

Public Document Pack



To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillors Councillor Donnelly, the Depute Provost, 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 (Parent Representative (Secondary Schools)), 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, 29 October 2018

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on **TUESDAY, 6 NOVEMBER 2018 at 10.00am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

DETERMINATION OF URGENT BUSINESS

1.1 There are no items under this heading

DETERMINATION OF EXEMPT BUSINESS

2.1 Members are requested to determine that any exempt business be considered with the press and public excluded

DECLARATIONS OF INTEREST

- 3.1 Members are request to declare any interests (Pages 5 - 6)

REQUESTS FOR DEPUTATION

- 4.1 There are no requests for deputation

MINUTE OF PREVIOUS MEETING

- 5.1 Minute of Education Operational Delivery Committee of 6 September 2018
(Pages 7 - 12)

NOTICES OF MOTION

- 6.1 There are no items under this heading

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 13 - 16)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no items under this heading

FINANCE, PERFORMANCE, RISK AND FUNCTION WIDE ISSUES

- 9.1 Risk Register - Integrated Children's Services (Pages 17 - 30)
- 9.2 Educational Services Annual Performance (Statutory Performance Indicator) Report 2017-18 - COM/18/181 (Pages 31 - 88)

GENERAL BUSINESS

- 10.1 Educational Improvement Journey - COM/18/182 (Pages 89 - 104)
- 10.2 Impact of Free School Meals - RES/18/180 (Pages 105 - 112)
- 10.3 St. Peter's Long-Term Educational Provision - Proposed Investment in Riverbank School Building - RES/18/179 (Pages 113 - 120)

EXEMPT BUSINESS

- 11.1 St Peter's Long-Term Educational Provision - Exempt Appendix (Pages 121 - 150)

EHRIs 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

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Agenda Item 3.1

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...
and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

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EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 6 September 2018. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Lesley Dunbar, Convener; Councillor Alan Donnelly, the Depute Provost; and Councillors Greig, Henrickson, Houghton (as substitute for Councillor Wheeler), Hunt (as substitute for Councillor Imrie), Macdonald, Catriona Mackenzie, Malik, McLellan, Nicoll, Samarai and Jennifer Stewart. External Members:- Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (Parent Representative (Secondary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative - Primary Schools) and Reverend Hutton Steel (Church of Scotland Representative).

The agenda and reports associated with this minute can be found [here](#).

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

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 29 May 2018 for approval.

The Committee resolved:-

- (i) in respect of article 5(i) (Maximising Attendance Policy), and the request that the report be circulated to Members as a service update following consideration by the Staff Governance Committee, to note that the report to Staff Governance Committee had been delayed for a cycle to allow for further consultation with Trade Unions, and to therefore note that it would be circulated to Members in November; and
- (ii) to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance. Members asked a number of questions in respect of items on the planner.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
6 September 2018

The Committee resolved:-

- (i) in respect of item 6 (St Peter's School Long Term Education Provision), to note that a report on the options appraisal would be brought to Committee in the next cycle;
- (ii) in respect of items 7 (Annual Statutory Performance Report) and 8 (Reporting against proposed KPIs), to note that these reports would now be presented to Committee in November;
- (iii) to request that officers circulate information outwith the meeting to outline the remit of the posts of the Chief Officer – Integrated Children's and Family Services and Chief Education Officer;
- (iv) in respect of item 13 (Impact of Free School Meals Workstreams), to note that the officer taking forward the work on the report was Catriona Walker;
- (v) in respect of item 15 (Pupil Equity Fund), (a) to request that the External Members also be invited to the Pupil Equity Fund briefing session, and (b) to note that there was a conflict with another Elected Member session and to request that consideration be given in future to arranging sessions on different dates; and
- (vi) to otherwise note the planner.

NORTHERN ALLIANCE IMPROVEMENT FRAMEWORK - OPE/18/130

4. The Committee had before it a report by the Chief Operating Officer which highlighted the work of the Regional Improvement Collaborative and presented the Northern Alliance Regional Improvement Plan.

The report recommended:-

that Committee –

- (a) note the content of the Northern Alliance Regional Improvement Plan (Phase 2); and
- (b) endorse the work of the Northern Alliance Regional Improvement Collaborative.

The Committee resolved:-

- (i) to request that information be included to identify which local authority each workstream lead represented;
- (ii) to note that officers would circulate a service update as the plan developed further;
- (iii) to request that the Equality and Human Rights Impact Assessments be provided for this report and those at items 10.2, 10.3 and 10.4; and
- (iv) to approve the recommendations contained in the report.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
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ABERDEEN CITY COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN - OPE/18/083

5. The Committee had before it a report by the Chief Operating Officer which provided an evaluative summary of progress towards realising the outcomes set out in the Aberdeen City Council National Improvement Framework (NIF) Plan 2017/18, and sought approval to implement the refreshed NIF plan for 2018/19 following submission of both documents to the Scottish Government.

The report recommended:-

that Committee –

- (a) approve the Evaluation Report highlighting the impact of Aberdeen City work on the ACC National Improvement Framework Plan 2017/18 in Appendix B of the report;
- (b) instruct the Chief Operating Officer to submit the Evaluation Report to the Scottish Government as soon as reasonably practicable;
- (c) approve the proposed ACC National Improvement Framework Plan for 2018/19 in Appendix D of the report;
- (d) instruct the Chief Operating Officer to implement the proposed ACC National Improvement Framework Plan for 2018/19 as soon as reasonably practicable; and
- (e) instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the ACC National Improvement Framework Plan through a service update in January 2019 and formally report on progress in September 2019.

The Committee resolved:-

- (i) to request that appendices be clearly marked in future reports;
- (ii) to note that officers would be providing a report to the next Committee in respect of the gap in attainment, including actions to be taken to reduce the gap further;
- (iii) to note that officers would look at amending the format of future reports as to how data was presented, as well as the timing of reports to future meetings;
- (iv) to note that the Chief Education Officer would circulate an amended version of the plan as it had been slightly changed based on consultation received prior to the closing date for response;
- (v) to thank officers and partners for the work on and input to the plan; and
- (vi) to approve the recommendations contained in the report.

SCHOOL IMPROVEMENT PLANS AND THE WORK OF THE REGIONAL IMPROVEMENT COLLABORATIVE - OPE/18/113

6. The Committee had before it a report by the Chief Operating Officer which provided a summary of the improvement activity proposed in School Improvement

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6 September 2018

Plans and highlighted how the plans dovetailed with the work of the Regional Improvement Collaborative.

The report recommended:-

that Committee –

- (a) note the content of School Improvement Plans for 2018/2019;
- (b) note how School Improvement Plans will be partially supported by the Regional Improvement Collaborative; and
- (c) note the participation of Aberdeen City Council staff in the workstreams of the Regional Improvement Collaborative.

The Committee resolved:-

- (i) to note the briefing for Members and report that was to be prepared on the Pupil Equity Fund spend, and to request that it include the detail of how the money had been spent and how it would assist with attainment; and
- (ii) to approve the recommendations contained in the report.

ABERDEEN CITY: WORKFORCE DELIVERY PLAN - EARLY LEARNING AND CHILDCARE - OPE/18/084

7. The Committee had before it a report by the Chief Operating Officer which sought approval for an Aberdeen City: Workforce Delivery Plan – Early Learning and Childcare.

The report recommended:-

that Committee –

- (a) approve the Aberdeen City: Workforce Delivery Plan – Early Learning and Childcare; and
- (b) instruct the Chief Officer – Integrated Children’s and Family Services to implement the Workforce Delivery Plan.

The Committee resolved:-

- (i) to note that officers would arrange a workshop for Members in respect of the Workforce Delivery Plan and Early Learning and Childcare;
- (ii) to note that officers would provide feedback to the Committee towards the end of the 12 month period as to how effective the scheme to retrain staff in Early Learning and Childcare had been and whether the scheme would be extended further;
- (iii) to thank the Chief Education Officer and her team for the huge amount of work that had gone into the Plan; and
- (iv) to approve the recommendations contained in the report.

- **COUNCILLOR LESLEY DUNBAR, Convener**

EDUCATION OPERATIONAL DELIVERY COMMITTEE
6 September 2018

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	A	B	C	D	E	F	G	H	I
1	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.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	06 November 2018								
4	St Peter's School - Long Term Education Provision	ECS Committee 16/11/17 - 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. EOD Committee 19/04/18 - The Committee requested that officers look into the possibility of submitting the report to the May meeting of the Committee, following consideration at the Capital Programme Committee, rather than the September meeting as outlined in the planner.	On agenda		Maria Thies	Corporate Landlord	Resources	3	D
5	Impact of Free School Meals Workstreams	EOD Committee 19/04/18 - to instruct the Chief Officer - Integrated Children's Services to bring a report to Committee outlining the impact of the proposed workstreams for ensuring maximum registration and uptake of free school meals following submission of figures to the Scottish Government.	On agenda		Catriona Walker	Integrated Children's and Family Services	Operations	1.1	
6	Annual Statutory Performance Report	To provide Elected Members with a summary of the Annual Performance (Statutory Performance Indicator) outcomes.	On agenda		Alex Paterson	Business Intelligence & Performance Management	Commissioning	1.2	D Was delayed from September meeting as data due to be presented to Scottish Government in November
7	Educational Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	On agenda		Reyna Stewart	Business Intelligence & Performance Management	Commissioning	1.1, 1.2, 4 and 6	D As reported to the April Committee, submission timescales for this report were indicative and subject to availability of data, therefore the report is presented in November rather than September, which is six months from the original Committee decision
8	Risk Register (Integrated Children's Services)	To present the risk register	On agenda		Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4	
9	Pupil Equity Fund	To report information on the spend in relation to the Pupil Equity Fund			Lynn Scanlon	Integrated Children's and Family Services	Operations	1	R To be a Service Update

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
10	17 January 2019								
11	Lochside Academy - Safe Routes to School	EOD Committee - 29/05/18 - (i) to note the proposed sessions to be held in June and July and the proposed session in June with Police Scotland regarding speeding vehicles on the safe routes to school for Lochside Academy and instructed the Chief Operating Officer to bring a report back to Committee after six months of the school being opened to ensure concerns regarding speeding vehicles were being addressed; and (ii) instruct the Chief Operating Officer to continue support to Lochside Academy's six associated primary schools with P4-P7 and in particular P7 pupils who will transition to Lochside Academy in 2019/20 and during the following school years until 2021/22.		Andrew Jones / Lynn Scanlon	Integrated Children's and Family Services / Corporate Landlord	Operations	1.1 and 4		
12	Out of Authority Placements	Audit, Risk & Scrutiny agreed at its meeting on 8 May 2018, to instruct the Lead Service Manager to present a report to the Operational Delivery Committee presenting the outcome of the impact of the Inclusion Review on out of authority placements.		Lesley Stopani	Integrated Children's and Family Services	Operations	1	T	Transferred from Operational Delivery Committee as under Education remit
13	Review of School Estate	Council 6/3/18 - 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.		Andrew Jones	Corporate Landlord	Resources			
14	14 March 2019								
15									
16									
17	April 2019 Onwards								
18	Review of Free Bus Travel and safe routes to Lochside Academy	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & 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). EOD Committee - 19/04/18 - The Committee resolved to request that officers look to report back to Committee in April 2019 as previously agreed, rather than August 2019 as outlined in the planner.	The Road Safety and Traffic Management Team and the Public Transport Unit, estimate that the review would take approximately 1 month to complete, as such in order to report to committee prior to the summer holidays, data would be taken from earlier in the year, likely information from August 2018 to January 2019 and this will allow officers to review and prepare report for committee in April/May 2019.	Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations	Place / Operations	Purpose 1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
19	Provision of Free School Meals to Children During School Holidays	F,P&R Committee - 01/02/18 - To instruct the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme.	To be reported May 2019. Service Update to be circulated to Members after Summer 2018.	Neil Carnegie	Early Intervention and Community Empowerment	Customer	Purpose 1		
20	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.	To be reported May 2019	Stephanie Dunsmuir	Governance	Governance	GD 7.4		
21	Uptake of Free School Meals	EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year.	To be reported May / June 2019	TBC	Integrated Children's and Family Services	Operations	1.1 and 5		
22	ACC National Improvement Framework Plan	EOD Committee 06/09/18 - The Committee resolved to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the ACC National Improvement Framework Plan through a service update in January 2019 and formally report on progress in September 2019.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	Purpose 1		
23	United Nations Convention on Rights of the Child	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.	TBC	Integrated Children's and Family Services	Operations	Purpose 1		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 November 2018
REPORT TITLE	Cluster Risk Registers
REPORT NUMBER	OPE/18/237
DIRECTORS	Andy McDonald and Rob Polkinghorne
CHIEF OFFICERS	Graeme Simpson
REPORT AUTHOR	Vikki Cuthbert
TERMS OF REFERENCE	General 7.4

1. PURPOSE OF REPORT

To present Cluster Risk Registers in accordance with the Risk Management Framework and Committee Terms of Reference.

