	October 2017	November 2017	December 2017	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	Status	Long Trend
	Value	Value	Value	Value	Value	Value	Value	Value		
Headcount of Agency Staff (FTE)*	199	17.27	20	19	55	18	56.27	56.27		

*All data provided against Integrated Children's and Family Services is based on organisational structures pre-dating introduction of the TOM, includes data from services which no longer fall within the remit of the Operations Directorate. e.g. Library and Information Services and Museums and Galleries, and include Children's Social Work outcomes

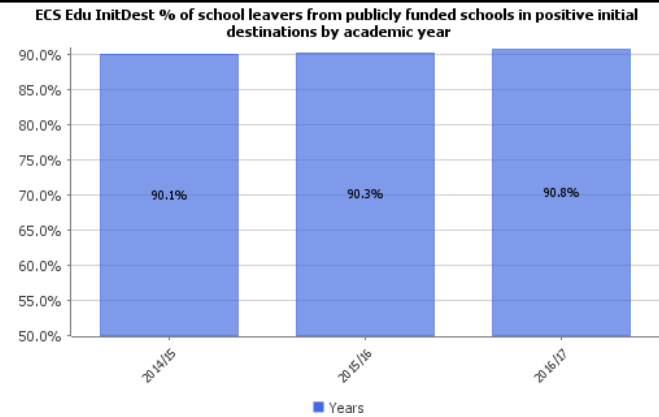
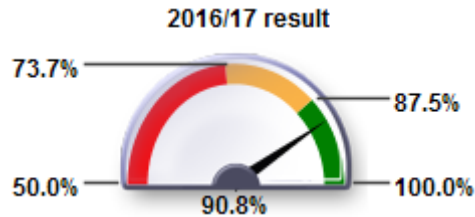
Figures shaded in grey are provided for background purposes only.

PI Status		<i>Long Term Trends</i>		Short Term Trends	
	Alert (outwith 20% of target/benchmark)		Improving/Increasing		Improving/Increasing
	Warning (outwith 5% of target/benchmark)		No Change		No Change
	OK (within 5% of target/benchmark or better)		Getting Worse/Decreasing		Getting Worse/Decreasing
	Unknown				
	Data Only				

Appendix B - Integrated Children's and Family Service, Educational and Inclusion Trendcharts, Quarter 3, 2017-18

Outcomes

Percentage of school leavers in a positive initial destination – Education and Inclusion



Why is this important?

This measure, establishing the participation levels amongst S4-S6 school leavers in the City, at the initial destinations survey point three months after completion of the academic year, relates directly to the national Developing The Young Workforce and Opportunities For All agendas. In part, it evidences outcomes delivered through local authority and partner support (e.g. Aberdeen Guarantees, Employability Pipeline) in providing positive participation opportunities. This measure links directly to Local Outcome and Directorate Improvement Plan Objectives under the People and Economy themes.

Benchmark Information:

Inter-authority benchmarking of this outcome is provided directly through annual publication of the national school leavers' dataset with intermediate comparisons against national and Virtual Comparator figures being available through use of the Insight Tool. The City is presently in the lower quartile of local authorities for this measure, a position which has not demonstrated significant change in the past three years.

Target:

The 2016-17 target for this measure was 92.1%. The objective for 2017-18, based on the linked measures within the Strategic Business Plan Refresh and 2017-18 Directorate Outcome Improvement Plan is to improve this outcome by a further percentage point and close the gap with the national figure. Guidance from the Scottish Government indicates that annual variations of >1% are to be regarded as a statistically unchanged position.

Intelligence:

The outcome for initial destinations of school leavers (S4-S6 only) from the 2016-17 academic year was marginally above that in the two previous years, (which was 90.3% and 90.1% respectively) and although it closes the gap to the national figure of 93.7%, it falls short of the improvement aim of raising the proportion of school leavers in a positive destination by 1% year-on-year.

At the same time, the year-on year change has been materially influenced by (a) improved tracking of pupils which has reduced the proportion of pupils in an unknown destination and (b) the change in cohort size of those involved in Activity Agreements, both of which have statistically depressed the overall outcome.

Outwith these influences, the proportion of leavers in Higher and Further Education destinations has fallen to 72% from 73%, as a result of fewer leavers (-2%) attaining a university entrance, although the City remains in the upper quartile of authorities for this combined measure. 15% of leavers were Employed at the survey point, the same as in the prior year and the proportion of leavers in a Training destination remained unchanged at 2%. The proportion of leavers who were recorded as being in Unemployment (either seeking or not seeking employment) remained at 8%, albeit that numbers of those who were unemployed and seeking work rose to 131 (8%) from 117 (7%)

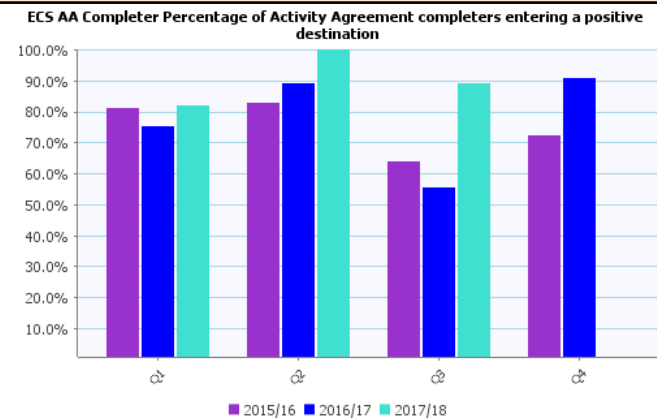
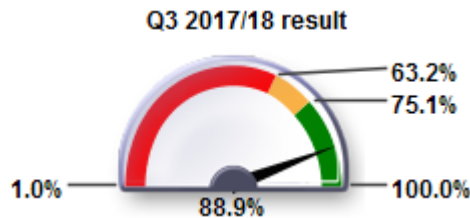
Responsible officer:

Bernadette Oxley

Last Updated:

2016/17

Percentage of Activity Agreement Completers in a positive destination – Education and Inclusion



Why is this important?

The extent to which the local authority and partners, through direct intervention and support for those who are identified at an early stage as being at risk of entering a negative destination on leaving formal education, and can mitigate against this, is a core outcome which links directly to the National Performance Benchmark Participation Measure for

education in Scotland, and the Aberdeen Guarantees agenda

Benchmark Information:

Benchmarking of a range of leaver destination outcomes is provided through publication of Scottish Government data-sets covering initial, sustained and specific cohort outcomes on an annual basis. Presently, this information is published through several separate releases at different levels of detail by the Scottish Government <http://www.gov.scot/Publications/2016/06/4523>

Target:

The 2017-18 objective is to increase the proportion of Activity Agreement completers in a positive destination in line with the wider Participation Measure related objective which is to achieve an annual percentage point improvement over the course of the full year.

Intelligence:

Of the nine participants engaged by the Activity Agreement team, and completing the Agreement term, over the course of Quarter 3, all but one individual had achieved a positive destination at conclusion of the period, either moving on to further education or returning to school education. Each of these individuals was in receipt of aftercare support at the end of the quarter. This quarterly data provides for a rolling year to date outcome of 88.5% that is in advance of the annual target figure of 79%.

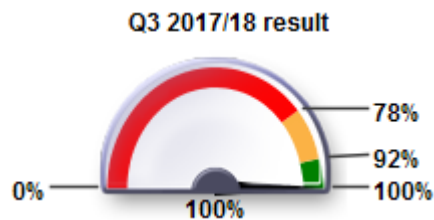
Responsible officer:

Bernadette Oxley

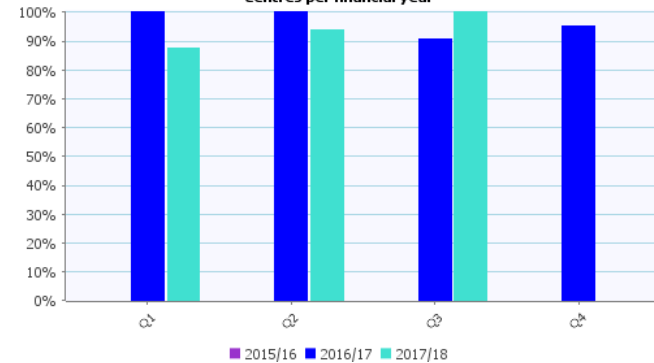
Last Updated:

Q3 2017/18

Percentage of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres per financial year



ECS SPI 8 % of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres per financial year



Why is this important?

This measure serves as a formal proxy indicator of the quality of education, support and care provision afforded to children within local authority and funded partner provider Early Years settings, through a combination of peer-based and self-evaluation evidence and links directly to Local Outcome and Directorate Improvement Plan Objectives under the People thematic.

Benchmark Information:

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 2012 onwards, including those for 2016, are compared with the national baseline and where made available, against the Authority's formal HMIE benchmark group. <http://www.educationscotland.gov.uk>

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. <http://www.careinspectorate.com>.

It is important to note that new Health and Social Care Standards will be used by the Care Inspectorate from April 2018. The new standards guide infers increased evidential expectations of care providers in the context of self and external evaluation which it might be anticipated, will be reflected in a potential phase shift in the range of gradings

Target:

The target for this measure, which combines outcomes from Education Scotland and Care Inspectorate inspections of both local authority and partner provider early learning and childcare settings, is set at an averaged 95% for the 2017-18 academic year. The target figure for sub-indicators against each inspection regime, relating to local authority provision alone, is 100% for the current academic year.

The Scottish Government has announced that, as of April 2018, there will be an enhanced national programme of Education Scotland inspection which proposes that each school will be subject to a level of inspection over the course of the year. Once in place, this programme will both substantially enhance the scope and value of this metric and support providers in planning for improvement.

Intelligence:

There were 2 inspections of partner provider establishments during the course of Quarter 3, both of which resulted in positive assessments against each of the Quality Reference Indicators involved in the inspections undertaken by the Care Inspectorate. 2 inspections of local authority Early Learning and Childcare establishments were carried out during this period, one by Education Scotland and one by the Care Inspectorate. Inspection reports against these assessments are pending publication but initial feedback is indicative of similar positive outcomes.

Responsible officer:

Bernadette Oxley

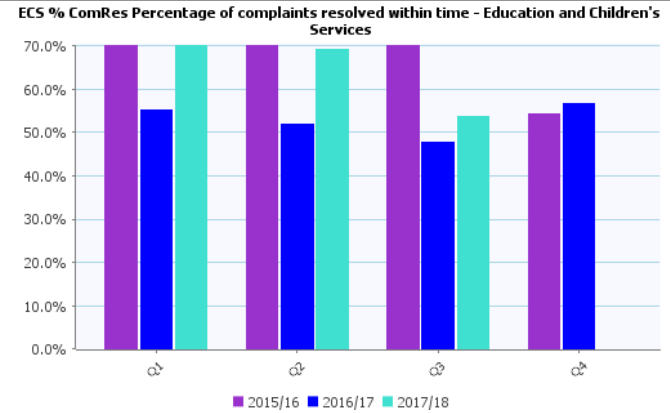
Last Updated:

Q3 2017/18

Customer

Percentage of complaints resolved within time - Integrated Children's and Family Service

Q3 2017/18 result
53.7%



Why is this important?

The Scottish Complaints Handling Procedure specifies that all complaints must be acknowledged within 3 working days. Frontline complaints (Stage 1) should be completed in 5 working days and Investigation complaints (Stage 2) within 20 working days.

Benchmark Information:

Where appropriate, the Directorate seeks to benchmark its performance against this measure in the context of trend analysis and through comparison with both Council and other Directorate performance

Target:

The Directorate aims to maximise the proportion of complaints which are resolved within the specified timescales for Stages 1 and 2

Intelligence:

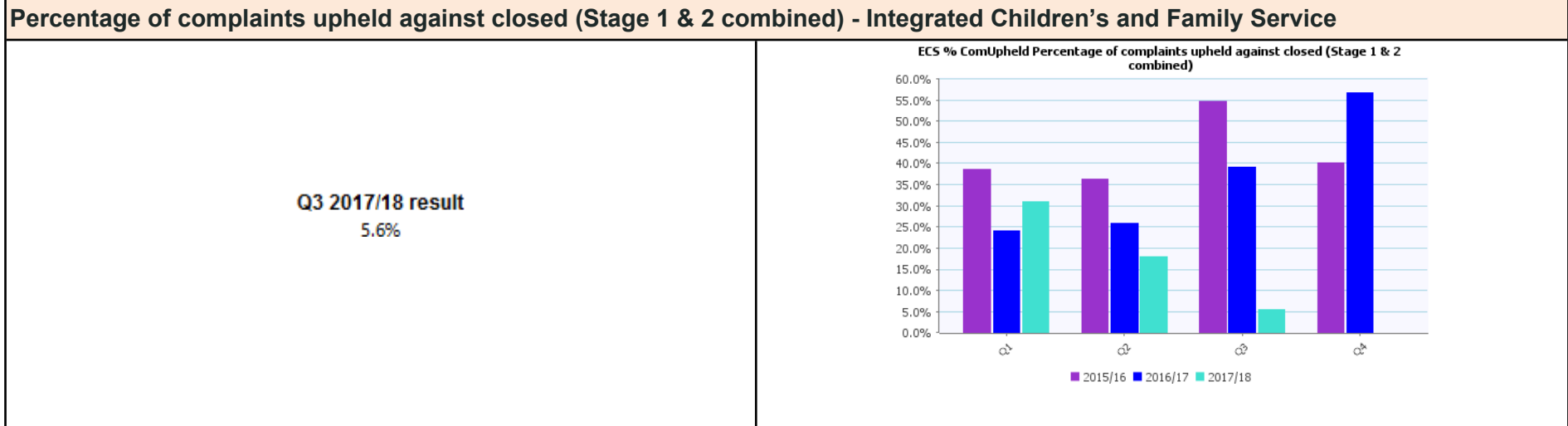
In Quarter 3, the Directorate received 54 complaints, of which 29 (53.7%) were addressed within the prescribed timescale. This shows a falling back against more recent quarterly outcomes which may be aligned with the number of complaints received, which were relatively high over this period. The corporate figure for this quarter was recorded at 56.9%.

Responsible officer:

Bernadette Oxley

Last Updated:

Q3 2017/18



Why is this important?