2. RECOMMENDATION

That the Committee note the Cluster Risk Register presented and the actions identified to control the risks contained therein.

3. BACKGROUND

Committee Roles and Responsibilities

- 3.1 The Audit, Risk and Scrutiny Committee is responsible for overseeing the system of risk management and for receiving assurance that the Corporate Management Team (CMT) are effectively identifying and managing risks. To this end, it reviews the Council's Corporate Risk Register annually, as well as an annual report on the system of risk management which is included in the Annual Governance Statement
- 3.2 The Risk Management Framework states that all other committees should receive assurance on the risk management arrangements which fall within their terms of reference. This is provided through the risk registers for the relevant Clusters which fall within the remit for this Committee. These are:-
 1. Integrated Children's Services

Risk Registers

- 3.3 The Corporate Risk Register captures the risks which pose the most significant threat to the achievement of the Council's organisational outcomes and have the potential to cause failure of service delivery.
- 3.4 The previous "Directorate" risk registers have been replaced with "Cluster" Risk Registers. These are set out in appendices A-C and reflect the risks which will prevent each Cluster area from delivering on strategic outcomes.
- 3.5 Chief Officers and Directors have sought to ensure that Cluster Risk Registers meet the following requirements in terms of presentation and content:
1. Reflect the reallocation of responsibilities within the revised organisational structure
 2. Include SMART actions to ensure that risk controls are fully effective;
 3. Link to organisational outcomes as set out in the LOIP and future refreshed version.
- 3.6 Over the coming twelve months, further work will be done to:-
- ensure that actions are SMART and capable of becoming fully effective within a specified timescale
 - identify links between Cluster areas, both in terms of controls and impacts, and
 - identify gaps through assurance mapping.

The registers will also demonstrate clear linkages with the Internal Audit Plan to ensure a risk-based approach to the Council's audit programme.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. The report deals with risk to the achievement of strategic outcomes and this process serves to identify controls and assurances that finances are being properly managed.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report. Cluster Risk Registers serve to manage many risks with implications for the legal position and statutory responsibilities of the Council.

6. MANAGEMENT OF RISK

- 6.1 The Committee is provided with assurance from the Cluster Risk Registers presented that there are effective controls identified to manage the risks which would present achievement of strategic outcomes relevant to its terms of reference. There are no risks arising from the recommendations in the report.

7. OUTCOMES

7.1 Each risk on the Cluster Risk Registers is aligned to one or more of the themes within Local Outcome Improvement Plan.

Design Principles of Target Operating Model	
	Impact of Report
Organisational Design	The completion of Cluster Risk Registers aligned to the interim transitional structure supports the principles of organisational design.
Governance	Reporting to Committees on the Corporate Risk Register and Cluster Risk Registers allows members to scrutinise the system of risk management to help ensure its effectiveness.
Process Design	In reviewing our risk management processes, there is an opportunity to make sure that the risk to the Council is mitigated.
Technology	It is anticipated that risk registers will be updated using digital methods in the medium term and in the longer term they will become integrated within a wider Assurance Framework.
Partnerships and Alliances	Risks to the delivery of organisational objectives can at times be related to arms-length external organisations. These will be reflected in the appropriate risk register(s). Furthermore, risk is overseen by the Assurance Hub which reports to the Audit, Risk and Scrutiny Committee on a regular basis.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Full EHRIA not required
Privacy Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Not applicable

9. BACKGROUND PAPERS

None

10. APPENDICES

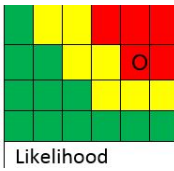
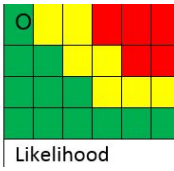
Appendix A Integrated Children's Services Risk Register

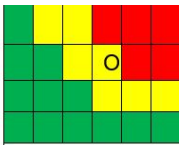
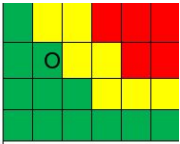
11. REPORT AUTHOR CONTACT DETAILS

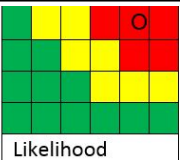
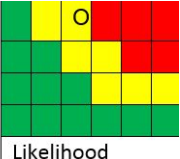
Graeme Simpson
Chief Officer – Integrated Children's Services
gsimpson@aberdeencity.gov.uk
Tel: 01224 523496

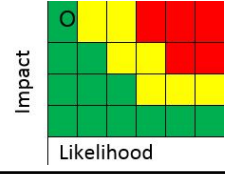
Code	ICFS 001	Risk that Business Continuity Planning is not managed or tested		
Definition	<p>Effective and robust business continuity planning and disaster recovery arrangements are essential to safeguard public services and to protect communities. Business continuity plans are required for Critical Functions in respect of:</p> <p>Internal</p> <ol style="list-style-type: none"> 1. Ability to respond to emergencies. 2. Finances of the Council 3. Reputation <p>External</p> <ol style="list-style-type: none"> 4. Human welfare or the environment 5. Statutory obligations 			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<p>Internal:</p> <ul style="list-style-type: none"> • Resilience – ability of systems; (Financial, HR, Legal and Commercial and Procurement), disaster recovery and business continuity. • Capacity and capability – accountability, recruitment and retention of staff, resources. • Financial – budget management, revenue and creditors. • Reputation – Confidence and trust which stakeholders have in the organisation, services users. • Delivery – frontline service and relationships. • Legal – community, environmental and Health and Safety. 	<ul style="list-style-type: none"> • Disaster recovery planning, business continuity planning and testing arrangements are not effectively developed and reviewed. 	Business Continuity Policy in place	Fully Effective	<p>Impact</p> <p>Likelihood</p>
		Clear ownership of business continuity plans	Partially Effective	
		Quarterly review by SMT	Partially Effective	
		Regular Internal audit of BC Planning and Disaster recovery	Partially Effective	
		Annual assurance by Audit, Risk and Scrutiny Committee	Partially Effective	
		Annual committee oversight of business continuity plans established	Fully Effective	
		Regular BCP testing regime	Partially Effective	
				Very serious
				Significant
Risk Owner	Graeme Simpson	Risk Manager	Eleanor Shepperd/ Anne Donaldson	Residual Risk Assessment
Latest Note	<p>A meeting was held with the Emergency Planning Manager (EPM) on 8 August 2018 to discuss the practicalities of testing the plans and training appropriate staff. EPM advised that he would look in to setting up training sessions for staff. Updating of BCPs for all Social Work Children's Services has been done, though some still outstanding, and are being followed up. Those received have been sent to the EPM. All schools' BCPs are about to be reviewed as per the annual schedule.</p>		04 Sep 2018	<p>Impact</p> <p>Likelihood</p>
				Very serious
				Almost Impossible

Code	ICFS002	Risk that performance management arrangements are not robust		
Definition	Performance management supports an effective compliance culture and change and continual improvement processes.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Effectiveness - measurement of impacts and outcomes. • Consistency - approach to the transformation and improvement agendas. • Capacity and capability - accountability, evidencing Best Value delivery and Public Performance Reporting. • Reputation – confidence and trust which stakeholders have in the organisation. • Governance – assurance and accountability, government agency approval. 	<ul style="list-style-type: none"> • Performance culture is being embedded across ICFS. • Inconsistent use of performance indicators to inform service improvement. • Poor benchmarking activity. • Target-setting inadequate. • Performance metrics being reviewed to demonstrate outcomes. 	Review of performance metrics to match changes in service delivery	Partially Effective	<p>Likelihood</p>
		Robust governance structure at committee level with quarterly reporting	Fully Effective	
		Access to dashboard for relevant staff	Fully Effective	
		Performance reporting reviewed	Fully Effective	
				Serious Significant
Risk Owner	Graeme Simpson	Risk Manager	Reyna Stewart/Anne Donaldson/Eleanor Shepperd	Residual Risk Assessment
Latest Note	The use of performance data is central to the delivery of operational services. Increasingly schools and teams are making effective use of this in tracking the outcomes for individual children and the aggregated performance of services. All CSW teams have a performance dashboard and these feed into a service reporting system. Similarly, within schools a dashboard has been developed for schools containing key and critical information. These tools are allowing for more effective support and challenge to be offered to schools and services. Regular reporting is provided to Committee and external bodies on key performance indicators.		21 September 2018	<p>Likelihood</p>
				Material Very Low

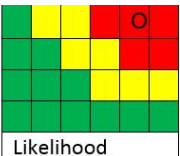
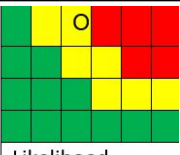
Code	ICfS003	Risk of non-compliance with health and safety management system		
Definition	The Council is required by law to safeguard its employees and users and to ensure their wellbeing through effective implementation of the Health and Safety Policy.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • People – injury/fatality, absence and industrial action. • Legal and regulatory – prosecution and policy breaches. • Financial – compensation claims, absence levels, enforcement action and cost recovery of regulator time. • Delivery – frontline service and relationships. • Reputation – confidence and trust in which stakeholders have in the organisation. 	<ul style="list-style-type: none"> • A positive health and safety culture is not yet ingrained across all areas of ICFS. • Inconsistent delivery of training to meet the health and safety needs of staff. • Communication of H&S matters is not co-ordinated. • Non-reporting/recording of incidents and near misses with poor or no investigation resulting in no identification of remedial action to prevent reoccurrence • Compliance with health and safety management system is not consistently monitored. • Lack of clarity of health and safety responsibilities. 	Plan, Do, Check, Act approach based on known risk adopted in the Health and Safety Policy	Partially Effective	
		Service Health and Safety Committee structure in place with Trade Union membership	Fully Effective	
		Directorate Health, Safety and Wellbeing Plans prepared	Partially Effective	
				Serious
				High
Risk Owner	Graeme Simpson	Risk Manager	Anne Donaldson/Eleanor Shepperd	Residual Risk Assessment
Latest Note	The Operations Health and Safety Committee meets on a regular basis and is chaired by the COO and attended by both CO's and relevant Service Manager representation. A data reporting framework is being developed to ensure a consistent understanding of areas of risk are identified and addressed. The next step will be development of an action plan to ensure that all areas are being addressed appropriately. This in turn will be reported on at that Operations Health and Safety Committee.		21 September 2018	
				Very serious
				Almost Impossible

Code	ICFS004	Risk that legislative and policy changes are not anticipated or planned for		
Definition	The Council must be aware and plan for changes in legislation and policy and ensure that risks to functions and services are managed and opportunities seized			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • People – Services to children and their families will fail to deliver on the statutory and policy expectations Legal/regulatory - statutory responsibilities, policy and legislation. • Financial – government penalties. • Delivery – effectiveness of service. • Reputation – confidence and trust in which citizens have in the organisation. 	<ul style="list-style-type: none"> • Horizon scanning is not as effective as it needs to be. • Communication shortfalls between Scottish Government and national bodies in the preparation of legislative changes. • Internal planning processes and capacity are challenged. • Difficult to predict the financial implications of new policy/legislative initiatives 	Embedded legislation and policy tracking with consultees consistently providing effective feedback	Fully Effective	 <p>Likelihood</p>
		Management engage both officers and elected members to provide input where required.	Partially Effective	
		Senior management monitor assurances against key corporate risks and direct actions as required.	Partially Effective	
		Understanding of and willingness to embrace opportunities arising from legislation	Partially Effective	
		Membership and attendance at national groups such as Social Work Scotland and ADES	Fully Effective	
				Serious
				Significant
Risk Owner	Graeme Simpson	Risk Manager	Anne Donaldson/Eleanor Shepperd	Residual Risk Assessment
Latest Note	The service has brought together staff into one team whose remit will include horizon scanning. Senior managers are also well connected to national professional groupings to enable them to be aware of policy and legislative changes.		21 September 2018	 <p>Likelihood</p>
				Serious
				Very Low

Code	ICFS005	Risk that service delivery is hindered by staff recruitment and retention issues		
Definition	The quality of the workforce is key to the delivery of high quality services and to implementing the transformation and improvement agendas. With high staff vacancies the pace of change may be slowed and more pressure put on the staff in post.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Service delivery - the breadth of the curriculum delivered in schools, particularly affecting the senior phase. Children and Young People do not receive the best educational or life opportunities. • People – Services to children and their families fail to deliver on the statutory and policy expectations • Operations – overall capacity and capability to deliver. • Resources – recruitment and retention (the pace of change in children’s Social Work may be reduced due to the number of Social Work vacancies). 	<ul style="list-style-type: none"> • Staffing levels for teachers, Early Years Practitioners and Social Workers do not meet with business need. • Training and development opportunities are reduced due to staff shortages. • Cost of living in Aberdeen is above that of most places in Scotland. • The scale of change has created uncertainty about employment opportunities within the Council. • Morale is also affected by uncertainty around the new Target Operating Model and future employment opportunities with the Council. 	Service workforce plans in place	Fully Effective	
		Annual census data is in place for teachers and early years practitioners monitored to ensure that national requirements for pupil teacher ratios are delivered	Fully Effective	
		Annual census data is in place for social work staff to ensure clarity on pressure points.	Fully Effective	
				Very serious
				High
Risk Owner	Graeme Simpson	Risk Manager	Eleanor Shepperd/Anne Donaldson	Residual Risk Assessment
Latest Note	The recruitment of teachers and social workers across ICFS remains a challenge. Links with local universities remain positive and efforts to attract new staff are productive but demand outstrips supply. Areas of staffing vulnerability are known and contingency plans are in place via the use of supply teachers and agency staff. The use of agency staff has reduced significantly over the past year bringing greater stability to service delivery.		21 September 2018	
				Low

Code	ICFS006	Risk of poor contract management			
Definition	An effective and properly maintained contracts register underpins good supplier management and efficient use of resources.				
Potential Impact	<ul style="list-style-type: none"> • Resources – sourcing emergency supplies, essential services unsupported, duplication of effort and reduction in pool of suppliers. • Reputation - audit outcomes, litigation, confidence and trust in the organisation. • Financial – commissioned services are delivery against identified need and represent value for money. 	Causes <ul style="list-style-type: none"> • Absence of properly maintained contracts register and expiration dates, and skills level and relationships with suppliers leads to inadequate management of contracts. • Communication with the Corporate Procurement Teams ineffectual. • Understanding of Council or National Policy on contract frameworks not as full as required. 	Control Effectiveness		Current Risk Assessment
			Control	Control Assessment	
			Delegation of powers in standing orders to ensure correct authorisation levels in place	Partially Effective	
			Contracts register for Children's Social Work to be created	Partially Effective	
			Procurement Working Groups established and led by appropriate officers	Fully Effective	
			Contract management procedures	Partially Effective	
			Focus on continuous improvement and cost reduction	Partially Effective	
				Very serious	
				Low	
Risk Owner	Graeme Simpson	Risk Manager	Anne Donaldson/Eleanor Shepperd	Residual Risk Assessment	
Latest Note	Extensive work has been progressed across Children's Social Work to recommission a number of services. Further work is planned in the coming months to conclude this. An outline of the commissioning needs across education services was presented to SCC in September 2018 and work will be taken forward to ensure all commissioned work is contract compliant.		21 September 2018		
				Very serious	
				Almost Impossible	

Code	ICFS007	Growing demographic demands result in service delivery pressures		
Definition	Services are increasingly delivering to a greater number of looked after and accommodated children and to a greater number of school aged pupils.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Capacity and capability – overcrowding and operational ability to deliver (600 hours early education and childcare), growing to 1140 hours by 2020. • Service delivery - the best service cannot be guaranteed for children and young people; an increase in out of authority placements as provision cannot be delivered internally. 	<ul style="list-style-type: none"> • A significant increase in house building is projected for the city in the coming years. • Immigration into Aberdeen from across the globe has resulted in an increase in the city's population, including children and young people. • Inaccurate projections regarding the increase in pupil rolls across the city and within individual schools, including parental choice for each school. • Failing to invest in increasing the capacity of the ECS estate to meet the educational or care needs of increasing numbers of young people. 	Pupil roll projections are conducted annually and monitored against school capacities	Fully Effective	<p>Likelihood</p>
		Numbers of looked after and accommodated children and young people are recorded and monitored	Fully Effective	
		The ECS Estate Plan reviews the needs of the service to effectively deliver to the citizens of Aberdeen	Partially Effective	
		Service Plans take account of demographic changes and how they will be met	Fully Effective	
				Serious
				Significant
Risk Owner	Graeme Simpson	Risk Manager	Eleanor Shepperd/Andrew Jones	Residual Risk Assessment
Latest Note	Projections of the pupil rolls across Aberdeen City continue to indicate a growing school roll. A review of the school estate is being undertaken by the Corporate Landlord and this will be presented to committee. In addition, the expansion of ELC has required a review of our estate in order that Aberdeen City can deliver the increased in hours as set out in the legislation.		21 September 2018	<p>Likelihood</p>
				Serious
				Low

Code	ICFS008	Risk that financial planning is not robust		
Definition	The Council faces continuing and increasing pressure to deliver services in an environment of reducing financial resources. Robust financial planning is essential to ensure that high class services are delivered to the citizens of Aberdeen.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Financial – service costs, budgets; poor management and reduction in available funds. • Legal/regulatory – criticism from the Council's External Auditor and Audit Scotland and breach of Financial Regulations. • Service delivery –the reduction of expenditure without due consideration of the impact on children and young people. 	<ul style="list-style-type: none"> • Financial pressures faced by the Council have been identified as needing to save £125 million over 5 years. • Overall reduction in the revenue and capital grants to the Council from the Scottish Government. • Contractual cost pressures increasing. Decisions about placing children out with the LA made independently. • Increasing demographics result in additional service obligations. • Changes in legislation and consequential service delivery implications are not effectively planned. • Expectations from the public that service delivery will be maintained at current levels. 	Council financial plans are agreed at the budget setting Council meeting each year	Fully Effective	
		Budget monitoring arrangements are in place between Service Managers / Head Teachers and Finance Service colleagues	Fully Effective	
		Budget responsibilities are set out in the Financial Regulations	Fully Effective	
		New scheme of Devolved School Management is to be completed	Partially Effective	
		Children are tracked on an individual basis to ensure planning remains consistent with their needs.	Fully Effective	
				Very serious
				High
Risk Owner	Graeme Simpson	Risk Manager	Eleanor Shepperd/Anne Donaldson	Residual Risk Assessment
Latest Note	The areas of financial challenge are clearly identified. In the main these relate to children placed out with the authority in fostering and residential care. Many of these statutory decisions are made independent of the local authority. For many of the children in foster care, they have been in these settings for a number of years and stability of care is critical to their long-term outcomes. The service is ensuring that all options are explored prior to placing a child out with the authority and developing its offer to kinship carers to increase the number placed in this care setting.		21 September 2018	
				Very serious
				Very Low

Code	ICFS009	Risk of major SEEMiS and / or CareFirst systems failure		
Definition	Secure, well-functioning IT systems are critical to carrying out statutory Education and Children's Social Work functions.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Service delivery– frontline and essential services impacted. • Resources, capacity and capability – information access, child protection, educational attainment and achievement cannot be recorded. • Legal - statutory requirements in terms of the Children and Young People Act 2014 not met. 	<ul style="list-style-type: none"> • IT systems suppliers unable to provide adequate support to the Council, and Service practitioners. • Suppliers fail to have effective business continuity and disaster recovery planning arrangements. • Council and Mainframe systems ability to provide sufficient protection of data. • Systems unable to meet the needs of practitioners. 	Appropriate staff training in place to ensure effective use of both SEEMiS and Carefirst systems	Partially Effective	<p>Very serious</p> <p>Low</p>
		Update of SEEMiS membership agreement(2015)	Fully Effective	
		Development of GIRFEC module supported by enhanced payment to SEEMiS in 2015/16	Fully Effective	
		Corporate and Curricular ICT provision is being modernised and servers located in new data centre	Fully Effective	
		SEEMiS system now relocated into a new data centre with resilient backup	Fully Effective	
		Wellbeing module now in deployment. Key Staff have been trained by SEEMiS and a programme of in-house training is proceeding	Partially Effective	
		Carefirst well established across children's Social Work	Fully Effective	
Risk Owner	Graeme Simpson	Risk Manager	Anne Donaldson/ Trevor Gillespie.	Residual Risk Assessment
Latest Note	A report to SCC was presented in June 2016 confirming agreement to extent the current contract of Carefirst but with the intention to bring back an options appraisal for the future. A project team has been established to progress this and a report will be presented to SCC in early 2019.		21 September 2018	<p>Very serious</p> <p>Very Low</p>

Code	ICFS010	Failure to deliver statutory obligations for early learning and childcare		
Definition	Local authorities are required to deliver 600 hours per year of early learning and childcare for all ¾ year olds and 27% of eligible 2 year olds and by 2020 this will increase to 1,140 per year by 2020.			
Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
<ul style="list-style-type: none"> • Legal/regulatory - statutory duties and requirements. • Service delivery – children and young people, especially those most vulnerable, (best start in life), preparation for formal educational journey into Primary 1. • Resources – Buildings will need to be built/adapted to accommodate the increased hours 	<ul style="list-style-type: none"> • The capacity of the primary school estate insufficient to meet the increased demands of the C&YP Act 2014. • Recruitment and retention of key staff along challenges of finding suitable partner providers will hamper the Council's ability to deliver its duties. • The fundamental shift in the approach to service delivery is not recognised by all agencies. • The 600 hours required for all eligible 3 and 4 year olds is currently not being fully met. • not currently able to provide for all eligible 2 year olds. • Increased pressure on ECS to deliver 1,140 hours by August 2020 for eligible 2, - 4 year olds. 	Quality assurance processes are in place with existing partner providers	Fully Effective	<p>Likelihood</p>
		Staff are registered with SSSC	Fully Effective	
		Lead staff in early education will be required to be educated to degree level (SVQ9)	Partially Effective	
		External inspections are carried out by Education Scotland and Care Inspectorate	Fully Effective	
		Project Management approach being taken to coordinate cross Council delivery.		
				Serious
				Significant
Risk Owner	Eleanor Shepperd	Risk Manager	Louise Beaton & Fiona Lawrie	Residual Risk Assessment
Latest Note	Committee Report submitted to EODC in September 2018 providing update to Elected Members. A cross Council project management approach has been established to ensure coordinated development of approach to delivering the 1140 hours. Strong and effective links exist with partner providers to support development of enhanced provision.		21 September 2018	<p>Likelihood</p>
				Very serious
				Very Low

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 November 2018
REPORT TITLE	Educational Services Annual Performance (Statutory Performance Indicator) Report 2017-18
REPORT NUMBER	COM/18/181
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	1.1, 1.2, 4 and 6

1. PURPOSE OF REPORT

- 1.1 To provide Elected Members with a summary of the 2017-18 Annual Performance (Statutory Performance Indicator) improvement outcomes covering the work of Educational services over the previous fiscal period.

2. RECOMMENDATIONS

That the Committee

- 2.1 note the content of the report, and the detailed Educational Services 2017-18 Annual Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B.

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 ...*

- 3.2 With effect from the 2016/17 reporting year, the Accounts Commission Direction to local authorities on Statutory and Public Performance Reporting was replaced by new guidance ('the 2015 Direction') which is current for 2017/18.
- 3.3 Within this Direction, councils are required to reflect against outputs from the Scottish Local Government Benchmarking Framework (SLGBF) which are, as appropriate, captured within the Statutory Performance Indicator (SPI) suite.
- 3.4 In addition, to support meeting of the new Direction, local authorities also need to report against particular thematic:
- Performance in improving public services (including with partners)
 - Performance in improving local outcomes (including with partners)
 - Performance in engaging with communities and service users and responding to their views and concerns
 - Performance in achieving Best Value including performance benchmarking, options appraisal and use of resources.

These requirements, as they reflect against Educational services delivery and impact, are primarily encompassed under the first two headings.

- 3.5 Due to the June deadline for submission of SPI for the purposes of facilitating the External Audit phase, and alignment of this reporting with the Accounts Commission Guidance, attainment data from the most recent academic year (2018) is not reflected in this Report.

4. MAIN ISSUES

- 4.1 The content of this report represents the latest step in creating a cohesive and comprehensive suite of Statutory Performance Indicators for Aberdeen City Council Educational services which aligns directly with the Senior Phase National Performance Benchmarking suite and Curriculum for Excellence framework, alongside the drivers set out in the City's current LOIP, the ACC National Improvement Framework and Education Improvement Journey documents.
- 4.1.1 The following summarises the outcomes from the suite of improvement measures linked to the delivery of Educational services as reflected within the Statutory Performance Indicator submissions for these services in 2017-18.
- 4.1.2 Members are asked to note that the content of the report relating to Attainment and Achievement is based on final post-service (appeal process) and validated outcomes which will vary from initial dataset reporting.