In combination with assessment of the number of complaints and timelines for the provision of responses, the proportion of complaints which are upheld is a measure of the extent to which the Council is meeting the provisions of the Scottish Handling Complaints Procedure and, more critically, the quality of service being provided

Benchmark Information:

Where appropriate, the Directorate seeks to benchmark its performance against this measure in the context of trend analysis and through comparison with both Council and other Directorate performance. In this context, the Quarter 2 outcome is ahead of both the corporate figure and the majority of other Directorates

Target:

The Directorate aims to minimise the proportion and number of complaints which are upheld at Stages 1 and 2 received as part of the engagement and communication frameworks reflected within its Service Business Plans

Intelligence:

The Directorate figure for the percentage of complaints upheld against closed for Stages 1 and 2 was 5.6%. This is the lowest quarterly outcomes for the Service's, reverses a previous upwards trend. In this context, the Quarter 3 outcome is ahead of both the corporate figure and the majority of other Directorates. Of the 54 complaints received, 3 were upheld or partially upheld with no escalated complaints being upheld against closed. In the year to date, 151 complaints have been received by the Directorate with just over 18% of these being upheld against closed, as opposed to figures of 29.7% and 43.2% in prior years. The corporate figure for this quarter was 32.1%

Responsible officer:

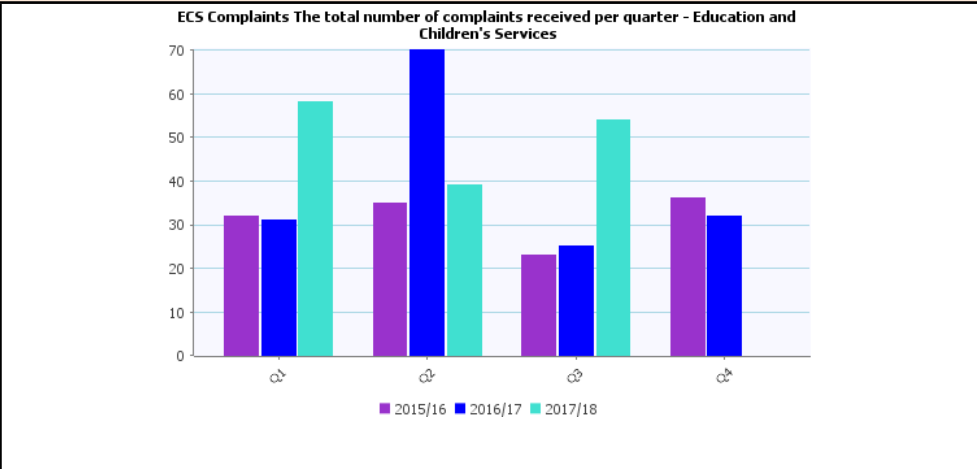
Bernadette Oxley

Last Updated:

Q3 2017/18

The total number of complaints received - Integrated Children's and Family Service

Q3 2017/18 result
54



Why is this important?

The information provided by the corporate Complaints Handling process is used to inform service improvements and planning. It should be noted that this information excludes complaints addressed through formal statutory frameworks related to school education and children's social work

Benchmark Information:

The Scottish Complaints Handling Procedure specifies several measures including handling times, types of complaints and outcomes as well as lessons learned. It is presently not possible to identify relevant benchmark comparisons for the number of complaints for the Directorate outwith tracking of trend patterns.

Target:

The Directorate aims to minimise the number of complaints received as part of the engagement and communication frameworks reflected within its Directorate Improvement planning.

Intelligence:

There was a total of 54 complaints received by the Directorate over the period of Quarter 3, with 42 Stage 1 and 12 Stage 2 complaints being recorded. This is amongst the highest number of complaints received by the Directorate in a quarterly period. Of these complaints, 39 related to customer service related issues, with the remainder relating to policy, procedure and equalities.

Responsible officer:

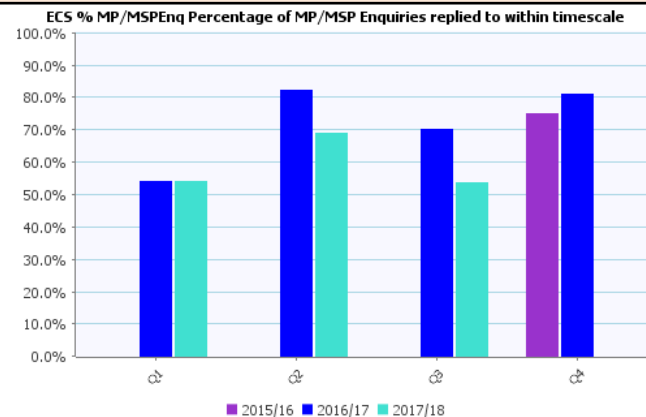
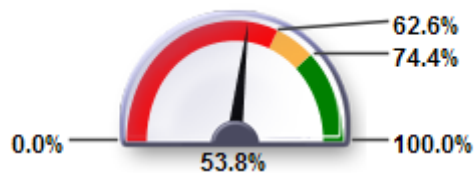
Bernadette Oxley

Last Updated:

Q3 2017/18

Percentage of enquiries from MP's and MSP's responded to within the prescribed timescale - Integrated Children's and Family Service

Cumulative result for Q3 2017/18 as of December 2017



Why is this important?

The Directorate aims to provide responses to all public enquiries, including those from members of national parliaments, timeously and with accuracy, reflecting that this contributes to the organisation's accountability both in terms of offering information, and where members are acting as advocates for constituents, assisting the resolution of enquiries.

Benchmark Information:

At present, there is no formal capacity for comparative benchmarking of this particular measure although, as a contributing measure to the Council's overall enquiry and response rate, the Directorate tends to be relatively well placed in terms of the corporate outcomes

Target:

2017-18 Improvement Target – 80%

Intelligence:

The outcome from Quarter 3 was below most previous quarterly periods with 7 of 13 enquiries (53.8%) being responded to within the prescribed period. The Directorate Leadership Team has been monitoring this figure closely and, subsequent to implementing a revised procedure for processing of these Enquiries, is evaluating the complexity of these information requests at an earlier stage, to provide for improved enquiry direction and to facilitate speedier receipt of simultaneous responses to cross-Service requests.

Responsible officer:

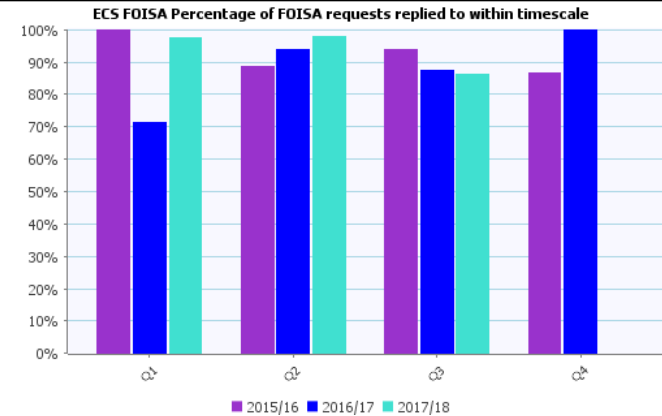
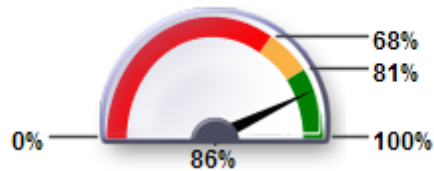
Bernadette Oxley

Last Updated:

Q3 2017/18

Percentage of submitted Freedom of Information requests replied to within timescale - Integrated Children's and Family Service

Cumulative result for Q3 2017/18 as of December 2017



Why is this important?

The purpose of this Indicator is to capture and reflect the Directorate's capacity for meeting the obligatory response timelines relating to the Freedom of Information (Scotland) Act that requires responses to be provided within 20 working days

Benchmark Information:

At present, there is no suitable external benchmark information relating to the Directorate's performance although internal comparisons are made against both corporate level performance and that of other Directorates.

Target:

The corporate level 2017-18 target for responses to FOISA requests within the prescribed timescale is set at 85%. The Directorate level aim is to deliver an annual outcome which improves on the annual 2016-17 figure of 89%.

Intelligence:

86% (70 from 81) of FOISA requests received by the Directorate were responded to within the specified timescale over the course of Quarter 3 with a monthly range of between 81% in November to 100% in December. This outcome, heavily influenced by the number of requests (the highest to date), falls below the figures recorded against most previous quarterly periods although it maintains the Directorate year-to-date improvement against this measure, which sits at 92%, above both the target objective of 85% and the comparative period for 2016-17 (84.3%). To date, the Directorate has received 171 requests under Freedom of Information terms, of which, 158 have been responded to within the required timescales.

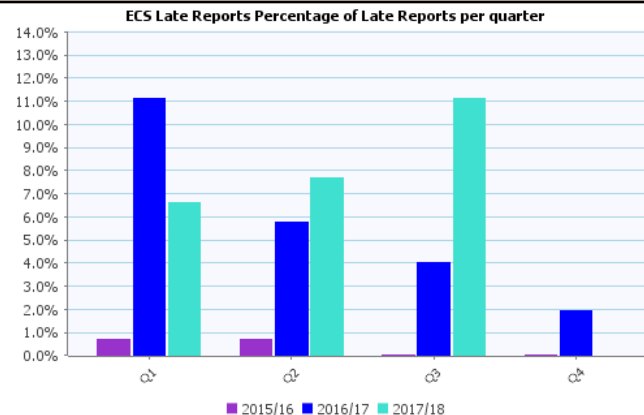
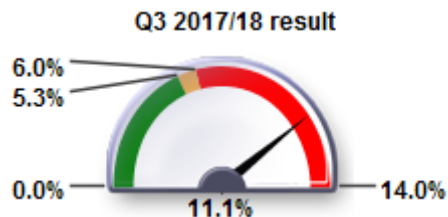
Responsible officer:

Bernadette Oxley

Last Updated:

Q3 2017/18

Percentage of late reports per quarter - Integrated Children's and Family Service



Why is this important?

Receiving and issuing committee reports on time ensures that we are meeting our statutory responsibilities in terms of making copies of reports available and open to inspection by Elected Members and members of the public. It is essential for good governance and for the efficient and effective running of the Council. It also facilitates greater transparency, accountability and openness across the Council's decision-making processes.

Benchmark Information:

Benchmarking has shown that information on this KPI is not currently collected by our comparator authorities; However, it is proposed that contact be made via the SOLAR group to ask that other authorities participate in a benchmarking exercise around late reports so that we can see how performance in Aberdeen compares to other local authorities.

Target:

The Directorate annual target for 2017-18 is set at 5% although this figure is under continuous review given expectations of the significant amount of change arising from the Scottish Government's recent and forthcoming legislative programmes that will, at a local level, necessitate Elected Member decision-making and advisement, often within relatively short timescales.

Intelligence:

As with Quarter 2, there was a single Late Report submission by the Directorate over the period, with the cumulative total for the year to date being 10 reports from a total of 143 report submissions, equivalent to 7% of all reports.

Responsible officer:

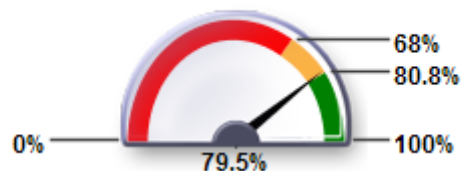
Bernadette Oxley

Last Updated:

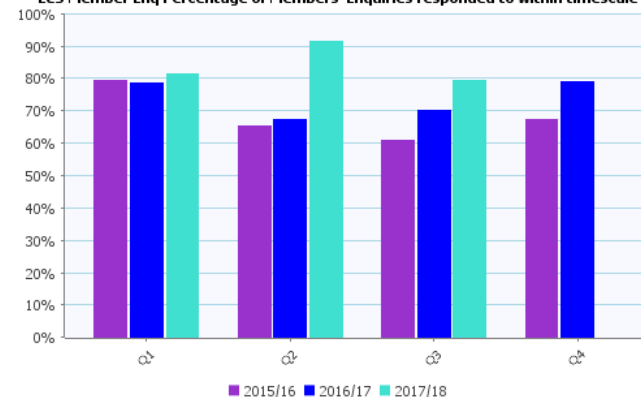
Q3 2017/18

Percentage of Members' Enquiries responded to within timescale - Integrated Children's and Family Service

Cumulative result for Q3 2017/18 as of December 2017



ECS Member Enq Percentage of Members' Enquiries responded to within timescale



Why is this important?

The extent to which Members are enabled to be provided with accurate and timely responses to enquiries, either on behalf of constituents or in scrutinising the work of the Council, is an important measure of the effectiveness of the collaborative approach to information sharing.

Benchmark Information:

Presently there is no direct formal capacity for inter-authority benchmarking of this measure. From desk-top research, it is understood that a number of Councils gather information which is related to this indicator although none consistently publish this information on a comparable basis.

Target:

The Directorate aims to meet the corporate target for responses to Members' Enquiries, which is set at 85%, on a consistent basis.

Intelligence:

The outcome for Quarter 3 saw a decrease in the proportion of responses within timescale to Members' Enquiries delivered by the Directorate in comparison with the previous quarter, although it needs to be noted that this latter outcome represented the Directorate's highest figure to date at that point. In total, of the 39 enquiries received, 31 (79.5%) were responded to within the required timeline with delays to responses arising during December being an influence.

The Directorate is reviewing the monthly outcomes regularly to ensure that this trend is maintained and developed upon to meet the target figure of 85% on a consistent basis. Presently, the year to date outcome for this measure is 84.4% with 108 of 128 Enquiries being met with a response within the prescribed timescale.

Responsible officer:

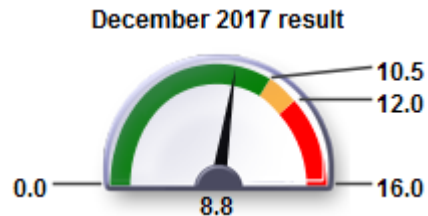
Bernadette Oxley

Last Updated:

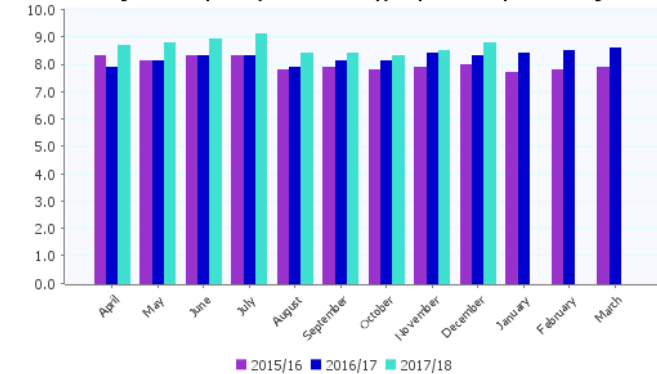
Q3 2017/18

Workforce

Average number of days lost through sickness absence – Integrated Children’s and Family Service



CR ECS Absence Average number of days lost through sickness absence per employee in a rolling 12 month period (Committee Only) Corporate Comparative Target



Why is this important?

The extent to which employee’s health and wellbeing is maintained and staff are supported, through the application of Council policies, to prevent and mitigate against the impacts of ill-health, is central to the Council’s relationship with its employees.

Benchmark Information:

The Directorate aims to consistently reduce the number of days lost through illness absence in comparison with previous patterns, the corporate target and other Directorates within the Council. <http://councilcommittees/documents/s55850/Sickness%20Absence%20Update.pdf>

The Council is part of a Local Government Benchmarking Forum with other Scottish Local Authorities looking at absence levels. The forum will be meeting on a regular basis and seeks to learn from best practice in other Local Authorities. Lessons learned from this exercise will be developed and implemented as appropriate at Directorate level.

Target:

The corporate target for the average number of days lost through illness is 10 days. For this quarterly period, the corporate figure for the Council sits at 10.6 days

Intelligence:

At the snapshot point on 31st December, the Directorate recorded an average number of days lost per employee on a rolling 12-month period of 8.8 days which is above most recent monthly outcomes, and in comparison, with the same period in the previous year, although the aggregated absence across the quarterly period fell marginally in comparison with Quarters 1 and 2.

At this level, the outcome compared favourably against those other Council services involved in 'front line delivery' and the wider corporate metric although the on-going trend of long and short-term improvement against this measure was affected by this outcome. Although this may have been anticipated given the impact of seasonal influences on absence levels towards the end and beginning of each calendar year, the main driver for this increase is a deterioration in long term, rather than short term, absence levels.

Through the Directorate Health and Safety Improvement Plan, a focus continues to be placed on addressing absence related to three core areas (gastro-intestinal, musculoskeletal and stress) where effective interventions by the Directorate can materially assist and support employees and, in turn, reduce the number of absences arising from these conditions

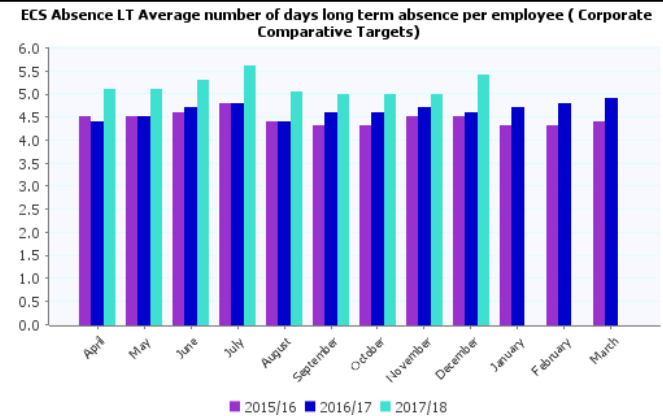
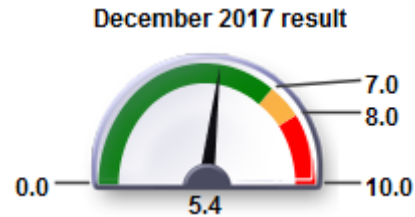
Responsible officer:

Last Updated:

Bernadette Oxley

December 2017

Service Wide absence showing the average long term (over 4 weeks per absence) number of days lost per employee – Integrated Children’s and Family Service



Why is this important?

The extent to which employee’s health and wellbeing is maintained and staff are supported, through the application of Council policies, to prevent and mitigate against the impacts of ill-health, is central to the Council’s relationship with its employees

Benchmark Information:

The Directorate aims to consistently reduce the number of days lost through illness absence in comparison with previous patterns, the corporate target and other Directorates within the Council.

<http://councilcommittees/documents/s55850/Sickness%20Absence%20Update.pdf>

The Council is part of a Local Government Benchmarking Forum with other Scottish Local Authorities looking at absence levels. The forum will be meeting on a regular basis and seeks to learn from best practice in other Local Authorities. Lessons learned from this exercise will be developed and implemented as appropriate at Directorate level.

Target:

The Directorate aims to align its Long-Term Absence outcomes at a level which is below the Council average whilst reducing the overall figure over the course of each year. The Directorate is presently reviewing a variety of aims, measures and targets through the development of discrete and detailed Absence Management planning

Intelligence:

The monthly outcome for December, at an averaged 5.4 days Long term Absence per employee, is among the highest levels of long term absence for the Directorate, and mirrors the corporate trend for this period (which was 6.7%)

The Directorate's approach to managing long term absence, through the Health and Safety Improvement Plan actions, continues to provide a focus on supporting staff returning to work and addressing three core identified areas of employee health and wellbeing which contribute substantively to long term absences; stress-related, gastro-intestinal and musculo-skeletal conditions.

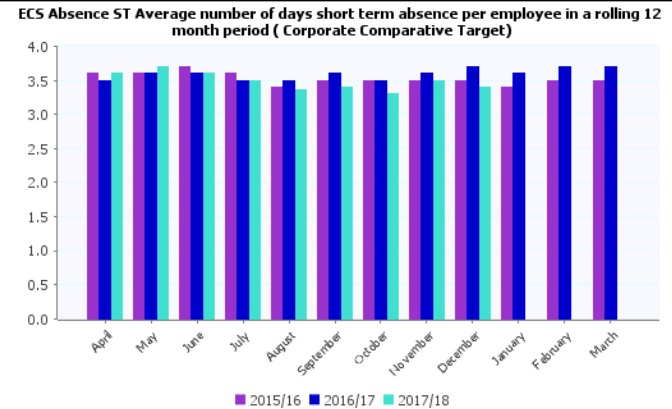
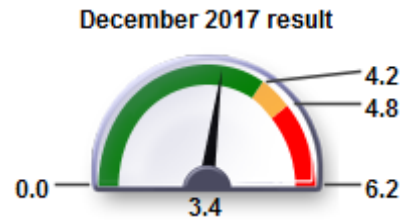
Responsible officer:

Bernadette Oxley

Last Updated:

December 2017

Absence showing the average short term (less than 4 weeks per absence) number of days lost per employee - Integrated Children's and Family Service



Why is this important?

The extent to which employee's health and wellbeing is maintained and staff are supported, through the application of Council policies, to prevent and mitigate against the

impacts of ill-health, is central to the Council's relationship with its employees

Benchmark Information:

The Directorate aims to consistently reduce the number of days lost through illness absence in comparison with previous patterns, the corporate target and other Directorates within the Council.

<http://councilcommittees/documents/s55850/Sickness%20Absence%20Update.pdf>

The Council is part of a Local Government Benchmarking Forum with other Scottish Local Authorities looking at absence levels. The forum will be meeting on a regular basis and seeks to learn from best practice in other Local Authorities. Lessons learned from this exercise will be developed and implemented as appropriate at Directorate level.

Target:

The Directorate aims to align its Short-Term Absence outcomes at a level which is below the Council average whilst reducing the overall figure over the course of each year. The Directorate is presently reviewing a variety of aims, measures and targets through the development of discrete and detailed Absence Management planning

Intelligence:

Short Term Absence levels for December showed an averaged 3.4 days absence per employee that demonstrates an improving long and static short trend and provides for a fiscal year-to-date figure of 3.5 days, just below the annual outcome for 2016-17 of 3.6 days. This is below the monthly and cumulative corporate figure of 4.0 days with the gap between Directorate and corporate levels of short term absence being maintained.

Responsible officer:

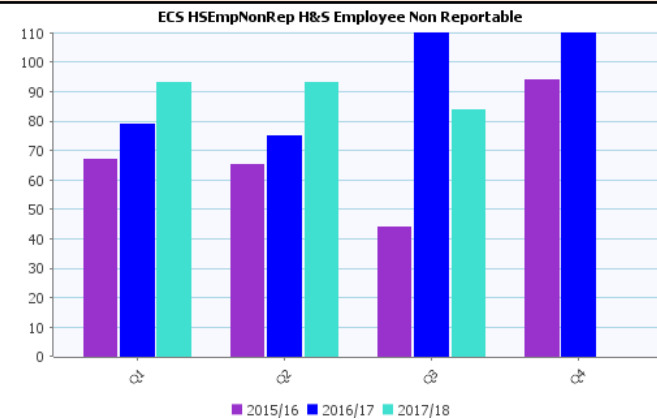
Bernadette Oxley

Last Updated:

December 2017

Employee Non-Reportable Incidents - Integrated Children's and Family Service

Q3 2017/18 result
84



Why is this important?

The Directorate is committed to making health safety and wellbeing a high priority in all our activities and establishing a positive health and safety culture. This is reflected in a number of drivers and improvement measures within the Directorate's 2017-18 Improvement Plan

Benchmark Information:

The Directorate's extended suite of reportable and non-reportable accidents, incidents and near miss outcomes are considered and benchmarked through the Corporate Health and Safety Committee on a regular basis. The Corporate Health and Safety Committee meeting of 16th February 2018 provides additional and detailed information in relation to the management of health, safety issues and wellbeing within the Directorate.

<http://councilcommittees/documents/g5856/Public%20reports%20pack%2016th-Feb-2018%2010.00%20Corporate%20Health%20and%20Safety%20Committee.pdf?T=10>

Target:

The Directorate aims to minimise the number of non-reportable and near miss events on a consistent basis over the course of the next two years and establish the potential for additional benchmarking against comparator Services within other authorities. Through the Directorate Health and Safety Improvement Plan, Senior Management teams have identified particular measures and actions which are critical to delivering both improved outcomes and embedding an enhanced Health and Safety culture.

Intelligence:

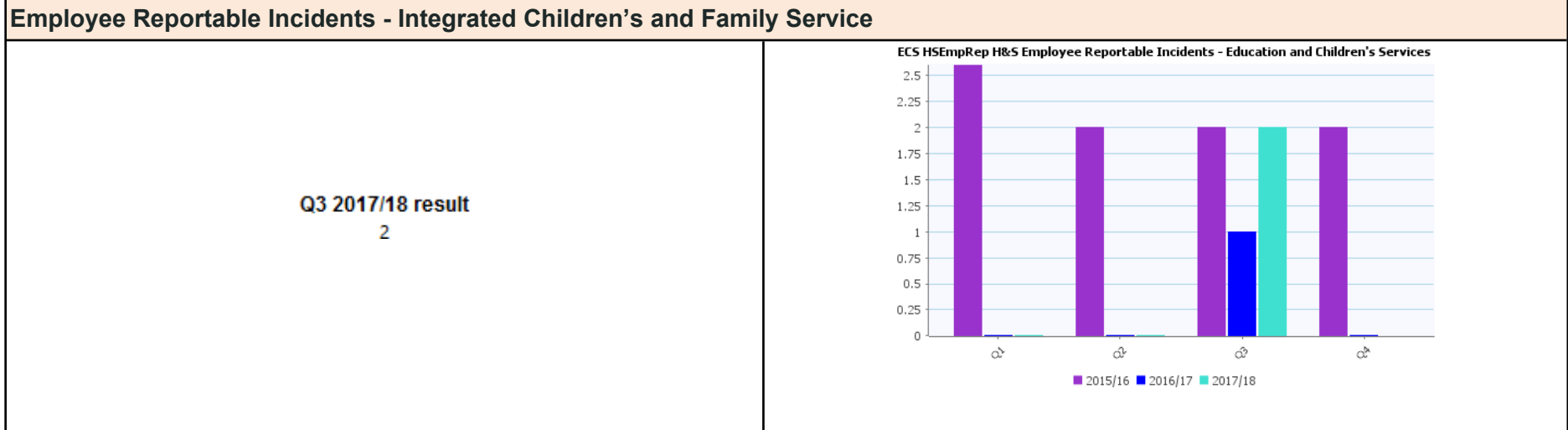
The outcome for Quarter 3 records 84 non-reportable incidents, below the level in Quarters 1 and 2, and includes near-miss information which the Directorate has encompassed within this measure. This maintains both short term and long-term improvement trends for this measure as increased consistency of near miss reporting, streamlining the process of data gathering, and enhanced analysis contributes to the reduction the number of incidents.

Responsible officer:

Bernadette Oxley

Last Updated:

Q3 2017/18



Why is this important?

The Directorate is committed to making health safety and wellbeing a high priority in all our activities and establishing a positive health and safety culture. This is reflected in a number of drivers and improvement measures within the Directorate's 2017-18 Improvement Plan

Benchmark Information:

The Directorate's extended suite of reportable and non-reportable accidents, incidents and near miss outcomes are considered and benchmarked through the Corporate Health and Safety Committee on a regular basis.

Target:

The Directorate aims to minimise the number of reportable events on a consistent basis over the course of the next two years and establish the potential for additional benchmarking against comparator Services within other authorities.

Intelligence:

There were 2 reportable incidents recorded during Quarter 3. Through the 2017-18 Directorate Health and Safety Improvement Plan, Senior Management teams have identified particular measures and actions which are critical to delivering both improved outcomes and embedding an enhanced Health and Safety culture.

The Plan, alongside other aspects of the Directorate's outcomes and approach to health, safety and wellbeing were reviewed at the most recent Corporate Health and Safety Committee meeting on 16th February 2018.

Responsible officer:

Bernadette Oxley

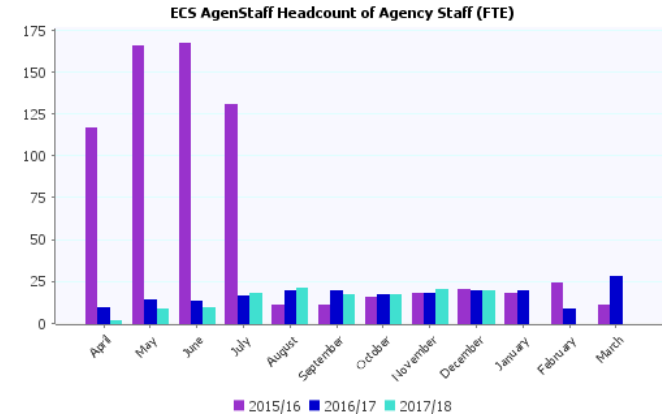
Last Updated:

Q3 2017/18

Resources

Headcount of Agency Staff

December 2017 result
19



Why is this important?

Use of external staff resource is sometimes unavoidable, for example where permanent employees are absent due to long-term ill-health. In general terms, however, use of external support should be minimised and more efficient methods of filling essential posts for prolonged periods found.

Benchmark Information:

At present, there is no comparable Directorate level benchmark information available against this measure. Corporately, efforts are being made to identify peer- based opportunities for comparison with other authorities through the Scottish Local Government Benchmarking Framework.

Target:

The Directorate is presently reviewing the relevance of applying a target figure for monthly or quarterly outcomes as some operational aspects of front line service delivery are impacted directly by seasonal influences which are most effectively addressed through use of short term agency employment. At this time, the Directorate aim is to minimise the use of agency employees as an average across each 12-month period

Intelligence:

At the snapshot point at the end of December, a total of 19 FTE posts were covered by the use of agency staff. Over the course of Quarter 3, the cumulative use of agency positions was equivalent to 56.27 full time posts with 17.27 FTE and 20 FTE being engaged in October and December respectively which reflected, in part, the seasonal influences noted above. This use, which is being monitored closely on a monthly basis, is exclusively limited to critical delivery functions which are central to the support of Directorate improvement programmes. Advance workforce planning for the forthcoming period indicates that this level of use of agency staff will be reduced further over the

course of the remaining fiscal year

Responsible officer:

Bernadette Oxley

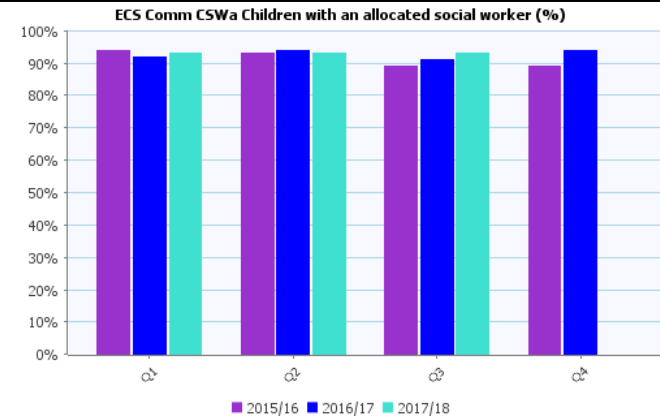
Last Updated:

December 2017

Process

Percentage (%) of children with an allocated social worker – Children’s Social Work

Average result for Q3 2017/18 as of December 2017
93%



Why is this important?