4.2 Attainment and Achievement

- 4.2.1 Attainment and Achievement of National Qualifications and Expected Curriculum for Excellence Levels (ICFS SPI 1)

- 4.2.2 From the 2014 academic year, National Qualifications were introduced at SCQF levels 4 and 5, replacing Standard Grades and in, 2016, this was followed by the full implementation of the new Higher Grade (SCQF Level 6) Qualification. In 2017, the revised National Qualification examination template was extended to SCQF Level 7
- 4.2.3 On this basis, the Indicators contained in the ICFS SPI 1 suite reflect an early opportunity for comparative analysis against the complete range of SCQF levels and tariffs linked to these qualification changes.
- 4.2.4 The national framework for the application and publication of teacher judgement of pupil achievement at levels P1 to S3 against the Curriculum for Excellence was introduced in the 2016 academic year so the data encompassed within this report represents the first opportunity for trend evaluation of progress against this framework.
- 4.2.5 The summary of measures of Senior Phase SQA and Curriculum for Excellence attainment in Appendices A and B are directly aligned with three key National Benchmark Measure themes (see below) and the City's Excellence and Equity education improvement plan.

- **Improving Attainment in Literacy and Numeracy**
- **Improving Attainment for All**
- **Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers**

4.2.6 Attainment and Achievement Summary

The cumulative pattern for SQA and Curriculum for Excellence attainment, across the measures encompassed within this SPI framework, demonstrates an improvement in 2017 outcomes in comparison with the previous year. The overwhelming majority of Indicators reflect both improvement in outcomes against the prior year and meeting of the local targets set for these measures.

- 4.2.7 In most instances, the outcomes are in line with National Establishment figures and Virtual Comparator projections.

4.3 School Leaver Destinations (ICFS SPI 2)

4.3.1 The Proportion of School Leavers in a Positive Sustained Destination

The percentage of school leavers recorded in sustained positive destinations in Aberdeen has risen substantially between the 2016 and 2017 School Leaver

Destinations Report follow-up surveys with an increase from 89.3% of total school leavers to 92.6%. This measure aligns with the fourth and final National Benchmark Measure against education outcomes: **'Increasing Post-School Participation'**

4.4 School Education and Early Learning Centre Inspections (ICFS SPI 3 and 4)

These measures reflect the proportion of positive evaluations of each Quality Reference Indicator conducted by either, or both, Education Scotland and the Care Inspectorate during the course of statutory inspections of educational and early learning settings, including those managed by partner providers.

4.4.1 Inspections of Combined Educational and Early Years Provision (ICFS SPI 3)

The combined figure of 95.8% reflects the results from inspections of 42 educational and early learning settings (local authority and partner provider) published from 1st April 2017 to 31st March 2018. This outcome is marginally above the previous year figure of 95.5% and the annual target.

4.4.2 Inspections of Early Years and Childcare Provision (ICFS SPI 4)

The outcome for evaluations of Early Learning and Childcare settings (ICFS SPI 4) produced a figure of 97.7%. Again, this was above both the 2016-17 figure of 96.1%, and the local target.

4.5 Early Learning and Childcare Provision (ICFS SPI 5)




- 4.5.1 The proportion of eligible 3 and 4-year olds within the population whose entitlement to funded Early Learning and Childcare was met through an allocated placement in 2017-18 rose by just over 1%, from 86.2% in the previous year to 87.5%

5. DATA LEGENDS

Within the summary dashboards (Appendices A and B) 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.

Data Measures



Data provided as supporting information or in the context of variable and dynamic target setting only.

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 and outcome 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	Not applicable
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 to this report.	L	Not applicable.
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 Services 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 Services, through a commitment to maintaining professional training and support, 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 Services 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.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

11. BACKGROUND PAPERS

[Excellence and Equity](#), Education and Children's Services Committee, 1st June 2017
[Education Improvement Journey](#), Education Operational Delivery Committee, 19th April 2018

12. APPENDICES

- Appendix A: Educational Services Annual (SPI) Performance Report Scorecard.
- Appendix B: Educational Services Annual (SPI) Performance Report Trendcharts.

13. REPORT AUTHOR CONTACT DETAILS

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Educational Services 2017-18 Annual Performance (SPI) Report – Appendix A

Report Author: Alex Paterson
Generated on: 18th October 2018





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ICFS SPI 01- Improving Attainment in Literacy and Numeracy						
Performance Measure	2015	2016	2017	Status	Long Trend	2017 Target+
	Value	Value	Value			
Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 4	86.6%	88.0%	89.1%			> 89.0%
Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5	55.3%	62.7%	64.1%			> 63.7%
Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the 30% most and least deprived of Senior Phase pupil candidates	19.4%	14.2%	13.9%			< 13.3%
Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the 30% most and least deprived of Senior Phase pupil candidates	32.3%	29.6%	27.2%			< 28.6%















ICFS SPI 01 -Improving Attainment for All						
Performance Measure	2015	2016	2017	Status	Long Trend	2017 Target+
	Value	Value	Value			
Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6	440	407	389			> 411
Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6	936	935	927			> 944
Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior	1,460	1,478	1,432			> 1,493



























Performance Measure	2015	2016	2017	Status	Long Trend	2017 Target+
	Value	Value	Value			
Phase pupil candidates at the end of S6						



ICFS SPI 01 - Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers



Performance Measure	2015	2016	2017	Status	Long Trend	2017 Target +
	Value	Value	Value			
Difference in Cumulative (S4-6) Average Tariff Scores between Lowest and Highest Attaining 20% of Senior Phase pupil candidates at end of S6	1,020	1,071	1,043			<1,060
Difference in Average Total Tariff scores of the most and least deprived 30% of Senior Phase pupil candidates at the end of S6	434	433	432			<429



ICFS SPI 01 - Curriculum for Excellence



Performance Measure	2016	2017	Status	Long Trend	2017 Target*
	Value	Value			
% of P1 pupils achieving expected levels in Listening and Talking	71%	82%			81%
% of P4 pupils achieving expected levels in Listening and Talking	64%	83%			74%
% of P7 pupils achieving expected levels in Listening and Talking	64%	81%			74%
% of S3 pupils achieving Third level or above in Listening and Talking	69%	86%			79%
% of S3 pupils achieving Fourth level in Listening and Talking (a)	21%	47%			41%
% of P1 pupils achieving expected level in Numeracy	71%	80%			81%
% of P4 pupils achieving expected level in Numeracy	57%	74%			67%

Performance Measure	2016	2017	Status	Long Trend	2017 Target*
	Value	Value			
% of P7 pupils achieving expected level in Numeracy	58%	69%			68%
% of S3 pupils achieving Third level or above in Numeracy	83%	82%			93%
% of S3 pupils achieving Fourth level in Numeracy	45%	51%			55%
% of P1 pupils achieving expected levels in Reading	65%	75%			75%
% of P4 pupils achieving expected levels in Reading	60%	75%			70%
% of P7 pupils achieving expected levels in Reading	57%	72%			67%
% of S3 pupils achieving Third level or above in Reading	71%	85%			81%
% of S3 pupils achieving Fourth level in Reading (b)	24%	48%			44%
% of P1 pupils achieving expected level in Writing	64%	73%			74%
% of P4 pupils achieving expected level in Writing	52%	70%			62%
% of P7 pupils achieving expected level in Writing	49%	66%			59%
% of S3 pupils achieving Third level or better in Writing	67%	82%			77%
% of S3 pupils achieving Fourth level in Writing (c)	20%	46%			40%










ICFS SPI 2: Leaver Destinations						
Performance Measure	2015	2016	2017	Status	Long Trend	2017 Target
	Value	Value	Value			
% school leavers from publicly funded schools in positive sustained destinations by academic year	91.2%	89.3%	92.6%			93.1%

ICFS SPI 3: Quality Inspection Outcomes – Whole Educational Provision						
Performance Measure	2015/16	2016/17	2017/18	Status	Long Trend	2017-18 Target
	Value	Value	Value			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres, primary, secondary and special schools per financial year	95.3%	95.5%	95.8%			95.0%

ICFS SPI 4: Quality Inspection Outcomes – Early Years Provision						
Performance Measure	2015/16	2016/17	2017/18	Status	Long Trend	2017-18 Target
	Value	Value	Value			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year	96.2%	96.1%	97.7%			95.0%

ICFS SPI 5: Pre-School Provision						
Performance Measure	2015/16	2016/17	2017/18	Status	Long Trend	2017-18 Target
	Value	Value	Value			
% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings	84.1%	86.2%	87.5%			92.0%

+ Based on minimum +/- 1% year-on-year change * Based on averaged 10% year on year improvement with exception of metrics marked (a), (b) and (c) where this is increased to closer align with national establishment outcomes from 2016.

PI Status		Long Term Trends		Short Term Trends	
	Alert - 20% or more outwith target		Improving		Improving
	Warning - 5% or more outwith target		No Change		No Change
	OK - on target		Getting Worse		Getting Worse

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Educational Services 2017-18 Annual Performance (SPI) Report – Appendix B

ICFS SPI 1 – The Education of Children

Literacy and Numeracy

a) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 4 rose to 89.1% (+ 1.1% points.) above the Virtual Comparator figure and the 2016 outcome (88.0%) and matching the National figure.

b) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 rose to 64.1% from 62.7% in 2016. This was just below the Virtual Comparator projection and the National Establishment figure but significantly improved on the 2015 figure.

Improvement Context

Development and improvement work in this area had been highlighted in the local authority's National Improvement Framework (NIF) Plan for 2017-2018. In partnership with secondary head teachers, an in-depth analysis of city wide data took place and a number of specific actions were planned and delivered.

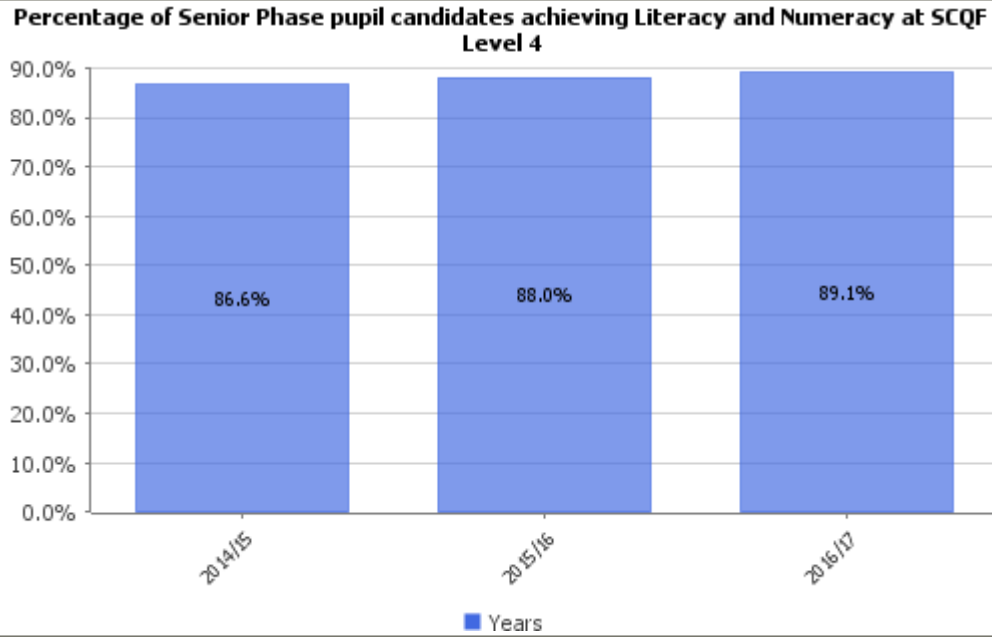
With regards to improving performance in literacy and numeracy, in particular at National 5, (with the aim of matching Comparator and National Establishment outcomes), a number of key actions were identified. These included:

- consideration of the need for a city-wide presentation policy;
- Improved collation and sharing of identified good practice from quality assurance visits; and
- specific development work with the numeracy and literacy network groups.

Longer term improvement actions include local authority and Northern Alliance projects which are focused on development work in the Broad General Education (BGE) that will feed through to enhanced future Literacy and Numeracy outcomes, initially across CfE, and into Senior Phase outcomes at S4,5 and 6.