The extent to which children under the oversight of CSW are supported by an allocated social worker is one of a suite of core customer experience measures reflecting (a) the Service’s support of this population of vulnerable children and (b) enhancements in delivery arising from Reclaiming Social Work which in turn will facilitate meeting of the Directorate’s strategic objectives linked to Children’s Social Work

Benchmark Information:

National benchmark data relating to looked after children are collated during July of each year. It is published during the course of the national information release through the Children’s Social Work Statistics report (often referred to as the CLAS return) in March of the following year. For example, data for July 2016 was published in March 2017. <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork>

Target:

The Service aims, where appropriate to need, to maximise the percentage of children under its remit with an allocated social worker, taking into account changes in status and case transfer times at the snapshot point, which can result in minor (+/- 1-2%) variations in quarterly outcomes. Due to staff turnover and operational pressures there will always be a small number of cases which do not have an allocated social worker at the snapshot point although operational overview of these cases is maintained through para-professionals and Team Management to ensure that increasing need is responded to appropriately. The Service continues to ensure that children with the greatest need and vulnerability are always prioritised in terms of allocation of a social work professional.

Intelligence:

The proportion of children supported by Children’s Social Work in Quarter 3 who had an allocated social worker was the same as the previous quarter 93%. Looking across the past few years the proportion is consistent with a range between 89% to 96% but averaging 92.4% over the past 26 quarters.

Responsible officer:

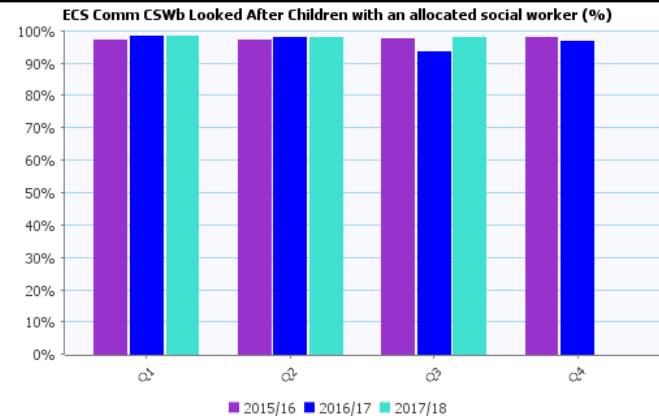
Bernadette Oxley

Last Updated:

Q3 2017/18

Percentage of Looked After Children with an allocated social worker – Children’s Social Work

Average result for Q3 2017/18 as of December 2017
98%



Why is this important?

As above, the extent to which Looked After Children are supported by an allocated social worker is one of a suite of core customer experience measures reflecting (a) the Service’s support of this population of vulnerable children and (b) enhancements in delivery arising from Reclaiming Social Work which in turn will facilitate meeting of the Directorate’s strategic objectives linked to Children’s Social Work

Benchmark Information:

National benchmark data relating to children under the remit of Children’s Social Work services are collated during July of each year. It is published during the course of the national information release through the Children’s Social Work Statistics report (often referred to as the CLAS return) in March of the following year.

Target:

The Service aims, as appropriate to need, to increase the percentage of Looked After Children with an allocated social worker, taking into account changes in status and case transfer times at the snapshot point, which can result in minor (+/- 1-2%) variations in quarterly outcomes. As with supported children, the Service continues to ensure that children with the greatest need and vulnerability are always prioritised in terms of allocation of a social work professional.

Intelligence:

In Quarter 3 of 2017/18, 98% of looked after and accommodated children were allocated to a social worker. This is up on the comparative quarter in 2016-17 and maintains the service's positive trend against this measure. The allocation rate is now at its highest for many years and was around 79% in 2013/14 before Reclaiming started it was around 79%.

Responsible officer:

Bernadette Oxley

Last Updated:

Q3 2017/18

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Appendix C - Educational Data Landscape 2018-19

The detail provided within Table 1 below outlines the national educational data landscape for education authorities in Scotland. This, in early 2019 will be supplemented by the release of initial outcomes from the application of National Standardised testing across the Broad General Education phases which has been introduced in the current year.

National and Official Statistics, including those incorporating local authority and benchmarking capable information, are published initially at Scotland level with supplementary information being provided at various stages thereafter to allow the relevant statistical analysis and data validation to be conducted by the data providers e.g. Scottish Government Educational Analytics, Scottish Qualifications Authority. This can influence the scope and timing of data becoming available to local authorities so the publication dates are indicative.

Publication of Non-official statistics, generally through non-governmental agencies or organisations, offer simultaneous and complete data releases at national and local authority level

Table 1.

Publication Series	Publication Date	Synopsis	Frequency	Publication Type
2018				
Summary Statistics for Initial Destinations of Senior Phase School Leavers 2016-17	February	Initial destinations of school leavers from the senior phase (S4-6) of publicly funded secondary schools in Scotland from the 2017 academic period	Annual	Official Statistics
Summary Statistics for Attainment, Leaver Destinations and Healthy Living 2018 Edition	June	A compendium publication with summary information on initial and follow-up destinations of school leavers and their qualifications from the 2017 academic period Information on school meals and physical education provision is also included in this publication.	Annual	National Statistics
Educational Outcomes for Scotland's Looked After Children, 2016-17	June	Educational outcomes and school leaver destinations for looked after children from the 2017 academic period	Annual	Official Statistics

Annual Participation Measure for 16-19 year olds in Scotland 2018	August	Participation of 16-19 year olds in learning, training and work covering the period from April 2017 to March 2018	Annual	Non-official Statistics
SQA Senior Phase Initial Data	September	Release of pre-review analysis of SQA 2018 examination data from Insight	Annual	Official Statistics
Achievement of Curriculum for Excellence (CfE) Levels	December	Information on the achievement of CfE levels in literacy and numeracy in the broad general education from 2017-18 academic period	Annual	Experimental Statistics
Summary Statistics from the annual Pupil Census		Data covering a range of information on pupil populations, teaching staff and resource	Annual	National Statistics
2019				
Scottish Local Government Benchmarking Framework Annual Report 2017/18	January	Information on local authority benchmarking of a range of education and operational functional outcomes for fiscal year 2017-18	Annual	Official Statistics
SQA Senior Phase Final Data	February	Release of post-review analysis of SQA 2018 examination data from Insight	Annual	Official Statistics
Summary Statistics for Attainment and Leaver Destinations	March	Initial destinations of school leavers and their qualifications from the senior phase (S3-6) of publicly funded secondary schools in Scotland from the 2017-18 academic period	Annual	Official Statistics

Although the educational data landscape is a significant driver for the scheduling of Performance Reporting of educational outcomes of young people and benchmarking of service delivery, current legislative provisions, such as the Education Scotland Act 2016, provide opportunities for external scrutiny of service performance, through the publication of annual reports and plans defined by national statute or guidance.

In these terms, delivery of the City's Integrated Children's Service and National Improvement Framework Plans both reflect significantly on the work of Education and Inclusion services and have the additional value of aligning the performance of the services directly to the LOIP and national agenda respectively. These reports also offer insight through the provision of 'soft data' (i.e. capturing and reflecting the experience of individual customers or groups) that data derived from statistical publications cannot fully express.

Members may anticipate the opportunity to evaluate educational services in the context of these Plans at future meetings of this, or other Committee and/or Council within the pre-Summer cycle

Aligning with the above, the Education and Inclusion Services' Public Performance Reporting schedule incorporates the publication of performance related information, covering an extensive range of annual indicators, which is currently being assessed in the context of the TOM for on-going relevance and functional fit. It is proposed that, in contrast to previous years, reporting of this information to Committee be brought forward as a means of providing Members with a sound 'performance baseline' against which to evaluate services leading into the new fiscal and academic years.

Reflecting on the environment outlined above, the following at Table 2. provides indicative proposals for the future reporting of education operational performance and a provisional timescale for each report based on regular quarterly reporting of local performance measures, enhanced and supplemented by the availability of national and comparative data. This programme of submissions will be further informed by Directors and Strategic Commissioning Committee decisions from the first phases of the new governance arrangements, so this schedule is offered as a guide for Elected Member information at this point in time and may be revised at a later date.

Table 2.

Committee Date	KPI Report Scope	Benchmark Reports
29 th May 2018	Annual Key Performance Indicator submission	
6 th September 2018	Quarterly Service Performance Measures	National Improvement Framework and Statutory Performance Indicator submissions
6 th November 2018	Quarterly Service Performance Measures	Insight and SQA outcomes
17 th January 2019	Quarterly Service Performance Measures	Broad General Education outcomes
14 th March 2019	To be confirmed	Scottish Local Government Benchmarking submissions

Outwith the indicative reporting framework, Committee may also be informed through Service Updates which bring performance related information to the attention of Members, particularly where only a limited data issue is available or to reflect aspects of performance and/or performance management, which are influenced by national topic reports, guidance or legislative change.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	19 April 2018
REPORT TITLE	Education Improvement Journey
REPORT NUMBER	OPE/18/001
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Bernadette Oxley
REPORT AUTHOR	Eleanor Sheppard and Lynn Scanlon
TERMS OF REFERENCE	1.1

1. PURPOSE OF REPORT

- 1.1. The purpose of this report is to seek endorsement for a proposed approach to school improvement in order to secure improved outcomes for our children and young people. This approach includes the introduction of a series of measures to help track and report progress towards realising the educational ambitions of the Local Outcome Improvement Plan (LOIP) and associated Locality Plans.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the proposed alignment between the national and local system of planning which will underpin the school improvement plans for the academic term 2018-19;
- 2.2 instruct the Chief Operating Officer to contribute to the development of the Northern Alliance regional improvement plan and submit to a future meeting of the Committee; and
- 2.3 instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Committee. Reporting will comprise a yearly progress report based on validated data and a six monthly update to provide an indication of progress to that point.

3. BACKGROUND / MAIN ISSUES

- 3.1 There are many factors which influence our approach to school improvement planning. The national context places a number of duties and requirements on the

council. In terms of the local context, the council as the education authority influences the approach but so do our community planning partners through the Integrated Children's Services partnership board as well as through our locality partnership boards created as a result of the Community Empowerment Act.

3.2 NATIONAL CONTEXT

3.2.1 The National Improvement Framework (NIF)

3.2.2 All Local Authorities published a NIF Plan in September 2017. The NIF plan outlines the local improvement planned, but not limited to schools, in order to:

- Improve attainment, particularly in literacy and numeracy.
- Close the poverty-related attainment gap between the most and least disadvantaged children.
- Improve children and young people's health and wellbeing.
- Improve employability skills and sustained positive school leaver destinations for all young people.

3.2.3 In addition to these 4 priorities, a number of drivers to support improvement have been identified. The drivers for improvement are:

- Leadership
- Teacher professionalism
- Parental engagement
- Assessment
- School improvement
- Performance

3.2.4 All Pupil Equity and Scottish Attainment Challenge Funding must be aligned to the four priorities with Education Scotland reviewing the impact of this work as part of the school and community learning & development inspection processes.

3.2.5 Significant work has been undertaken to establish a baseline of performance in order to measure the impact of work to address the four priorities of the NIF. This has led to a significant review of the Key Performance Indicators (KPIs) we use to measure the impact of our work.

3.2.6 Scottish Ministers reserve the right to review the NIF every January and introduced subtle amendments in January 2018. Changes included a need to:

- Focus on professional development and collaboration, both in terms of supporting school leaders to lead the raising attainment agenda and in the development of shared approaches to assessment and moderation.
- Poverty proof improvement activities to ensure the engagement and participation of all children and young people.
- Improve data literacy to support more effective planning to achieve improvements in learner outcomes and ensuring the substantive resources being made available through the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF) are used effectively to close the attainment gap.

- Provide access to mental health and wellbeing support and advice in schools for those at risk and who most need it.
- Expand outreach services to increase support for children and young people with additional support needs at the point of need.
- Focus on delivery of Developing the Young Workforce as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination.

3.2.7 Our NIF plan should now be reviewed to check alignment with these subtle amendments.

3.3 Scottish National Standardised Assessments (SNSA)

3.3.1 New web-based standardised assessments in literacy and numeracy are currently being implemented in all schools across Scotland. The assessments are administered to learners at P1, P4, P7 and S3 and should provide some helpful information on children's progress to support teachers' professional judgement. This national approach is in its infancy and is likely to provide information for teachers when considering children's progress and planning next steps in their learning. The information from assessments will be transferred into a digital benchmarking tool which will enable schools and Local Authorities to compare performance up to S3 with virtual comparators and with other schools across the region. Using this in conjunction with the equivalent Insight tool for S3-S6 is likely to provide a range of new information to inform our thinking. This may lead to a further development of the KPIs.

3.3.2 Although the assessments will provide a source of information to support teacher planning to improve attainment in literacy and numeracy, other areas of the NIF are not measured.

3.3.3 Research would suggest that wellbeing is the most significant factor in school performance and national measures of wellbeing tend to be less robust. SNSA propose to include children with additional support needs and we have yet to evaluate the effectiveness of this approach for our more vulnerable learners.

3.3.4 Gaps in some data around the 4 priorities of the NIF is leading to our local testing of appropriate measures to support improvement over 2018-19 with valid assessments of wellbeing requiring consideration. This may result in some measures being proposed in Appendix 1 of this report being amended to ensure we have a robust and helpful set of KPIs as we move forward.

3.4 The proposed Education (Scotland) Bill

3.4.1 The reforms proposed to be set out in the Education (Scotland) Bill aim to empower schools to effectively lead the delivery of excellence and equity in their school community. This ambition is supported through the Pupil Equity Fund (PEF) - a fund directly allocated to schools in order to close the poverty-related attainment gap.

- 3.4.2 The Bill will set out how the newly established Regional Improvement Collaboratives (RIC) will promote and support improvement by setting expectations of close collaboration and partnership working between schools and associated services. It is proposed that The RICs will provide consistent, high quality support and improvement services in collaboration with each Local Authority. All RICs submitted a draft improvement plan to The Scottish Government in January 2018. Feedback has been sent to each of the RICs to help refine plans. It is anticipated that finalised regional plans will be resubmitted to The Scottish Government at the end of September 2018 following a period of consultation with key stakeholders.
- 3.4.3 There is an expectation that all Local Authorities will provide some expertise to support the work of the RIC. This new legislation will lead to the need to revise our approach to ensure that we utilise expertise available from across the Northern Alliance (the RIC of which Aberdeen City Council is a member) and ensure that we don't overly commit valuable central resource to the Alliance. The approach also necessitates a need to ensure clear alignment with the LOIP in order to ensure that agreed partnership improvements are reflected at a local school level.
- 3.4.4 A Head Teacher Charter may be introduced as part of this legislation. The charter will increase the level of autonomy and accountability for head teachers particularly around how public funds are used to improve outcomes for children and young people.

3.5 Standards in Scotland's Schools Etc. (Scotland) Act 2000

- 3.5.1 The need for school improvement planning was first legislated for in 2000. The legislation was amended in 2017 to reflect the National Improvement Framework, in particular the need to plan to break cycles of deprivation and to effectively engage with families when developing plans. The review reaffirmed that school improvement plans continue to be informed by the authority's annual plan and should reflect the local authority strategy for parental involvement. The plans should be underpinned by consultation and engagement with stakeholders and partners and the extent of this engagement should be made clear in the plan.
- 3.5.2 Plans should be based around the priorities highlighted in the National Improvement Framework with successful approaches informing local authority strategic planning.

3.6 The Provision of Individual Plans for Children and Young People

- 3.6.1 Some children and young people will have an education plan in place such as an Individual Education Plan (IEP) to address a barrier to learning. IEPs are not legal documents meaning that that the local authority does not **have** to produce an IEP or make sure that a child or young person receives the support outlined in it. However, in practice many schools do follow IEPs. Effective early intervention and the use of targeted planning by the Universal Services helps to prevent an escalation of need resulting in the need for a Child's Plan.
- 3.6.2 When any child or young person needs support and intervention that is in addition to supports that are generally available through the Universal Services, a multi-

agency targeted intervention may be required. This type of targeted intervention requires close collaboration and careful planning. This need for collaboration triggers the need for a Child's Plan.

- 3.6.3 The Child's Plan format is used to collaboratively plan interventions to ensure that all partners work towards the agreed desired outcomes. This single approach ensures that supports are coordinated and effectively monitored to maximise impact. The provision of a Child's Plan will become a legal requirement when the final parts of the 2014 Act come into force.
- 3.6.4 Children and young people who have enduring and often complex needs must have a statutory Coordinated Support Plan (CSP) if it is established that it is required. This plan is often in addition to a Child's Plan and places a legal duty on all parties named within the plan to deliver services in accordance with the CSP. This plan is legislated for in the Education (Additional Support for Learning) (Scotland) Act 2004.
- 3.6.5 Although legislation does not guide how the content of these individual plans inform school improvement planning, the Local Authority has recently issued guidance to encourage schools to utilise emerging Safeguarding trends to inform school improvement planning. This approach will ensure that our universal offer responds to emerging risks to children and young people. This approach is in its infancy.

3.7 How Good Is Our Quality Framework

- 3.7.1 The most recent versions were published in 2015 and signal a shift in focus to address the excellence and equity agenda. All frameworks for use in schools, across library services, in Community Learning and Development and in Early Learning and Childcare provide a suite of refreshed and aligned quality indicators to guide improvement. Schools and services are inspected against the Quality Indicators and it is important that our approach to improvement is aligned with these seminal documents.

3.8 A Change in Approach from Education Scotland

- 3.8.1 Education Scotland currently provides all Local Authorities with an Attainment Advisor. The Attainment Advisor works in partnership with the Local Authority to support improvement. The role and remit of the Attainment Advisors is currently being refined and our approaches to improvement will require to be kept under review to ensure that best use is made of this potentially valuable resource.

3.9 LOCAL CONTEXT

3.9.1 Aberdeen City Council as the Education Authority

The amended Standards in Scotland's Schools etc. Act 2000 placed a number of duties on the Education Authority in pursuance of the NIF priorities. In addition to paying due regard to how strategic decision making will impact on those living in

poverty, Education Authorities must ensure that improvement activity within schools is consistent with the strategic priorities of the NIF.

3.9.2 Education authorities must continue to provide education in a way that ensures it is directed **‘to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential’** and as such the new duties build on those in the 2000 Act.

3.9.3 The statutory guidance linked to the legislation suggests that local authorities are likely to:

- Maintain a clear statement on their ambitions in relation to the key priorities in the NIF.
- Align self-evaluation and planning activities with the NIF.
- Provide a cycle of activities which will raise standards, promote engagement, address the impact of deprivation and improve outcomes for all learners.
- Maintain an agreed action plan which will focus on identifying specific objectives, targets and measurable outcomes. It will incorporate milestones which will support a measuring of progress against agreed success criteria.
- Consult with parents on the quality of their child’s learning and provide opportunities for meaningful, relevant and child focussed engagement in order to support parents to actively engage in their child’s learning and progression.
- Liaise with partners in evaluating the impact of intervention and improvement strategies.

3.9.4 The Aberdeen City NIF Plan has been written to satisfy the requirements set out on the statutory guidance.

3.10 Adoption of IHI Improvement methodology

3.10.1 As part of the strategic plan (2017-2018), council approved to follow the adoption of the IHI Improvement methodology which the community planning partnership had adopted. As a result, each directorate was required to produce improvement plans. The then Education and Children’s Services Directorate submitted a Directorate Plan. The plan was aligned with the Local Authority National Improvement Framework Plan to ensure a coordinated approach to improvement.

3.11 Delivery of the Aberdeen Community Planning Partnership Local Outcome Improvement Plan and Locality Plans

3.11.1 Aberdeen City Council and partners have developed a Local Outcome Improvement Plan (LOIP) to drive partnership work to improve outcomes for the citizens of Aberdeen. The LOIP has identified the themes of Economy, People and Place. These themes guide work to provide sustainable council services which are fit for the 21st century by making the best use of resource already in the wider partnership system. The Community Planning Partnership (CPP) oversees delivery of the LOIP.

3.11.2 Under each theme are key priority areas. Delivery of these priorities is overseen by partnership groups who report to the CPP. Although education makes a contribution to many of the partnership groups, the service significantly contributes to the Integrated Children's Services Board (ICS Board). The ICS Board leads on delivery of the theme 'Children are our Future'.

3.11.3 The 'Children are our Future' theme has 3 primary drivers:

- children are safe and responsible.
- children are getting the best start in life.
- children are respected, included and achieving.

3.11.4 Locality Plans have been put in place in each of the three CPP priority areas. The plans are designed to improve the outcomes of citizens in each locality. It is important that school improvement priorities are closely aligned with Locality Plans in order to make best use of the resource in the system.

3.11.5 Locality Improvement priorities easily link with the NIF priorities and include:

- Increasing the number of positive destination and employability.
- Improving health and wellbeing.
- Increasing provision of Early Learning and Childcare'.
- Reducing the attainment gap.
- Improving levels of literacy.

3.11.6 It is important that school improvement activity helps realise the ambitions of the LOIP and a helpful visual has been developed to support colleagues in schools to align their work with the wider ambitions of the Council (Appendix 1).

3.12 Partnership Forums

3.12.1 Partnership Forums were established from August 2017 and comprise all partners working across an Associated Schools Group. The Partnership Forums provide a 'bottom up' approach to improvement in keeping with the LOIP. The Forums collectively analyse multi-agency data to identify emerging local trends and agree how best to provide the necessary preventative support to children and families. There is early evidence that this approach is enabling multi-agency partners to collaboratively plan preventative interventions by utilising resource already in the system. It is thought that this approach will help grow a strong universal offer suited to individual communities and provide both the primary prevention and early intervention necessary to reduce needs from escalating. We are currently working with the newly formed Business Intelligence Team to ensure that each Partnership Forum has access to multi-agency data to support their improvement planning. This analysis of local need will also inform school improvement planning.

3.13 Integrated Services for Children and Families

3.13.1 Aberdeen City Council agreed a new Target Operating Model to transform Council services and help realise the ambitions of the LOIP. The new Integrated Services for Children and Families function will play a key role in improving Council services around the theme, 'Children are our Future'. Work is currently underway to

establish a more integrated structure that will enable closer collaboration across the Council in order to make best use of resource in the system. The new structure will provide an opportunity for colleagues from different professional disciplines to pool expertise and resource to support vulnerable groups. This will see multi-disciplinary teams being formed and a greater number of opportunities for colleagues to engage in shared professional learning and planning. It is anticipated that this approach has the potential to realise significant improvement for children who require higher levels of support.

3.14 Aligning and Quality Assuring Planning

- 3.14.1 As detailed above, there are a range of influences on the school improvement planning process and it is important that head teachers are able to take account of these influences with relative ease as we move to a more teacher led system. The four priorities of the National Improvement Framework provide a means of bringing all agendas together as all planned improvement activity is closely aligned to the four.
- 3.14.2 A visual has been developed to enable schools to show clear alignment with the various influences (Appendix 1). This has been further enhanced by the development of more detailed visuals for schools in each of the priority areas (exemplar in Appendix 2).
- 3.14.3 School Improvement Plans will be quality assured by the Quality Improvement Team who will check alignment with both local and national drivers in addition to checking that improvement activity focusses on the outcomes to be achieved. Learning from this process will inform next steps.

3.15 The Proposed Approach to School Improvement Planning

- 3.15.1 The approach has been developed to ensure that work addresses areas for improvement from the LOIP. It also addresses all requirements of the National Improvement Framework and the Scottish Attainment Challenge (SAC) initiatives. The approach proposed has been co-developed with head teachers.

3.16 The Identification of Appropriate Baseline Measures

- 3.16.1 The proposed approach is underpinned by the identification of clear baseline measures for the city and the construction of a set of KPIs which are robust and valid. These have been shared and agreed with head teachers and central officers and will be incorporated into school improvement plans where relevant. The baseline measures and KPIs are documented in appendix 3 for information and will be used to review the performance of schools against both virtual comparator schools and national mean scores. This current performance of schools against this set of KPIs will inform the level of intervention by central staff and could result in a higher level of support and challenge where necessary to support improvement.

3.17 Supporting the Improvement Planning Process

3.17.1 A suite of professional learning will be supplemented by advice and guidance on how to align PEF and SAC Plans with the school improvement plan in order to reduce bureaucracy. The guidance also ensures that plans are based on appropriate and clearly identified outcomes for children and young people (Appendix). The impact of this approach will be evaluated to inform next steps.

3.18 The introduction of Improvement Methodology

3.18.1 We will engage with Education Scotland to exemplify how IHI Improvement Methodology has supported school improvement and provide mandatory training for all school leaders over session 18/19. This will lead to the methodology being more embedded in our approaches from session 19/20.

3.19 Action to Address Areas of Underperformance

3.19.1 Head teachers are working with central officers to develop the central team offer most likely to support improvement. It is anticipated that schools will have access to central expertise to support a range of themes and there is an expectation that this support will be mandatory where underperformance has been identified. The development of a peer support programme will also begin to be established in order to develop the expertise across the city to address areas of under- performance.

3.20 Quality Assurance Calendar

3.20.1 A quality assurance calendar will be developed in collaboration with schools. The calendar will have a clear focus on raising attainment and improving the performance of our schools. The calendar will include details of quality assurance visits to schools, improvement events, the focus of head teacher meetings and will identify agendas to be explored by both the associated school group and partnership forums.

3.20.2 Schools will be supported through quality assurance visits which are aligned to the three core Quality Indicators from How Good is Our School 4 and key city themes. The level of support required by schools is categorised depending upon performance, as such schools with a more significant improvement journey will benefit from a higher number of visits to support improvement.

3.21 Implementation through Delivery of the Local Authority NIF Plan

3.21.1 School improvement plans help shape the Local Authority NIF Plan and as such much of the improvement activity is already detailed within the plan. Central teams will continue to carefully support the implementation and monitoring of

progress against the NIF Plan. Ongoing consideration of data will ensure that the NIF plan supports improvement with refinements being made to the plan where appropriate to do so.

3.22 Refining Data

3.22.1 The effectiveness of identified measures and KPIs will be monitored to ensure that they support the improvement planning processes. Committee will be informed of any proposed changes through the reporting cycle detailed in this report.

3.22.2 In addition, central officers and schools are working with educational psychologists to co-construct a robust means of measuring of impact of interventions linked to the pupil equity fund and Scottish attainment challenge schools. This will allow the measurement of the improvement agenda at a school level, ensure that PEF and SAC funding directly improves outcomes for children and young people and enable the impact of interventions to inform planning in other schools. This is likely to lead to the development of some measures out with those identified as KPIs.

3.23 Regional Improvement Collaborative Plan

3.23.1 Central Officers will continue to engage with colleagues from across the Northern Alliance in order to refine the Northern Alliance Improvement Plan. Once the finalised offers from the Regional Improvement Collaborative are received they will be scrutinised and those which are relevant and likely to support our own improvement will be accessed.

3.24 The Development of City Policy and Guidance

3.24.1 On-going review of the data has evidenced a need for local guidance on a number of areas to bring greater consistency of practice. Over 18/19 work we will begin to:

- Develop best practice guidance in the provision of Family Learning.
- Reviewing the Local Authority Attendance Procedures.
- Expectations on the use of SEEMIS as a management information tool.
- Guidance on the effective use of data to secure improvement.

The NIF Plan will be reviewed to ensure that these emerging priorities are reflected within it.

3.25 Sharing Best Practice

3.25.1 It is important that we share emerging best practice and Abernet, a web based system accessed by all staff in schools, will be used in addition to sharing effective approaches at head teacher meetings.

3.25.2 We propose to keep this approach under constant review to ensure that our approaches support improvement.

4. FINANCIAL IMPLICATIONS

- 4.1 This approach to raising attainment will ensure that central resource is coordinated to secure improvement and ensure the most impactful use of central resource. All costs being met through existing budgets.
- 4.2 The co-designed strategy will ensure that Pupil Equity Funding (PEF) and Scottish Attainment Challenge (SAC) funding is used to effectively close the poverty-related attainment gap that is particular to individual communities by fostering closer collaboration across the partnership. PEF and SAC funding is issued directly to schools from The Scottish Government. It is expected that head teachers effectively direct the use of the resource to help break the cycle of poverty.
- 4.3 Not implementing this approach could result in resource allocation being disjointed and not effectively realising improvement. This could bring significant long term costs to the Council.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has a statutory responsibility to secure improvement as advocated in the Standards in Scotland's Schools Act 2000. The approach detailed in the report will satisfy this legal obligation.
- 5.2 The Local Authority has duties detailed in the Education (Additional Support for Learning) (Scotland) Act 2004, as amended. The recently updated Code of Practice associated with this legislation introduces some significant changes in how Local Authorities satisfy these duties. Of particular note is the further widening of the term 'additional support needs' to include the need to consider wellbeing needs and provides guidance on the review of measures of wellbeing. It is thought that the approach detailed in the report will ensure we are better placed to comply with these legal duties.
- 5.3 The Children and Young People (Scotland) Act, 2014 details a range of obligations including:
 - The provision of early learning and childcare.
 - Our responsibilities for Looked After Children.
 - Our partnership approaches to promoting the wellbeing needs of children and young people.