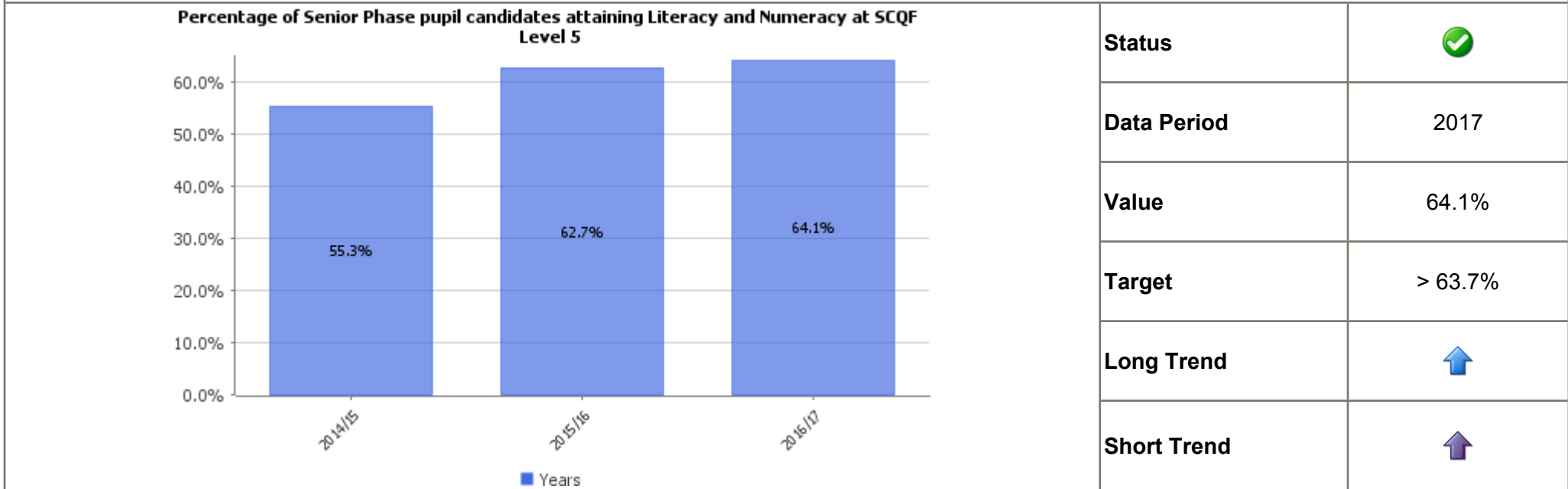
ICFS SPI 01 - Improving Attainment in Literacy and Numeracy

1a. Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 4



Status	
Data Period	2017
Value	89.1%
Target	> 89.0%
Long Trend	
Short Trend	

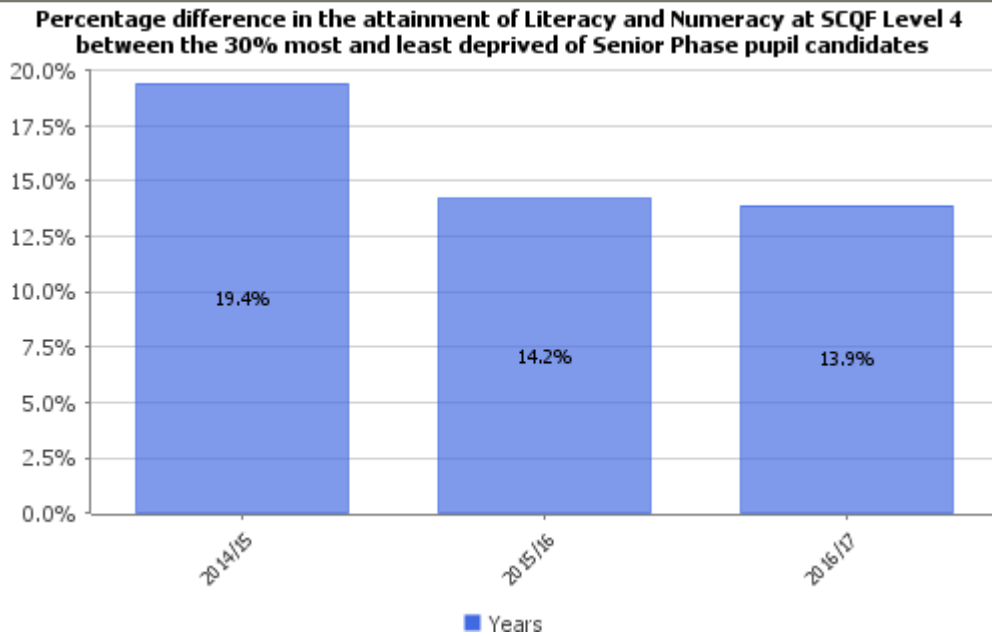
1b. Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5



(c and d) The percentage difference in Literacy and Numeracy outcomes for both SCQF levels 4 and 5, between the most and least deprived 30% of pupils, and the year-on-year outcomes for each of these cohorts has improved with the gaps closing to 13.9% and 27.2% respectively.

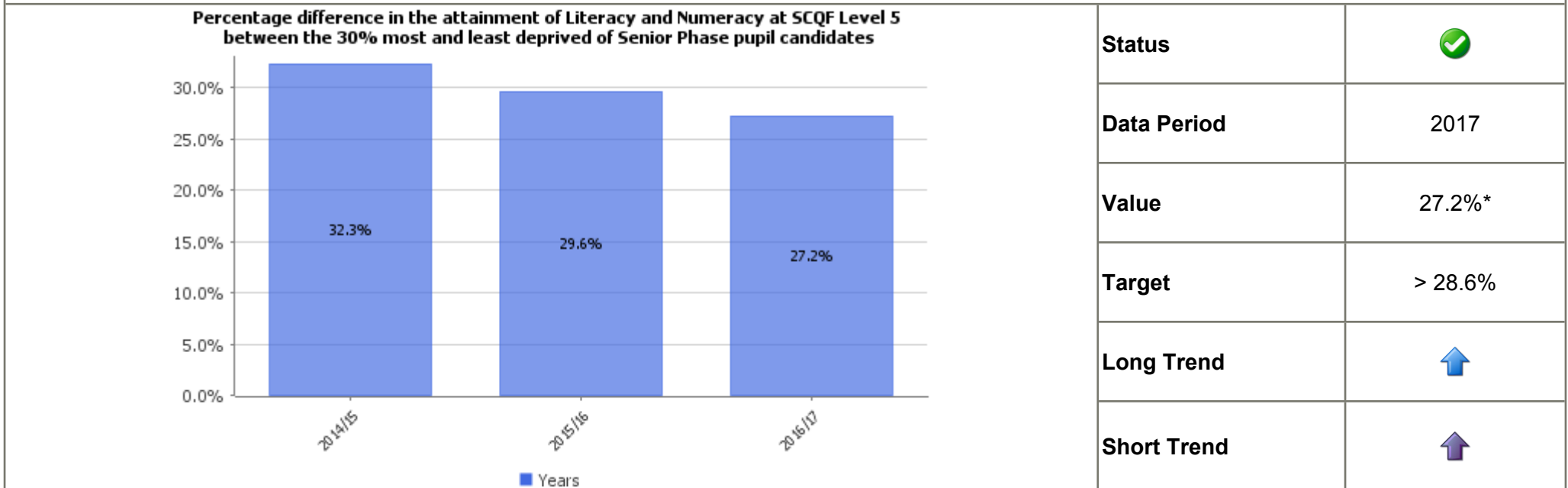
The outcome for SCQF Level 4 was in advance of the Virtual Comparator projection and closely matched the National establishment figure whilst at SCQF level 5, the gap between the cohorts was materially below both that of the Virtual Comparator and the National outcome. In both of these instances, the local outcomes display long term improvement trends which are comparable to, if not better than, the two benchmark figures above.

1c. Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the 30% most and least deprived of Senior Phase pupil candidates*



Status	
Data Period	2017
Value	13.9%*
Target	> 13.2%
Long Trend	
Short Trend	

1d. Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the 30% most and least deprived of Senior Phase pupil candidates*



Status	✔
Data Period	2017
Value	27.2%*
Target	> 28.6%
Long Trend	↑
Short Trend	↑

*The impact of movement from SIMD 2012 to SIMD 2016 baselines means that the 2017 outcome is not directly comparable with previous years, although it is judged that this may have had a statistically negative influence on the outcomes.

Improving Attainment for All

(e, f and g) The Cumulative (S4-6) Average Complementary Tariff Scores for pupil candidates at the end of S6 in each of the three quintile-based cohorts (20% lowest, middle 60% and highest 20%) were statistically unchanged from the previous year, with marginal reductions against 2016 taking cohort size into account. These reductions largely mirror that of the National Establishment trends although, in each instance, the total outcomes closely matched or exceeded the Virtual Comparator, (along with the National figures) and were within tolerance range of the local improvement targets.

The related Average Total Tariff Scores which provide the default methodology for calculations of Tariff Scores, but without mitigation of outlying influences such as subject choices, curriculum approach and presentation policy variations between schools or authorities, recorded similar quintile-based trends but indicated that the differential between the 20% Lowest and 20% Highest Attaining pupils has closed by a greater margin, and a rate in advance of the Virtual Comparator and National Establishment figure.

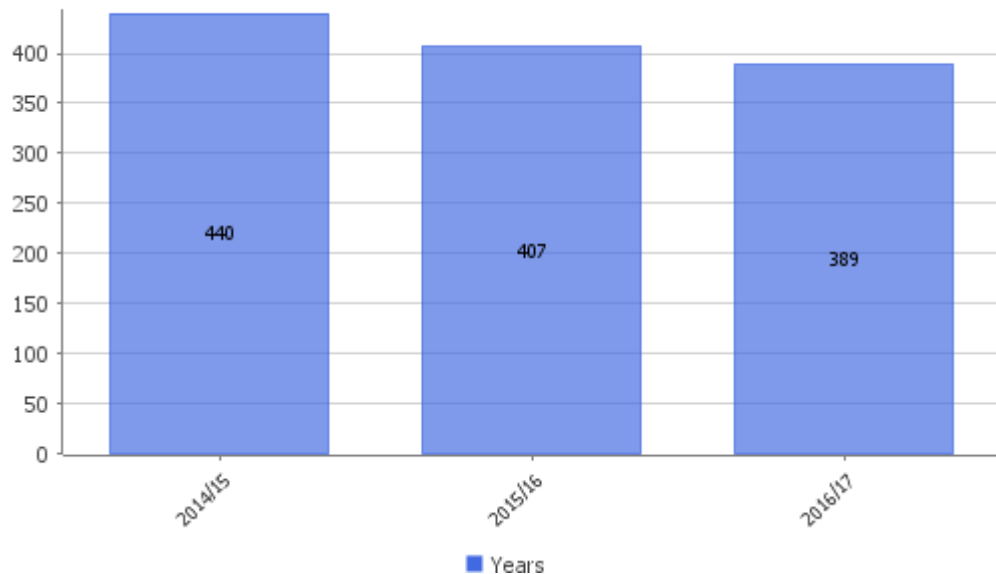
Improvement Context

These outcomes were reflective of best practice evaluation and development work in this area over the course of the 2016/17 academic year which was subsequently captured through an in-depth analysis of city wide data and carried forwards, and highlighted, within the local authority's NIF Plan 2017/2018: These included:

- collation and sharing of good practice from quality assurance visits throughout the academic year, leading to a range of opportunities for collaborative working across schools;
- formal review of curricular structures within our secondary schools, exploring the possibility of a common school week thus increasing opportunities for accessing a wider curriculum offer for our young people;
- the creation of a vision of aspiration for all young people within Aberdeen City to be shared with schools;
- review of the current network structure identifying areas of change which are required in order to raise attainment; and
- development of a strategic approach to our work with all partners to ensure that appropriate pathways are developed which meet the requirements of our schools.