It is intended that the approaches detailed will help to deliver these legal obligations.

- 5.4 The Equality Act, 2010 places duties on Education Authorities not to discriminate against pupils directly or indirectly. It is believed that the focus on measuring performance of vulnerable groups will help delivery on these legal requirements.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There is a risk of not making the best use of financial resource within out a clear strategy to realise improvement.	M	The implementation of the approach to improvement detailed above will mitigate this risk.
Legal	Not implementing the proposed approach presents a risk of the Local Authority not meeting its statutory obligation to secure improvement as advocated in the Standards in Scotland's Schools Act 2000.	M	Full implementation and monitoring of the impact of the proposed approach will address this legal requirement.
Employee	There is a risk that colleagues in schools feel overwhelmed by the many national and local changes.	M	The aligned plan, appendices and approach detailed in the report will help minimise bureaucracy and minimise the risk of staff feeling overwhelmed.
Customer	An absence of clear and agreed approach would result in a high risk of not improving outcomes for children, young people and families.	M	The implementation of this approach and tracking of agreed measures will help mitigate this risk.
Environment	No risks have been identified.		
Technology	No immediate technological risks have been identified, although there are significant opportunities to make effective use of technology to realise		

	improvement.		
Reputational	Considerable financial resource is allocated to schools through PEF and SAC funding. There is a significant reputational risk if this resource does not bring about improvement.	M	This risk is mitigated by the implementation of the approach detailed in the report.

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The approach to improvement will have a positive impact on the economy as it will ensure that children, young people and families have access to a strong universal offer of support designed around local need and in consultation with locality based partners. This approach will make the best use of council resource.
Prosperous People	The proposed approach to improvement will have a positive impact on the attainment and wellbeing of children and young people in Aberdeen. The focus on closely tracking performance will ensure that the council provides evidence of its commitment to improving outcomes for all learners and in particular those living in poverty and its understanding of and improvement to the outcomes of those with protected characteristics.
Prosperous Place	The approach should help to build community resilience by utilising available resource to offer a strong universal offer of support to children, young people and families based on local need. It also provides opportunities to learn from emerging best practice to inform the universal offer of our communities.
Enabling Technology	Effective use of the new Business intelligence function will be made to ensure that technology is harnessed to track, monitor and report on progress and provide evidence about the effectiveness of interventions, thus assisting with future planning.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The proposed model is designed to enable colleagues in schools to improve levels of data literacy to ensure a robust approach to improvement. Effective and efficient use of data will smarten planning and maximise the impact on learners.
Workforce	The suite of professional learning will support the workforce to realise the ambitions of the National Improvement Framework and the Local Outcome Improvement Plan.
Technology	The Business Intelligence function will support our access to performance information to inform planning
Partnerships and Alliances	The proposed model will ensure that any services commissions through PEF are outcome focussed and carefully tracked to monitor impact.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Required
Privacy Impact Assessment	Required
<u>Children's Rights Impact Assessment/Duty of Due Regard</u>	Applicable

9. BACKGROUND PAPERS

None.

10. APPENDICES

1. Alignment Visual
2. Exemplar Locality Plan which has been aligned with the NIF
3. Proposed KPIs
4. School Improvement Plan Guidance

11. REPORT AUTHOR CONTACT DETAILS

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School Improvement Plans that respond to school performance and safeguarding data to build a strong universal offer.

Partnership Forum Plan that responds to multi-agency data across the ASG to realise:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The ACC NIF Plan and the Regional Improvement Plan are based on school improvement plans to realise:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The Local Outcome Improvement Plan and associated Integrated Children's Services Board

The plan pulls all improvement activity across a number of statutory plans into one place to ensure that central teams work to only one plan. As such the Directorate Improvement Plan provides a summary of improvement activity linked to:

- The National Improvement Framework

- The expansion of Early Learning and Childcare
- The Local Outcome Improvement Plan
- The Strategic Business Plan
- Anticipated legislation

The Local Authority Strategic Business Plan sets out the purpose of the Council and expectations of services.

Our Purpose - To ensure the alignment of all Council strategies and plans to the LOIP's vision, as well as ensuring clear delivery plans for the Council's own set of strategies and priorities.

How we behave as an organisation? Capable, confident, engaged and positive staff who deliver excellent customer service and consciously make best use of our resources.

How do we do business? - The modernisation and transformation of how we deliver our services through making best use of technology.

An organisation that maintains its focus on its customers, its staff and how it uses the resources available to it.

Community Planning Aberdeen Local Outcome Improvement Plan and associated Locality Plans clarify how all partners will respond to the national agendas and improvements identified locally.

The LOIP and associated Locality Plans set out how partnership activity over ten years will help develop a:

- Prosperous economy;
- Prosperous people;
- Prosperous place; and
- Enabling technology.

One priority of the 'Prosperous People' theme is that 'Children are our Future'. This area is governed by the Integrated Children's Services Board, an Outcome Improvement Group for the Community Planning Partnership

Children are our Future is organised into three primary drivers that relate to improvements in children's services:

- Children have the Best Start in Life
- Children are Safe and Responsible
- Children are Respected, Included and Achieving

The ICS Board must produce a statutory three year Plan which is aligned with the LOIP, the Local Authority and the Local Health Board's Strategic Plans in addition to being aligned to the national outcomes.

National and Regional Strategies to support delivery of the National Outcomes

The National Improvement Framework for Scottish Education sets out 4 priorities for action:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The Mental Health Strategy aims to improve prevention and early intervention whilst increasing access to treatment from joined up accessible services. The physical wellbeing of people with mental health problems will also be invested in.

The Child Protection Improvement Programme aims to ensure that our system keeps children safer from abuse and neglect by placing the wellbeing of Scotland's children at the heart. Systems should be rooted in GIRFEC and offer early support to families. Practitioners are empowered to intervene in order to protect children and have a transparent learning culture to support improvement.

The Regional Skills Strategy/Developing the Young Workforce Strategy aims to increase the number of young people securing positive and sustained positive destinations.

The Engagement, Participation and Empowerment Strategy sets out how communities will be empowered to influence and support improvement in their locality.

The Community Justice in Aberdeen Plan aims to work with stakeholders, communities and those in the system to reduce levels of reoffending.

16 National Outcomes setting the Scottish Government Ambition for Scotland

'an attractive place to do business'

'realise economic potential & better employment opportunities'

'citizens live longer, healthier lives'

'citizens are better educated, more skilled and more successful, renowned for research and innovation'

'children have the best start in life'

'our young people are successful learners, confident individuals, effective contributors and responsible citizens'

'we have tackled the significant inequalities in Scottish society'

'improved life chances for at risk children, young people and families'

'safe from crime, disorder and danger'

'citizens live in well-designed sustainable places with access to the amenities and services needed'

'strong, resilient and supportive communities where people take responsibility for their own actions'

'citizens value, enjoy, protect and enhance the environment for future generations'

'we take pride in a strong, fair and inclusive national identity'

'we reduce the local and global environmental impact of our consumption and production'

'older people maintain their independence and access support when they need it'

'our public services are high quality, continually improving, efficient and responsive to local people's needs'

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TORRY PRIORITIES FOR CHILDREN AND FAMILIES

The National Improvement Framework for Scottish Education sets out 4 priorities for action:

Improvement in attainment, particularly in literacy and numeracy

- Torry Primary School and Hub will deliver expanded Childcare and Early Years Places which support both quality for children and enable parents and carers to access opportunities to work and study
- Increase the uptake of flexible early learning and childcare
- Deliver interventions appropriate to need such as BIG Noise Baby and Nursery, PEEP, ESOL and Book Bug
- Support families in need through the provision of the Priority Families Project

Closing the attainment gap between the most and least disadvantaged children

- Develop Family Projects such as the “Children’s Lighthouse Project” by the Children’s Parliament to connect families together through play, talking, eating and learning
- Increase uptake of free school meals and breakfast clubs during the year
- Provide inclusion and attainment activities taking a whole community approach such as Big Noise Torry
- Schools will utilise the Pupil Equity Fund to deliver targeted interventions to help close the poverty gap
- Provide greater alignment of holiday and afterschool provision to meet the needs of working parent’s
- Better coordinate services

Improvement in children and young people’s health and wellbeing

- Deliver innovative early intervention and prevention measures for those at risk of alcohol and substance
- enhance school and community based mental and sexual health interventions such as mindfulness
- Tackle obesity and weight gain by taking a joined up community asset and partner approach.
- Offer early intervention and prevention community safety initiatives with respect to anti-social behaviour,
- Develop a local response to Domestic Abuse by engaging with target communities and promoting campaigns such as the white ribbon campaign
- Develop Community based projects and interventions to deliver Multi Cultural and Intergenerational activities
- Improve play areas and natural play areas and invest in local assets such as the Skate Park

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

- Develop new volunteering schemes such as the Torry Young Police Volunteer Scheme
- Childcare is made affordable and accessible and we develop a qualified early years workforce from Torry
- We will design services for employability and employment progression locally and build on local job clubs
- The College will, with Torry Academy and DYW partners, develop specific strategies to assist in maximising the awareness and take-up of post-16 training opportunities locally

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Aberdeen City Council Baseline Measures and Improvement Targets – March 2018

Performance Areas for Improvement	Baseline Measurements	Improvement Targets																																																																																																																																													
Core Quality Indicator Average School Performance	Performance in core QIs of schools grade at satisfactory or below- <ul style="list-style-type: none"> Primary – 62% average of all QI scores (2017/18) Secondary – 33% average of all QI scores (2017/18) 	<ul style="list-style-type: none"> 5% increase in the average grading of good or better- primary 2% increase in average grading good or better- secondary 5% increase in average grading at very good or above –secondary 																																																																																																																																													
Broad General Education – Achievement of Curriculum for Excellence (CfE Levels) <ul style="list-style-type: none"> Reading Writing Listening and Talking (L&T) Numeracy 	<table border="1"> <thead> <tr> <th colspan="8">PRIMARY – ACHIEVEMENT OF CfE LEVELS</th> </tr> <tr> <th rowspan="2">P1</th> <th rowspan="2">No. of pupils</th> <th rowspan="2">Early Level</th> <th rowspan="2">Early Level (%)</th> <th colspan="4">P4</th> </tr> <tr> <th></th> <th>No. of pupils</th> <th>First Level</th> <th>First Level (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2080</td> <td>1565</td> <td>75.31</td> <td>Reading</td> <td>1963</td> <td>1459</td> <td>74.59</td> </tr> <tr> <td>Writing</td> <td>2080</td> <td>1523</td> <td>73.29</td> <td>Writing</td> <td>1963</td> <td>1369</td> <td>69.99</td> </tr> <tr> <td>L&T</td> <td>2080</td> <td>1708</td> <td>82.19</td> <td>L&T</td> <td>1963</td> <td>1620</td> <td>82.82</td> </tr> <tr> <td>Numeracy</td> <td>2080</td> <td>1654</td> <td>79.60</td> <td>Numeracy</td> <td>1963</td> <td>1441</td> <td>73.63</td> </tr> <tr> <th rowspan="2">P7</th> <th rowspan="2">No. of pupils</th> <th rowspan="2">Second Level</th> <th rowspan="2">Second Level (%)</th> <td colspan="4"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>1694</td> <td>1212</td> <td>71.76</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>1694</td> <td>1116</td> <td>66.07</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L&T</td> <td>1694</td> <td>1374</td> <td>81.35</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Numeracy</td> <td>1694</td> <td>1168</td> <td>69.15</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="8">SECONDARY – ACHIEVEMENT OF CfE LEVELS</th> </tr> <tr> <th rowspan="2">S3</th> <th rowspan="2">No. of pupils</th> <th rowspan="2">Third Level or better</th> <th rowspan="2">Third Level or better (%)</th> <th rowspan="2">Fourth Level</th> <th colspan="2">Fourth Level (%)</th> </tr> <tr> <th></th> <th></th> </tr> <tr> <td>Reading</td> <td>1644</td> <td>1373</td> <td>84.86</td> <td>781</td> <td colspan="2">48.27</td> </tr> <tr> <td>Writing</td> <td>1644</td> <td>1321</td> <td>81.64</td> <td>747</td> <td colspan="2">46.17</td> </tr> <tr> <td>L&T</td> <td>1644</td> <td>1395</td> <td>86.16</td> <td>761</td> <td colspan="2">47.00</td> </tr> <tr> <td>Numeracy</td> <td>1644</td> <td>1333</td> <td>82.44</td> <td>828</td> <td colspan="2">51.21</td> </tr> </tbody> </table>	PRIMARY – ACHIEVEMENT OF CfE LEVELS								P1	No. of pupils	Early Level	Early Level (%)	P4					No. of pupils	First Level	First Level (%)	Reading	2080	1565	75.31	Reading	1963	1459	74.59	Writing	2080	1523	73.29	Writing	1963	1369	69.99	L&T	2080	1708	82.19	L&T	1963	1620	82.82	Numeracy	2080	1654	79.60	Numeracy	1963	1441	73.63	P7	No. of pupils	Second Level	Second Level (%)									Reading	1694	1212	71.76					Writing	1694	1116	66.07					L&T	1694	1374	81.35					Numeracy	1694	1168	69.15					SECONDARY – ACHIEVEMENT OF CfE LEVELS								S3	No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level	Fourth Level (%)				Reading	1644	1373	84.86	781	48.27		Writing	1644	1321	81.64	747	46.17		L&T	1644	1395	86.16	761	47.00		Numeracy	1644	1333	82.44	828	51.21		<ul style="list-style-type: none"> Greater than 1% increase in literacy performance Greater than 1% increase in numeracy performance 3% increase in early level literacy – for schools participating in emerging literacy programme
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Performance Areas for Improvement	Baseline Measurements									Improvement Targets	
Closing the Poverty Attainment Gap – Broad General Education Primary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	PRIMARY 2016/17									<ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy 	
	P1										
	SIMD 2016 Quintiles	No. of Pupils	Reading - Early Level	Reading - Early Level (%)	Writing - Early Level	Writing - Early Level (%)	L&T - Early Level	L&T - Early Level (%)	Numeracy - Early Level		Numeracy - Early Level (%)
	Quintile 1 - Most Deprived	234	154	65.81	154	65.81	177	75.64	175		74.79
	Quintile 2	578	407	70.54	387	67.07	445	77.12	421		72.96
	Quintile 3	284	199	70.07	196	69.01	230	80.99	214		75.35
	Quintile 4	307	240	78.18	229	74.59	257	83.71	253		82.41
	Quintile 5 - Least Deprived	676	564	83.56	556	82.37	598	88.59	590		87.41
	P4										
	SIMD 2016 Quintiles	No. of Pupils	Reading - First Level	Reading - First Level (%)	Writing - First Level	Writing - First Level (%)	L&T - First Level	L&T - First Level (%)	Numeracy - First Level		Numeracy - First Level (%)
	Quintile 1 - Most Deprived	264	166	62.88	148	56.06	182	68.94	174		65.91
	Quintile 2	458	317	69.67	294	64.62	360	79.12	289		63.52
	Quintile 3	241	158	65.83	152	63.33	188	78.33	157		65.42
	Quintile 4	319	251	79.18	242	76.34	282	88.96	255		80.44
	Quintile 5 - Least Deprived	680	567	83.51	533	78.50	608	89.54	566		83.24
	P7										
	SIMD 2016 Quintiles	No. of Pupils	Reading - Second Level	Reading - Second Level (%)	Writing - Second Level	Writing - Second Level (%)	L&T - Second Level	L&T - Second Level (%)	Numeracy - Second Level		Numeracy - Second Level (%)
	Quintile 1 - Most Deprived	210	114	54.29	105	50.00	144	68.57	121		57.62
	Quintile 2	442	272	61.82	251	57.05	331	75.23	265		60.23
	Quintile 3	192	137	72.11	119	62.63	152	80.00	126		66.32
Quintile 4	256	186	72.66	169	66.02	206	80.47	176	68.75		
Quintile 5 - Least Deprived	593	502	84.80	471	79.56	540	91.22	479	80.91		

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks () because they could be misleading or lead to identification of individuals."**

	Least Deprived												
Performance Areas for Improvement	Baseline Measurements											Improvement Targets	
Closing the Poverty Attainment Gap – Broad General Education Secondary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	SECONDARY 2016/17											<ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy 	
	S3												
	SIMD 2016 Quintiles	No. of Pupils	Reading - Third Level or better	Reading - Third Level or better (%)	Writing - Third Level or better	Writing - Third Level or better (%)	L&T - Third Level or better	L&T - Third Level or better (%)	Numeracy - Third Level or better	Numeracy - Third Level or better (%)			
	Quintile 1 - Most Deprived	196	135	69.23	126	64.62	140	71.79	120	62.50			
	Quintile 2	380	277	74.26	253	67.83	290	77.75	274	74.05			
	Quintile 3	188	147	80.33	133	72.68	145	79.23	142	77.17			
	Quintile 4	291	258	89.58	254	88.19	263	91.00	247	85.17			
	Quintile 5 - Least Deprived	580	555	96.19	553	95.84	555	96.19	549	94.82			
		No. of Pupils	Reading - Fourth Level	Reading - Fourth Level (%)	Writing - Fourth Level	Writing - Fourth Level (%)	L&T - Fourth Level	L&T - Fourth Level (%)	Numeracy - Fourth Level	Numeracy - Fourth Level (%)			
	Quintile 1 - Most Deprived	196	45	23.08	41	21.03	42	21.54	56	29.17			
	Quintile 2	380	99	26.54	92	24.66	105	28.15	119	32.16			
	Quintile 3	188	78	42.62	68	37.16	71	38.80	74	40.22			
	Quintile 4	291	152	52.78	144	50.00	141	48.79	164	56.55			
	Quintile 5 - Least Deprived	580	406	70.36	401	69.50	400	69.32	414	71.50			

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Performance Areas for Improvement	Baseline Measurements	Improvement Targets																																																									
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Performance Areas for Improvement	Baseline Measurements				Improvement Targets			
Positive Destinations S4-6	National Benchmarking Measure: Leaver Initial Destinations		National Benchmarking Measure: Leaver Initial Destinations: By Destination		<ul style="list-style-type: none"> Greater than 1% increase in school leaver positive destinations 			
	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	Destination		% of school leavers		
Aberdeen City	2016/17	90.84	1,637	Activity Agreement	0.37			
				Employed	15.46			
				Further Education	29.14			
				Higher Education	43.13			
				Not known				
				Training	2.38			
				Unemployed Not Seeking	1.04			
				Unemployed Seeking	8.12			
				Voluntary Work	0.37			
Closing the Poverty Attainment Gap- Positive Destinations	National Benchmarking Measure: Leaver Initial Destinations: By Deprivation				<ul style="list-style-type: none"> Greater than a 1% reduction in the difference between the 30% most and least deprived school leavers in positive destinations 			
Aberdeen City	Year	% of School Leavers in a Positive Destination	Number in Cohort	30% Most deprived		2016/17	83.57	414
Middle 40% by Deprivation	2016/17	88.65	458	30% Least deprived		2016/17	96.08	765
Staying on Rates S3-S5	Staying on Rate 2017**:		S3-S5	Staying on Rate 2017**:		S4-S5	<ul style="list-style-type: none"> Greater than a 1% increase in the staying on rate of S3-S5 pupils 	
Aberdeen City	81.98		Aberdeen City		81.93			
(**)The S3-S5 stage staying-on rate is based on S3 pupils 2 years earlier and the S4 –S5 staying-on rate is based on S4 pupils 1 year earlier								

Performance Areas for Improvement	Baseline Measurements	Improvement Targets												
Closing the Poverty Attainment Gap – Staying on Rates S3 –S5	<p data-bbox="342 196 1581 236">Staying on Rate 2017: S4-S5 by SIMD 2016 Quintiles*</p> <table border="1" data-bbox="342 236 1581 355"> <thead> <tr> <th data-bbox="342 236 712 316"></th> <th data-bbox="712 236 920 316">Quintile 1 - Most Deprived</th> <th data-bbox="920 236 1070 316">Quintile 2</th> <th data-bbox="1070 236 1220 316">Quintile 3</th> <th data-bbox="1220 236 1370 316">Quintile 4</th> <th data-bbox="1370 236 1581 316">Quintile 5 - Least Deprived</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 316 712 355">Aberdeen City</td> <td data-bbox="712 316 920 355">72.33</td> <td data-bbox="920 316 1070 355">71.12</td> <td data-bbox="1070 316 1220 355">76.17</td> <td data-bbox="1220 316 1370 355">86.10</td> <td data-bbox="1370 316 1581 355">91.58</td> </tr> </tbody> </table> <p data-bbox="342 403 1839 467">*S4-S5 staying-on rates by deprivation are based on SIMD 1016. We were unable to show the staying –on rates by deprivation for S3-S5 as we would need to use SIMD2012 (redundant now) and not compatible.</p>		Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived	Aberdeen City	72.33	71.12	76.17	86.10	91.58	<ul data-bbox="1906 164 2136 371" style="list-style-type: none"> • Greater than a 1% reduction in quintiles 1-4 when compared to quintile 5
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Aberdeen City	72.33	71.12	76.17	86.10	91.58									
Senior Pupils Leaving Without a Literacy 3 Qualification	<p data-bbox="342 515 1581 555">National Benchmarking Measure: Literacy and Numeracy</p> <table border="1" data-bbox="342 555 1581 675"> <thead> <tr> <th data-bbox="342 555 712 675">Aberdeen City 2017</th> <th data-bbox="712 555 824 675">Cohort</th> <th data-bbox="824 555 1205 675">Percentage of Leavers attaining Literacy Level 3</th> <th data-bbox="1205 555 1581 675">Number of leavers not attaining Literacy Level 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 555 712 675"></td> <td data-bbox="712 555 824 675">1,637</td> <td data-bbox="824 555 1205 675">96.58</td> <td data-bbox="1205 555 1581 675">56</td> </tr> </tbody> </table>	Aberdeen City 2017	Cohort	Percentage of Leavers attaining Literacy Level 3	Number of leavers not attaining Literacy Level 3		1,637	96.58	56	<ul data-bbox="1906 483 2136 722" style="list-style-type: none"> • Greater than a 1% decrease in number of pupils leaving without a Literacy 3 qualification 				
Aberdeen City 2017	Cohort	Percentage of Leavers attaining Literacy Level 3	Number of leavers not attaining Literacy Level 3											
	1,637	96.58	56											
Number of Pupils Leaving Without a Numeracy 3 Qualification	<p data-bbox="342 770 1581 810">National Benchmarking Measure: Literacy and Numeracy</p> <table border="1" data-bbox="342 810 1581 930"> <thead> <tr> <th data-bbox="342 810 712 930">Aberdeen City 2017</th> <th data-bbox="712 810 824 930">Cohort</th> <th data-bbox="824 810 1205 930">Percentage of Leavers attaining Numeracy Level 3</th> <th data-bbox="1205 810 1581 930">Number of leavers not attaining Numeracy Level 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 810 712 930"></td> <td data-bbox="712 810 824 930">1,637</td> <td data-bbox="824 810 1205 930">94.99</td> <td data-bbox="1205 810 1581 930">82</td> </tr> </tbody> </table>	Aberdeen City 2017	Cohort	Percentage of Leavers attaining Numeracy Level 3	Number of leavers not attaining Numeracy Level 3		1,637	94.99	82	<ul data-bbox="1906 738 2136 978" style="list-style-type: none"> • Greater than a 1% decrease in number of pupils leaving without a Numeracy 3 qualification 				
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Performance Areas for Improvement	Baseline Measurements					Improvement Targets															
Exclusions– <ul style="list-style-type: none"> • Primary • Secondary Looked after Children	Exclusions 2016/17 <table border="1"> <thead> <tr> <th></th> <th>Primary - All</th> <th>Primary LAC</th> <th>Secondary – All</th> <th>Secondary LAC</th> </tr> </thead> <tbody> <tr> <td>No of Exclusions</td> <td>**</td> <td>**</td> <td>726</td> <td>206</td> </tr> <tr> <td>No of Excluded Pupils</td> <td>**</td> <td>**</td> <td>396</td> <td>104</td> </tr> </tbody> </table>						Primary - All	Primary LAC	Secondary – All	Secondary LAC	No of Exclusions	**	**	726	206	No of Excluded Pupils	**	**	396	104	<ul style="list-style-type: none"> • Greater than 1% reduction in number of Looked After Children excluded
	Primary - All	Primary LAC	Secondary – All	Secondary LAC																	
No of Exclusions	**	**	726	206																	
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Senior Phase-Candidates Attaining Literacy and Numeracy Looked after Children	National Benchmarking Measure: Literacy and Numeracy <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>% Level 4 Literacy and Numeracy</th> <th>% Level 5 Literacy and Numeracy</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>56.67</td> <td>**</td> <td>30</td> </tr> </tbody> </table>						Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	Aberdeen City	2017	56.67	**	30	<ul style="list-style-type: none"> • Greater than 1% increase at SCQF level 4 • Greater than 1% increase at SCQF level 5 					
	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort																	
Aberdeen City	2017	56.67	**	30																	
Senior Phase – S5/6 Cohort Cumulative (S4-6) Average Complementary Tariff Points Looked after Children	National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Lowest Attaining 20%</th> <th>Middle Attaining 60%</th> <th>Highest Attaining 20%</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>21</td> <td>270</td> <td>804</td> <td>16</td> </tr> </tbody> </table>						Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort	Aberdeen City	2017	21	270	804	16	<ul style="list-style-type: none"> • Greater than 1% increase for S5/6 cohort based on cumulative (S4-6) average complementary tariff points 			
	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort																
Aberdeen City	2017	21	270	804	16																

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Performance Areas for Improvement	Baseline Measurements				Improvement Targets
Positive Destinations S4-6 Looked After Children	National Benchmarking Measure: Leaver Initial Destinations		National Benchmarking Measure: Leaver Initial Destinations: By Destination		<ul style="list-style-type: none"> Greater than 1% increase in school leaver positive destinations
	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	Destination	
Aberdeen City	2016/17	63.33	30	Activity Agreement	**
				Employed	**
				Further Education	23.33
				Higher Education	**
				Not known	
				Training	**
				Unemployed Not Seeking	**
				Unemployed Seeking	30.00
				Voluntary Work	

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Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School:

Head Teacher:

**Insert
school photograph / vision statement / photograph
montage / website links; blog; twitter**

Draft

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Context of the school:

Blank area for text input.

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School vision statement:

School values and aims:

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The school aims were reviewed during session:

The school aims will be reviewed during session:



Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1:	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p>	
<p>Next Steps</p>	



2017-2018 Improvement Priority 2:	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p>	
<p>Next Steps:</p>	



2017-2018 Improvement Priority 3:	
NIF Priority <ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence: 	
Next Steps: 	



2017-2018 Improvement Priority 4:	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence:	
Next Steps:	



Pupil Equity Fund 2017-2018 (Budget £)	
Evaluation of Intervention Impact	
Plan 1:	
Impact and Evidence	
Plan 2:	
Impact and Evidence	
Plan 3:	
Impact and Evidence	
Plan 4:	
Impact and Evidence	

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Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Raising attainment and achievement	

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children's Progress	

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses



Capacity for continuous improvement statement

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IMPROVEMENT PLAN 2018-2019

Insert School Name



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued) Assessment and moderation
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> Provide age appropriate employment skills for children and young people in schools Survey aspirations to sharpen our pre and post school supports Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> Learner Pathways



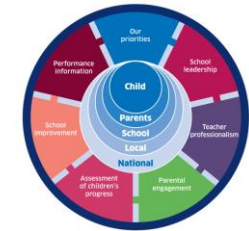
2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children**
3. **Improvement in children and young people’s health and wellbeing**
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | <ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
|--|---|




Improvement Priority 1a: Improvement in attainment - literacy		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible: Partnership Forum (where appropriate):							
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self- Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	
							Behind Schedule
							Not Actioned
		Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	
Monitoring Progress and Evaluating Impact							
<i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>							
Impact and Evidence – Priority 1a							



Improvement Priority 1b: Improvement in attainment - numeracy		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible:							
Partnership Forum (where appropriate):							
Impact Measures (How will we know?) Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	
	Tasks to Achieve Priority 1b		PEF/ SAC	Resource	Who?	By When?	Behind Schedule
							Not Actioned
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>							
Impact and Evidence: Priority 1b							



**2018-2019 Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information 	
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<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

<ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.
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Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy

Expected Outcome(s) for whom, by when, by how much?

Lead Responsible:

Partnership Forum (where appropriate):

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 2	PEF/ SAC	Resource	Who?	By When?	


Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2

qualifications. 6. Every young person is entitled to support in moving into a positive and sustained destination.



2018-2019 Improvement Priority 3: Improvement in children and young people’s health and wellbeing.

<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information 	
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<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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HGIOS?4 QIs

<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children’s progress (ELC) 3.3 Increasing creativity and employability
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Curriculum for Excellence – Entitlements for all children and young people

<ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination.
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Improvement Priority 3:
Improvement in children and young people’s health and wellbeing
Lead Responsible:
Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 3



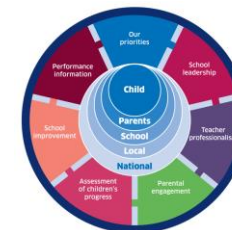
**2018-2019 Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

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- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.



Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible:						
Partnership Forum (where appropriate):						
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 4						



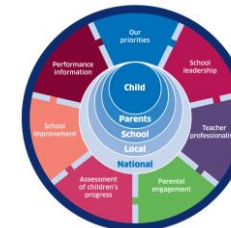
2018-2019 Improvement Priority 5:

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

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- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |



Improvement Priority 5:		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible: Partnership Forum (where appropriate):							
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	
	Tasks to Achieve Priority 5		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	Behind Schedule
							Not Actioned
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>							
Impact and Evidence: Priority 5							



Pupil Equity Fund Budget Allocation April 2018 - £
<p>Pupil Equity Fund Rationale 2018-2019</p> <p>‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.</p> <p>Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)</p>
5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation
Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles
Analysis of data indicates
*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:
•
•
•

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in ???? School / Academy**



QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff



Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff		
Children / Young People		
Parents		
Partners and Volunteers		
Associated School Group		
Partnership Forum Group		

Date uploaded onto website

Draft

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	19 April 2018
REPORT TITLE	Uptake of Free School Meals
REPORT NUMBER	OPE/18/010
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Bernadette Oxley
REPORT AUTHOR	Lynn Scanlon, Angela Doyle, John Landragon and Tanita Addario.
TERMS OF REFERENCE	1.1, 1.3 and 5

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek endorsement for the Council's proposed approach to ensure the substantial increase of the registration and subsequent uptake of free school meals (FSM) throughout the City.

2. RECOMMENDATIONS

That the Committee:

- 2.1 note the current work streams for ensuring maximum registration and uptake of free school meals; and
- 2.2 endorse the future proposed work streams for ensuring maximum registration and uptake of free school meals.

3. BACKGROUND

3.1 Current Initiatives 2017/2018

- 3.1.1 Council on 6/3/18 agreed to instruct the Chief Operating Officer to bring a report to the next Education Operational Delivery Committee on how the council can substantially increase the registration and subsequent uptake of free school meals throughout the city.

- 3.1.2 Currently there are a range of initiatives which have been developed to encourage the uptake of free school meals. In session 2017 /2018 the Catering Service carried out the following initiatives:

- A free school meals leaflet was sent out at the start of the new school term in August 2017 inviting parents, carers and grandparents to the

Primary 1 induction and taster session. This allowed them to visit the school and become familiar with the canteen. They were also encouraged to take along younger siblings and make a relaxed family day tasting and asking any questions whilst in the school.

- A new spring / summer menu for 2018 was produced which detailed information on Free School Meals and the Pupil Equity Fund. Each primary school pupil was also provided with a hard copy of the menu and this was also available on the council website.
- Marketing designed a specific A3 poster to be displayed in all school sites advertising Free School Meals and the Pupil Equity Fund.
- The Catering Service worked closely with all relevant parties on an on-going basis such as head teachers, HMIE, Food Standards Scotland, pupils, parents and communities. They also attended parents' nights, pupil forum meetings and developed service specific questionnaires. Cooks also worked onsite with teachers, pupils and parents carrying out cook skills activities, master classes and promotion of healthy eating.
- The Catering Service also provided freshly prepared, local, healthy, organic, MSC, sustainable and seasonal food which supported the local economy and enabled community wealth building. This was achieved by working closely with CPS and Scotland Excel ensuring the procurement of such goods met the agreed criteria set by council. The Catering Service presently hold the Silver Food For Life accreditation for all school sites which was awarded by the Soil Association and this ensures that we produce quality meals using produce which helps deliver on health and wellbeing within the community, supporting better attainment whilst increasing uptake.
- The partnership approach the Catering Service adopted was extensive and complex across the city and provided the free school meals which were fully analysed to meet the nutritional requirement for healthy eating set by the Scottish Government. They worked with CPS, Cfine, SFCPA, NHS, ASSIST, APSE, BSI, FSS, HMIE, schools and communities in an effort to reach as many pupils as possible and in doing so were committed to reducing food poverty for families in the city by increasing uptake of free school meals.

Tables 1 to 3

Table 1: Percentage of Aberdeen City Primary school pupils registered and taking free school meals, 2014/15 to 2016/7

Year	P1-P3 pupils only ¹			P4-P7 pupils only			All Primary (P1-P7)		
	% School roll reg'd for free meals	% Reg'd and taking free meals	% Present and reg'd and took free meals	% School roll reg'd for free meals	% Reg'd and taking free meals	% Present and reg'd and took free meals	% School roll reg'd for free meals	% Regd. and taking free meals	% Present and reg'd and took free meals
2015/16	100.0	70.9	76.1	12.3	82.8	88.5	53.1	72.4	77.6
2014/15	100.0	68.8	72.2	13.7	86.0	92.4	54.8	71.0	74.8
2016/17	100.0	71.3	74.9	12.8	83.2	90.1	52.7	72.8	76.9

Table 2: Percentage of Aberdeen City Secondary school pupils registered and taking free school meals, 2014/15 to 2016/17

Year	S1-S6 pupils		
	% School roll reg'd for free meals	% Reg'd and taking free meals	% Present and reg'd and took free meals
2015/16	9.2	44.9	55.2
2014/15	9.7	47.9	61.2
2016/17	9.0	56.4	68.1

Table 3: Percentage of Aberdeen City Special school pupils registered and taking free school meals, 2014/15 to 2016/17

Year	Special School pupils		
	% School roll reg'd for free meals	% Reg'd and taking free meals	% Present and reg'd and took free meals
2016/17	30.8	90.9	100.0
2015/16	37.3	88.1	96.3
2014/15	41.4	83.6	96.6

¹ On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in Primary 1-3.

²Source: <http://www.gov.scot/Topics/Statistics/Browse/School-ducation/MealsSD/mealsped>

3.2 Pupil Equity Fund

- 3.2.1 As part of a recent Scottish Government Campaign £120 million has been provided to help raise attainment with a focus on supporting those children and young people who face barriers to their learning due to the impact of poverty, this funding is called Pupil Equity Funding.
- 3.2.2 The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme and is expected to be available each year for the lifetime of the current parliament. The funding will reach schools in every local authority area in Scotland and will be distributed based on the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.
- 3.2.3 Pupil Equity Funding is provided on top of the existing £50m Scottish Attainment Challenge (SAC) funding and will continue to provide targeted support for those authorities and schools supporting children and young people in greatest need.
- 3.2.4 The overall aim of the Pupil Equity Funding campaign is to provide money to schools to help fund a wide range of resources and initiatives to support targeted pupils in achieving and close the poverty-related attainment gap.
- 3.2.5 The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools are guided to look at the needs of individuals and identify any barriers to their achievement.

The allocation of PEF funding for Aberdeen City for 2017/2018 is shown in Table 4.

Table 4: PEF 2017-18 – Allocated Funding and number of registered pupils, Primary, Secondary and Special

	Funds allocated	Total number of registered pupils
Primary	£2,120,400	1767
Secondary	£556,800	464
Special	£31,200	26
Total	£2,708,400	2257

- 3.2.6 During 2017/2018 a Pupil Equity Fund promotional campaign was delivered to schools through the production of posters, leaflets and letters to parents encouraging the registration for free school meals. Scottish Government provided additional top-up funding in 2018-19 to support closing the poverty-related attainment gap.

Table 5: Allocated PEF 2018-19

	Funds allocated	Total number of pupils	Total Allocation including Top-up
Primary	£2,209,200	1841	£2,245,800
Secondary	£554,400	462	£557,520
Special	£39,600	33	£41,760
Total	£2,803,200	2336	£2,845,080

3.3 Additional Project Work 2017/2018 – Torry Free School Meal Initiative

- 3.3.1 The Torry Free School Meal Initiative aims to increase the registration and uptake of free school meals in Torry. Representatives in the initiative include head teachers, facilities staff, catering staff, education and communities teams and local charity, One Seed Forward.
- 3.3.2 Data collected for the Torry Locality Plan 2017–27 shows that 75% of Torry school children are in the most deprived quintile (20%) but less than 25% of P4–7 pupils are claiming free school meals, which is lower than comparable areas of the city. Evidence indicates a gap between the numbers of families living in poverty and those claiming free school meals. An increase in the uptake of free school meals is one of the priorities in the Torry Locality Plan and the Local Outcome Improvement Plan (LOIP) makes clear ‘investing shared resources to target prevention and early intervention for children and young people is central to tackling inequality and improving life chances’. Staff in the community’s team has spoken with parents at parents’ evenings, parent council meetings and pupils during school meals as part of ongoing activities.
- 3.3.3 School staff and parents have identified the registration process as a potential barrier in parents signing up for free school meals. Parents of P4 – P7 pupils can build up arrears, at a significant cost to Aberdeen City Council because they are not bringing in their proof of entitlement as part of the registration process. Secondly, with parents failing to submit the necessary paperwork and register, schools are also losing out on Pupil Equity Funding (£1,200 per pupil) which is a valuable resource which could be used for addressing inequalities. There is a need for the current system to be updated and improved.
- 3.3.4 Future work for the Torry Free School Meals Initiative includes activities at Walker Road, Tullos Primary and Lochside Academy to increase the uptake of free school meals. Along with One Seed Forward at Tullos Primary we aim to run taster sessions with the pupils and parents. We aim to increase and broaden the scope of the initiative to include more partnership working with CFINE, Big Noise, and NHS to encompass the health, well-being and food

poverty aspects of the project. In order to progress with the uptake, it is necessary to make the free school meal registration process as easy and customer centric as possible.

3.4 Proposed Future Work - Children and Education Benefits Digital Initiative

- 3.4.1 The purpose of the Children and Education Benefits Digital Initiative Project is to increase the registration of free school meals, school and clothing grants and educational maintenance allowance (EMA) across Aberdeen City through digitalising and automating the registration process. The project is necessary to ensure that people are receiving the benefits that they are entitled to. Currently customers complete separate paper forms to apply for these benefits from Aberdeen City Council and subsequently provide proof of qualifying income level for each benefit. From data gathered across the city we know there are families living in poverty who are not in receipt of benefits of which they are entitled. This project aims to address inequalities and poverty that has a strategic fit with Aberdeen City Council's core purpose and values. There is a need to modernise and improve the current system that is outdated and arguably not fit for purpose.
- 3.4.2 There are many ways that automation and digitisation could achieve the specified outcomes. Being able to automatically award entitlement would be a way to increase uptake and the intention would be to investigate how this could be done. This would remove the need, for those customers that we already know are entitled, to apply and award the qualifying benefits automatically. Before this could be done analysis would be required to understand the specific data that is available and the restrictions on what it can be used for to ensure data-sharing and usage regulations are being met.
- 3.4.3 In addition, digitisation of the registration process could contribute to removing barriers to uptake by making it quicker and easier for those who are not automatically entitled and have to apply.
- 3.4.5 Some options are described below however further work would be required to understand what would be possible and how they could be achieved.
1. A first step to achieving this could look at combining the application process for school clothing grants and free school meals. Given the criteria for eligibility and the information gathered is similar this would reduce the number of forms that customers would need to complete and not having to provide supporting evidence multiple times.
 2. For school clothing grants there is potential to look at extending to re-award entitlement in subsequent years based on a prior application without the need to complete a new form.
 3. Look at the possibility of using existing data (Council data and DWP data) to identify those who are entitled but not receiving the benefits. At present there is some access to the data but there are restrictions on what it can be used for. Clarity would need to be given on what is stated in the declaration around the specific purpose of use.

4. In addition, if a person qualifies for housing benefit they qualify for a school clothing grant and further work would be required to understand whether the data can be used in this way to identify those entitled who are not in receipt of that benefit. An automated process could be implemented advising customers of entitlement and sending a Pay Point voucher. Alternatively, using the housing benefit data to send out completed forms for customers to sign and send back so that payments can be made.
 5. If a person claims housing benefit, the application should capture sufficient information to determine a school meal entitlement. A system of automation could be put in place to advise the applicant of their right to free school meals and give them the option to accept the benefit. A step further could be looking at the possibility to automatically credit a child's card with the value of free school meals meaning they wouldn't have to do anything.
 6. Digitising the housing benefit application form and adding consent asking customers to agree to receive free school meals, school clothing grants and education maintenance allowance.
- 3.4.6 By looking at the potential options above, other potential options and digitising and automating where possible, could remove the stigma and reluctance to the take up of these benefits.
- 3.4.7 The Children and Education Benefits Digital Initiative project has a strategic fit with Aberdeen City Council's commitment to ensuring all of its customers receive all services/ entitlements to which they are entitled and contributes to the Council's aspiration to tackle poverty, inequalities and reducing the attainment gap in the city.

4. FINANCIAL IMPLICATIONS

- 4.1 There are positive financial implications resulting from increasing the number of parents and carers registering their child for free school meals. Pupil equity funding is allocated on the basis of £1,200 per child registered. All local authorities are currently planning to maximise their free school uptake and if we do not take similar action our allocation could be reduced.
- 4.2 Some parents are building up considerable arrears, at a significant cost to Aberdeen City Council. If the parents of P4 – P7 pupils do not provide their children with a packed lunch or money for school dinners, the school catering staff will still give the child a school meal. This is because they have a duty to ensure that no child goes hungry at school. Whilst parents are then asked to pay for this, many can't and the arrears are met from school funds.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising from the recommendations of this report.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	Loss of Scottish Government available income to schools	H	Implementation of an automated digital service which leads to automatic registration of all eligible children.
Legal	None	L	None
Employee	Reduced allocation of PEF limits the targeted interventions that can be provided to support children.	M	Implementation of an automated digital service which leads to automatic registration of all eligible children.
Customer	Children are disadvantaged and not offered target supports required in order to close attainment gap.	H	Implementation of an automated digital service which leads to automatic registration of all eligible children.
Environment	None	L	None
Technology	Data protection.	H	Ensuring GDPR regulations are fully adhered to.
Reputational	Not effectively addressing the Pupil Equity Funding agenda could present a reputational risk to the Council in terms of how effectively it works to close the poverty related attainment gap. Effectively close monitoring of impact will enable the Council to positively report on progress made in closing the poverty related attainment gap.	H	Implementation of an automated digital service which leads to automatic registration of all eligible children.

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Securing the total funds available from the Scottish Government Pupil Equity Fund. Implementing improvement in attainment will help break the cycle of deprivation and support developing the young workforce. These changes will positively impact on our economy and support the theme of Aberdeen Prospers.
Prosperous People	Allowing interventions to be sourced and implemented to secure closing the poverty attainment related gap. This approach has potential to significantly and positively impact on a number of individuals as support will be tailored to their very individual needs.
Prosperous Place	The plans take account of local need and will have a positive impact on individual communities across Aberdeen City.
Enabling Technology	The digitisation of a service.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Allows schools to access all available funds from the pupil equity fund.
Organisational Design	Increased allocation of PEF will allow partners to collaborate in planning targeted interventions for children and young people.
Governance	Quality assurance processes ensure that PEF spending is linked directly to improving outcomes for children.
Workforce	The workforce will have increased access to resource to support vulnerable learners.
Process Design	Digitisation of the service will bring significant efficiencies to current process.
Technology	Digitisation of the service.
Partnerships and Alliances	Partners help shape interventions provided through PEF.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Full EHRIA required

Privacy Impact Assessment	Required
<u>Children's Rights Impact Assessment/Duty of Due Regard</u>	Applicable

9. BACKGROUND PAPERS

None.

10. APPENDICES

None.

11. REPORT AUTHOR CONTACT DETAILS

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