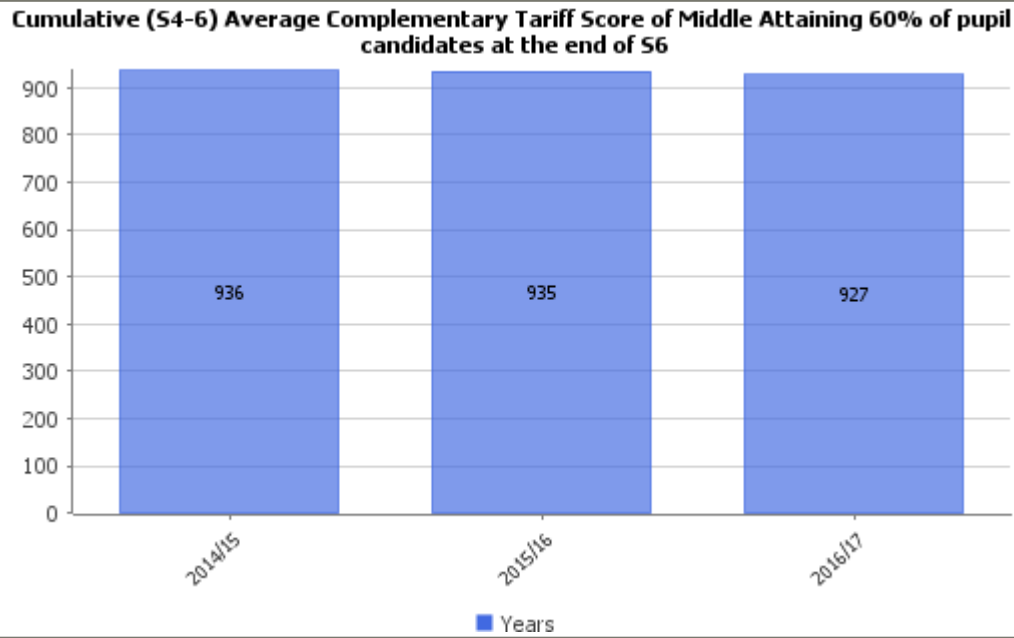
1e. Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6

Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6



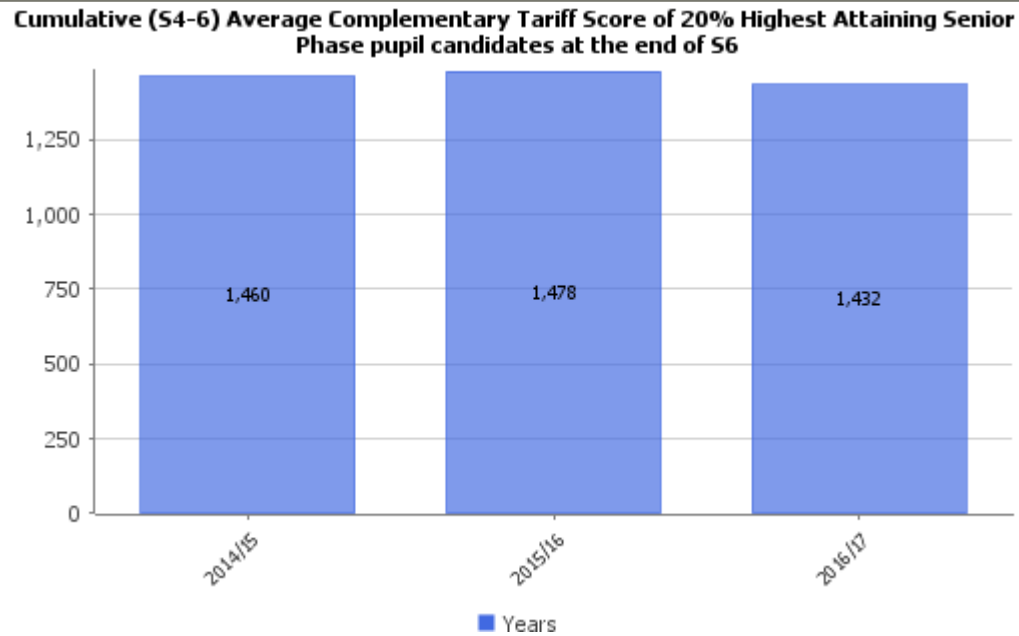
Status	
Data Period	2017
Value	389
Target	> 411
Long Trend	
Short Trend	

1 f. Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6



Status	
Data Period	2017
Value	927
Target	> 944
Long Trend	
Short Trend	

1 g. Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior Phase pupil candidates at the end of S6



Status	
Data Period	2017
Value	1,432
Target	> 1,493
Long Trend	
Short Trend	

h) The Cumulative (S4-6) Average Complementary Tariff Score gap between the lowest attaining 20% of pupils in S4-6 compared to the highest attaining 20% has improved but is statistically stable at 1043, as opposed to 1071 in 2016. This maintains a three-year average at this level indicating relatively small changes in this measure in the long term. (also see above for commentary on Average Total Tariff Score gap against the related quintile measures)

i) The Average Total Tariff Score* gap between the most and least deprived 30% of pupils at the end of S6, as with the Cumulative measure, has remained static at 432 points (433 in 2016) although this reflects an almost equal level of year-on-year reduction in scores between the two SIMD based cohorts. As with the above, this indicates a stable, rather than significant improvement trend.

* In the context of deprivation, Average Total Tariff Scores, rather than Complementary Tariff Scores, are applied to align with Scottish Government stretch aim metrics and reflect the 'best attainment' outcomes for each cohort. This prevents distortion that might arise from use of the density of learning Complementary Tariff Score and to ensure the meeting of statistical best practice.

Improvement Context

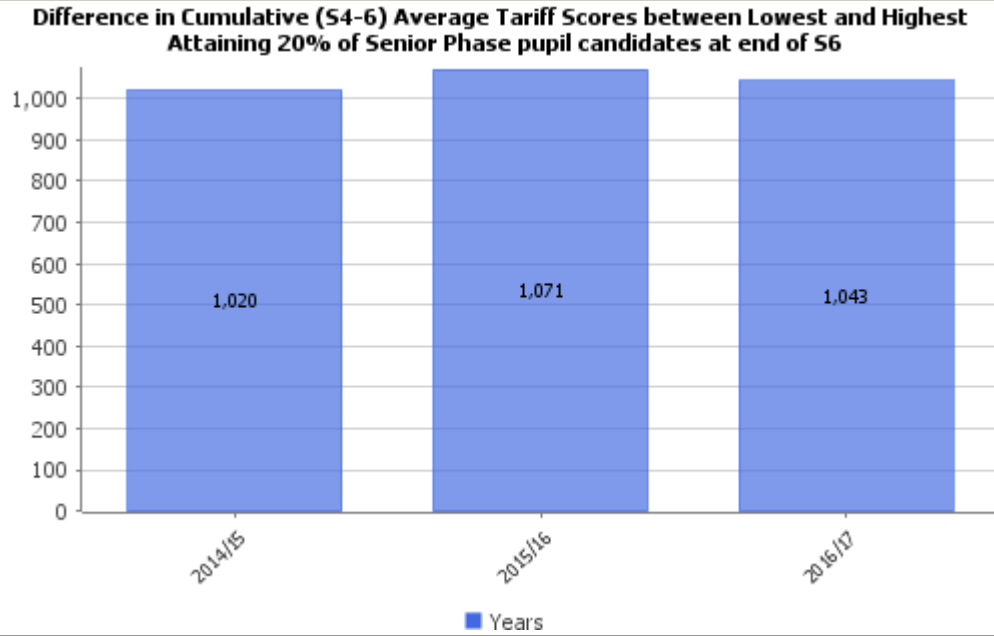
As a corollary to the above actions addressing Attainment for All, in terms of closing the poverty related attainment gap, there were a number of key strategic work streams identified during the year and which, as with the Improving Attainment for All theme above, were documented within the City's 2017-18 National Improvement Framework Plan. These included:

- professional development sessions with senior leadership teams on identifying the gap and setting clear measures and outcomes;
- cross service working to evaluate the impact of current interventions;
- ensuring that this is a consistent agenda item on all quality assurance visits to schools;

In addition, there were three Scottish Attainment Challenge (SAC) secondary schools that implemented clear plans to address the poverty attainment gap. Alongside these establishment level interventions, identified Quality Improvement and Improvement Advisor support for work in partnership was put in place to ensure that interventions were being effectively implemented and impacting on performance.

Finally, the strategic approach that was taken with schools regarding the implementation of the pupil equity fund has resulted in all our schools having a clear focus on the poverty related attainment gap and the identification of a range of interventions to address this. The work related to this was evaluated at year end and updated guidance sent to schools at commencement of the school improvement planning cycle for 2018-19.

1h. Difference in Cumulative (S4-6) Average Complementary Tariff Scores between Lowest and Highest Attaining 20% of Senior Phase pupil candidates at end of S6



Status



Data Period

2017

Value

1,043

Target

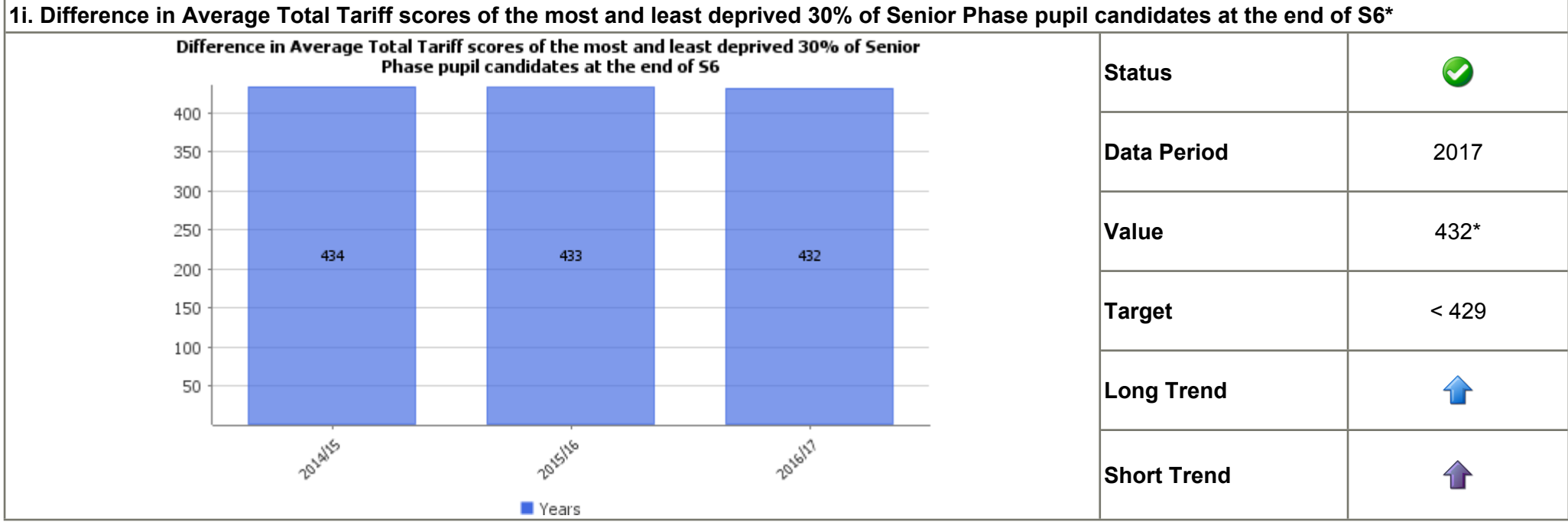
< 1,060

Long Trend



Short Trend





*The impact of movement from SIMD 2012 to SIMD 2016 baselines means that the 2017 outcome is not directly comparable with previous years, although it is judged that this may have had a small negative influence on the Tariff Score outcomes for this year.

Curriculum for Excellence

In each instance, with the exclusion of two measures*, the outcomes for 2017 met or exceeded the ambitious local improvement targets set for the relevant stages although a small proportion of these fell short of the comparable National Establishment or Virtual Comparator figures. With significant improvements in the application of moderation, these outcomes serve as a practical baseline for assessment of delivery of improvement against the Curriculum for Excellence within schools for the 2018-19 academic year.

*In these instances, the local target for Third Level Numeracy, based on 2016 national figures, materially exceeded the Scottish average outcome for 2017 (which recorded Third Level Numeracy at 88%) with the local Fourth Level Numeracy outcome closely matched the year-on-year National improvement rate. Both measures were marginally (1-2% variance+) outwith the statistical tolerances that would maintain these outcomes within 'On Target' status. (based on Scottish Government Statistical Service metadata guidance)

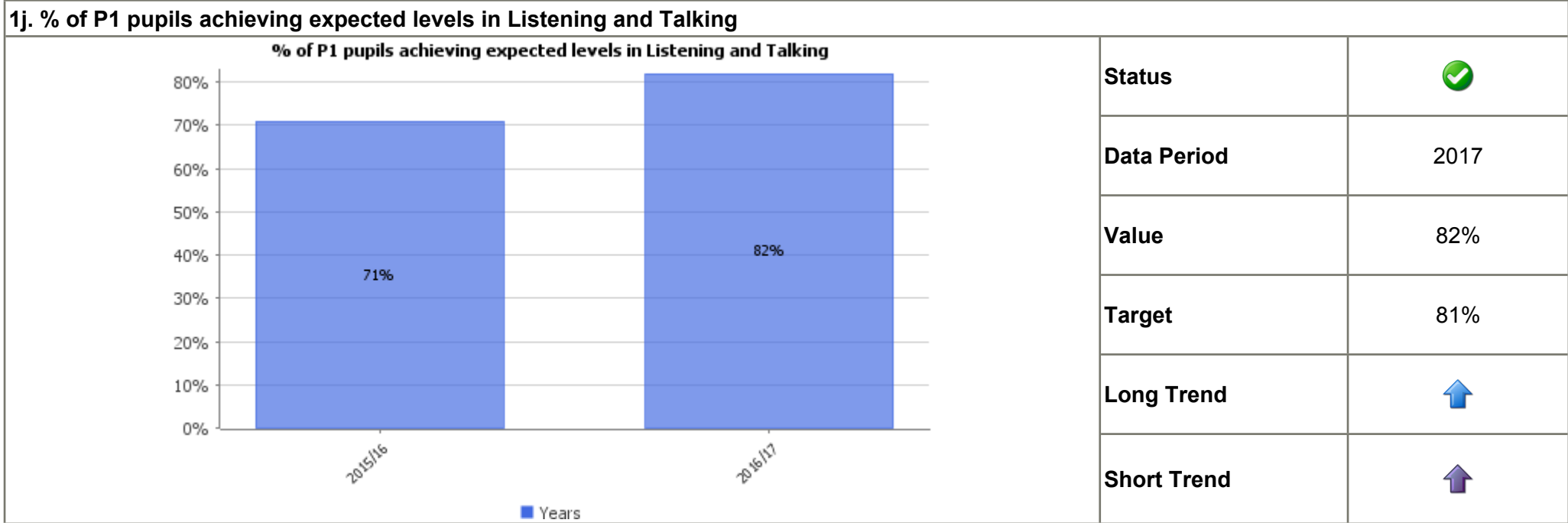
Improvement Context

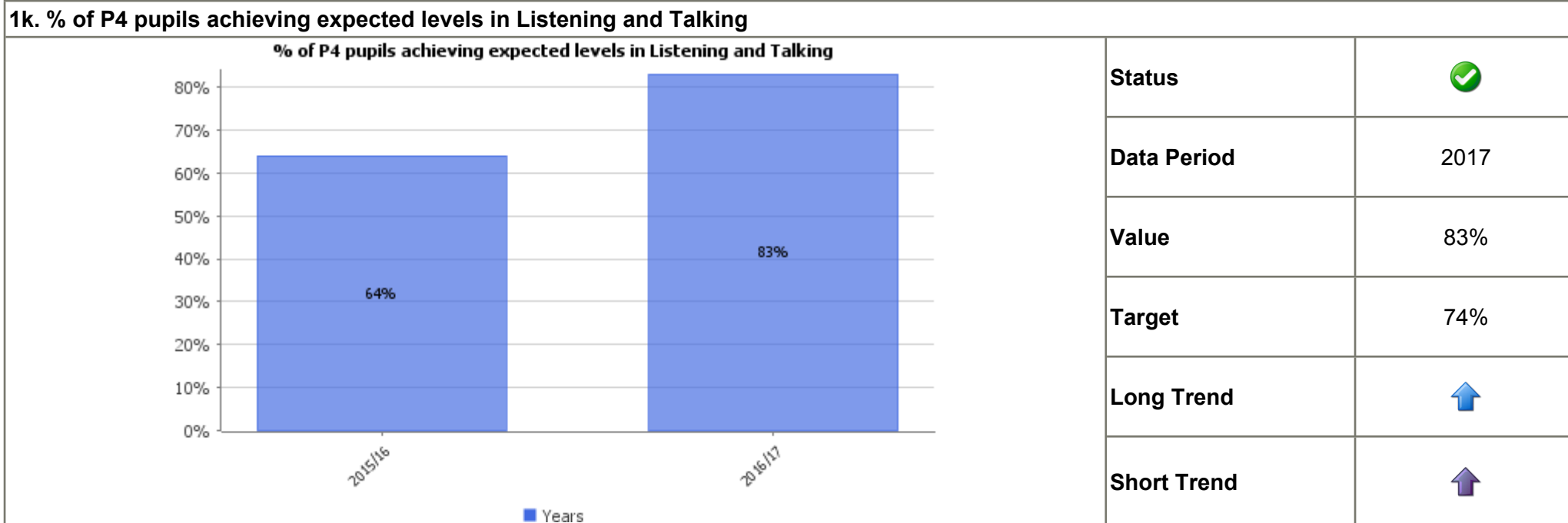
In response to relatively disappointing outcomes from the first iteration of CfE teacher judgements in 2015-16, the Education service and schools took the challenging step of applying a combination of local improvement targets for every level and subject, set at 10% across the board, with an ambition to at least meet, if not exceed, the National Establishment figures.

As noted above, overwhelmingly, this was achieved which, is in no small part due to the intensive programme of moderation support and learning provided by the service and headteachers, along with the direct work of teaching staff in assimilating, and applying the lessons learned, to the 2017 assessment process.

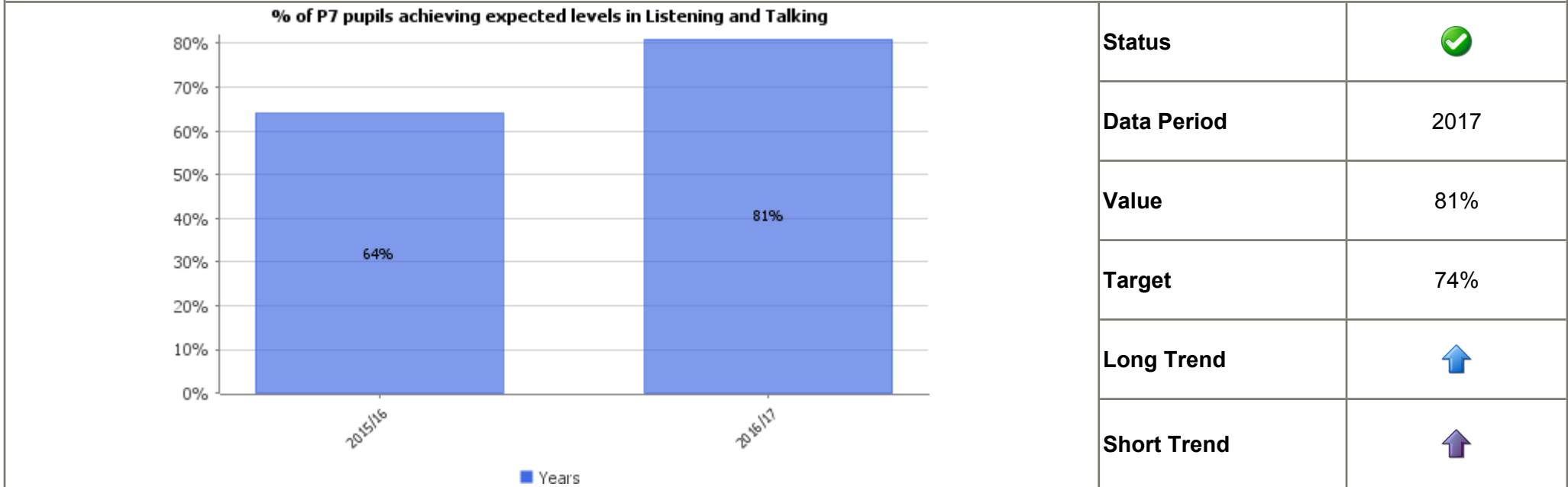
The Education services have substantively reviewed improvement methodology and objective setting in the context of learning from the further review of the first two tranches of comparable CfE data and this has assisted in the implementation of a more robust, and intelligence led, set of local improvement targets, and additional 'fine -tuning' of the assessment approach for 2018-19.

Respectively, the initial outcomes, and future objectives, from this application of systemic data evaluation are beginning to be reflected in the first release datasets accompanying the Education Improvement Journey Update report also being considered at this meeting of Committee and were captured in the Aberdeen City Council's National Improvement Framework plan approved at the meeting in September 2018.



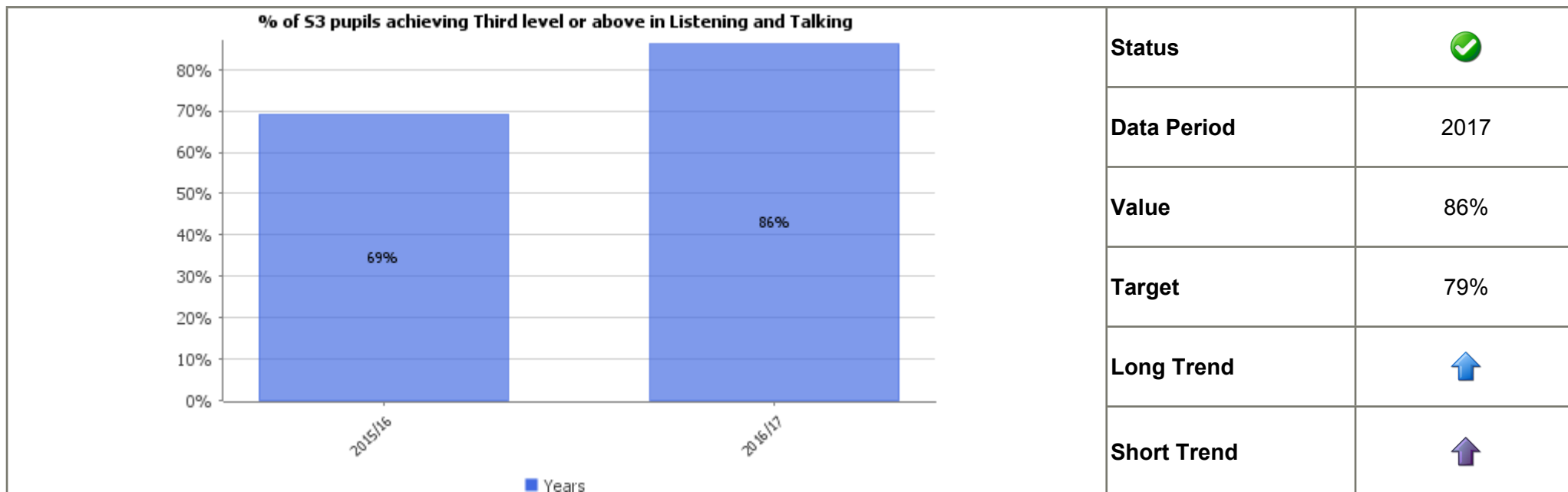


1l. % of P7 pupils achieving expected levels in Listening and Talking

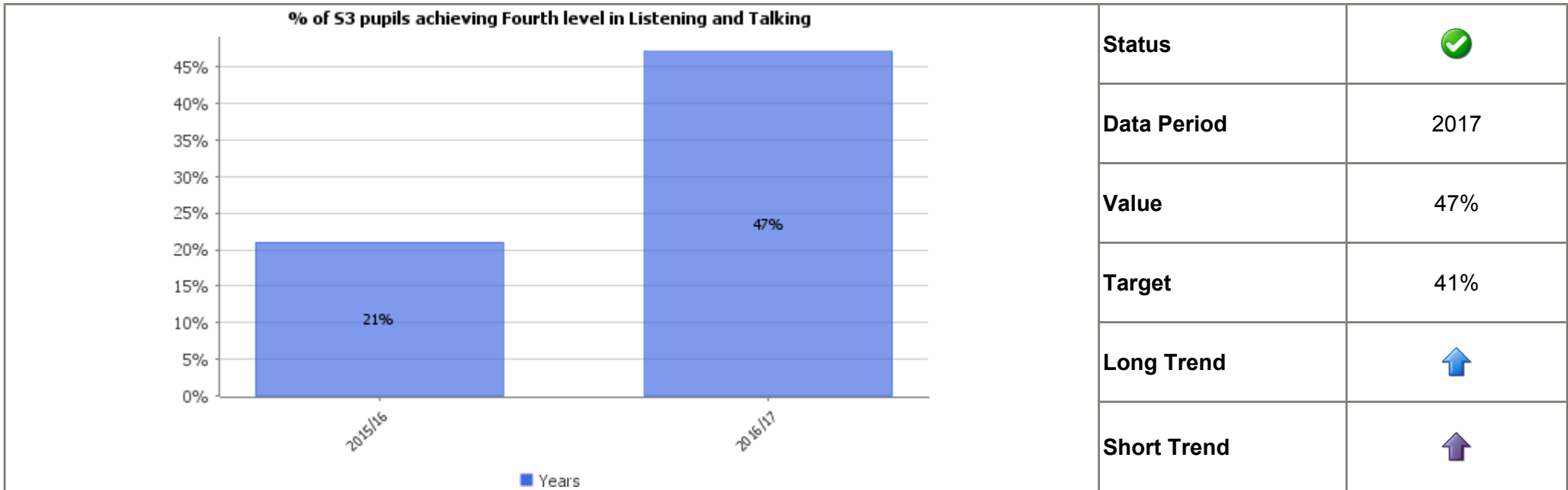


Status	
Data Period	2017
Value	81%
Target	74%
Long Trend	
Short Trend	

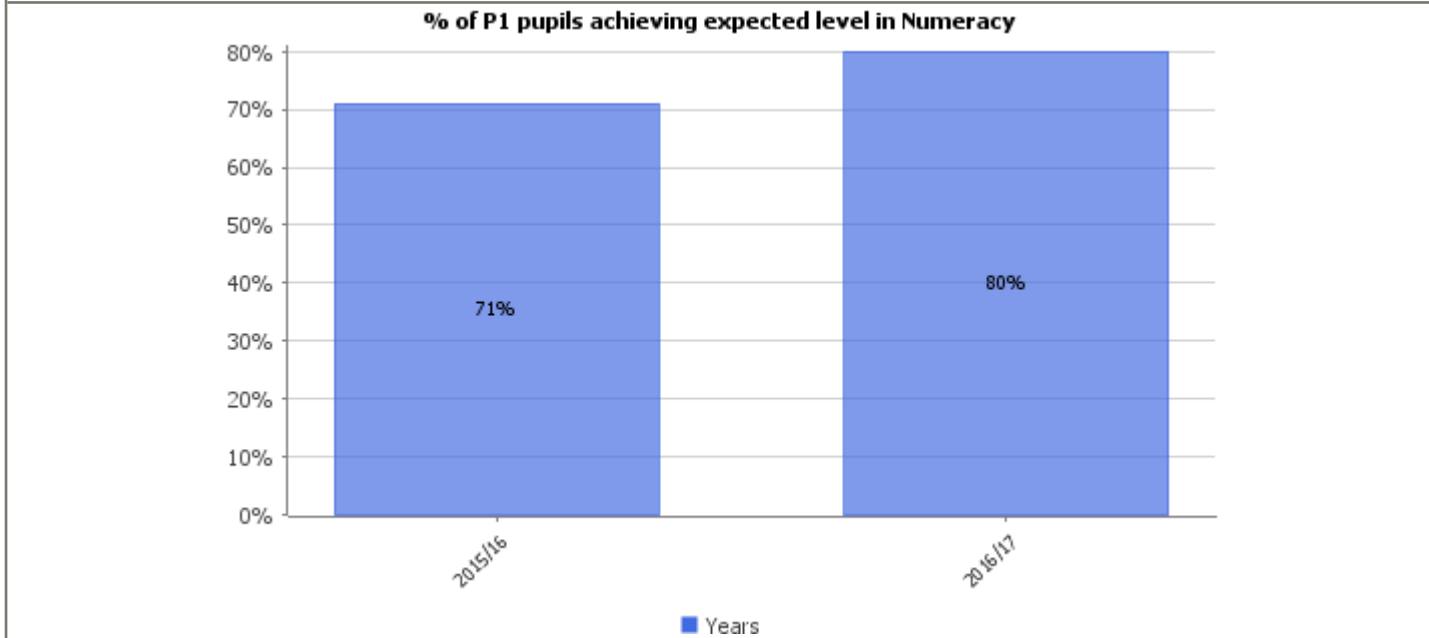
1m. % of S3 pupils achieving Third level or above in Listening and Talking



1n. % of S3 pupils achieving Fourth level in Listening and Talking

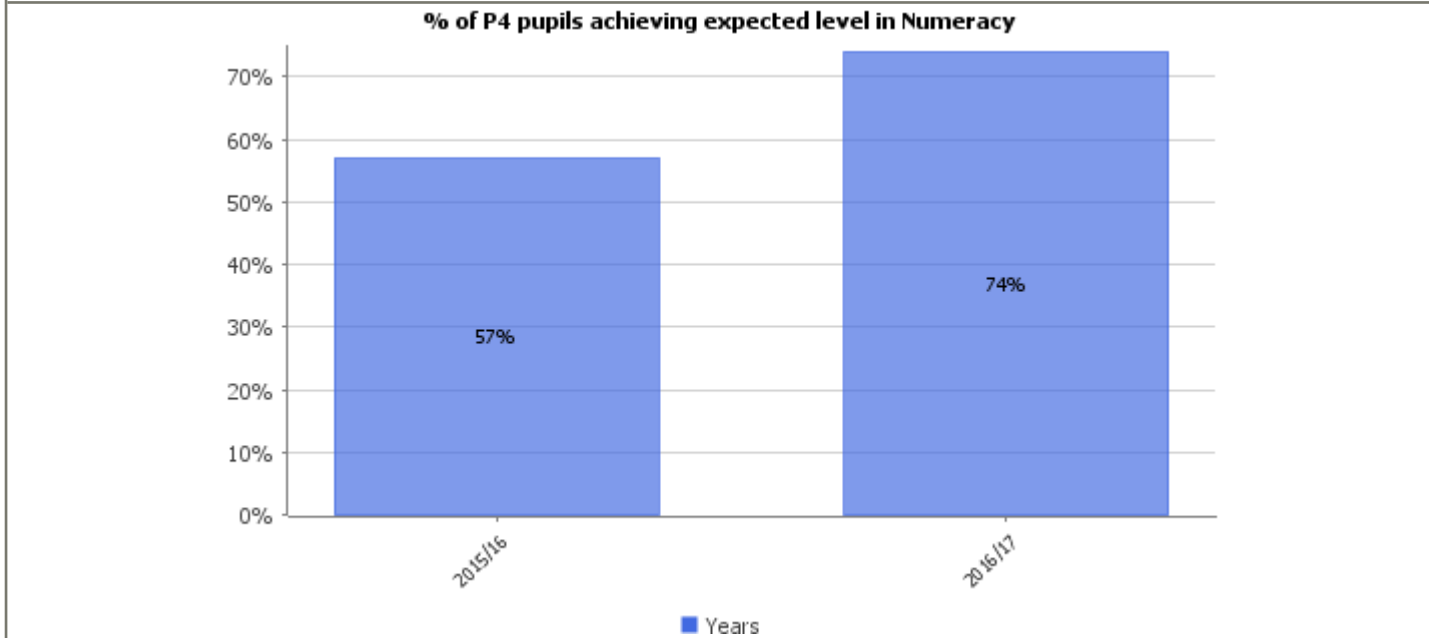


1o. % of P1 pupils achieving expected levels in Numeracy



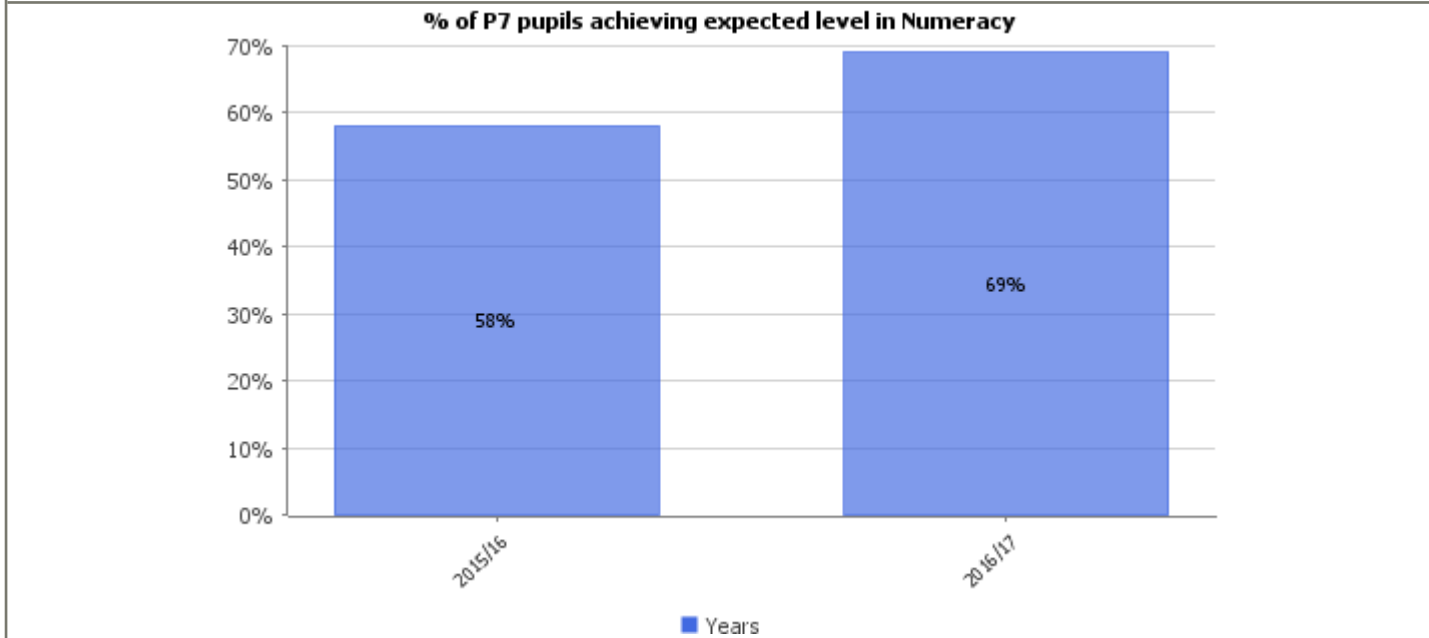
Status	
Data Period	2017
Value	80%
Target	81%
Long Trend	
Short Trend	

1p. % of P4 pupils achieving expected levels in Numeracy



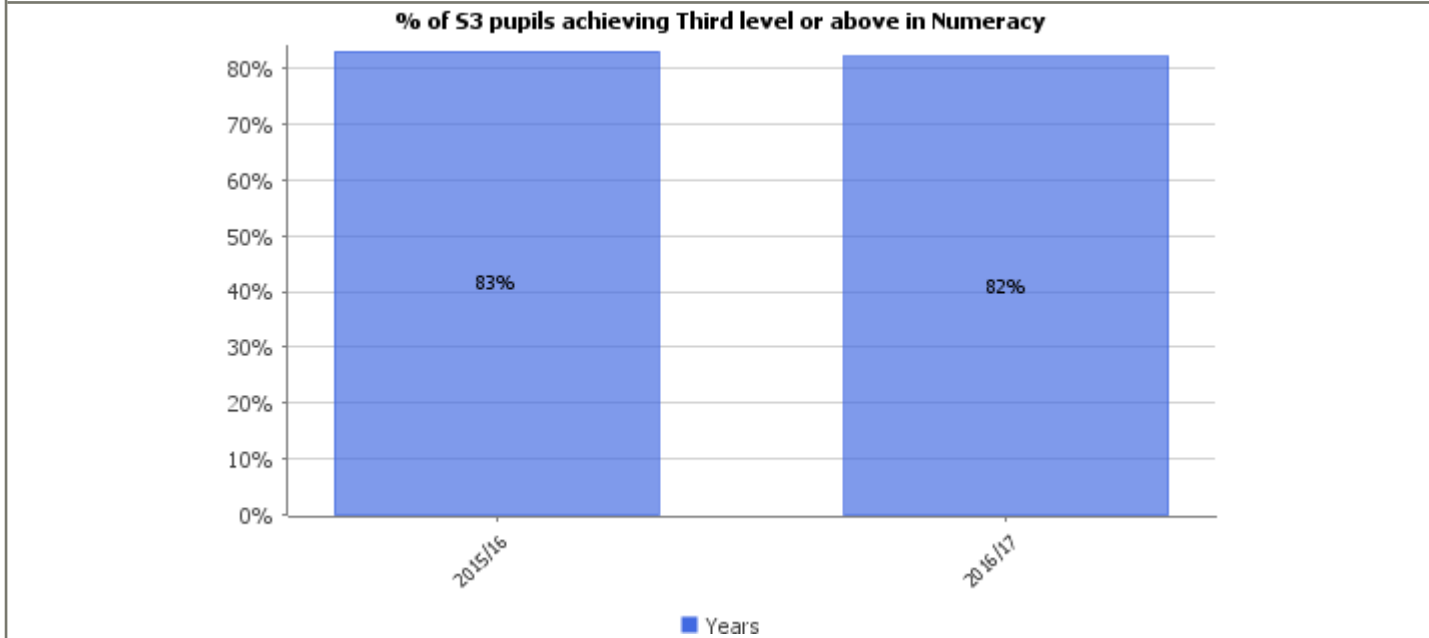
Status	✔
Data Period	2017
Value	74%
Target	67%
Long Trend	↑
Short Trend	↑

1q. % of P7 pupils achieving expected levels in Numeracy



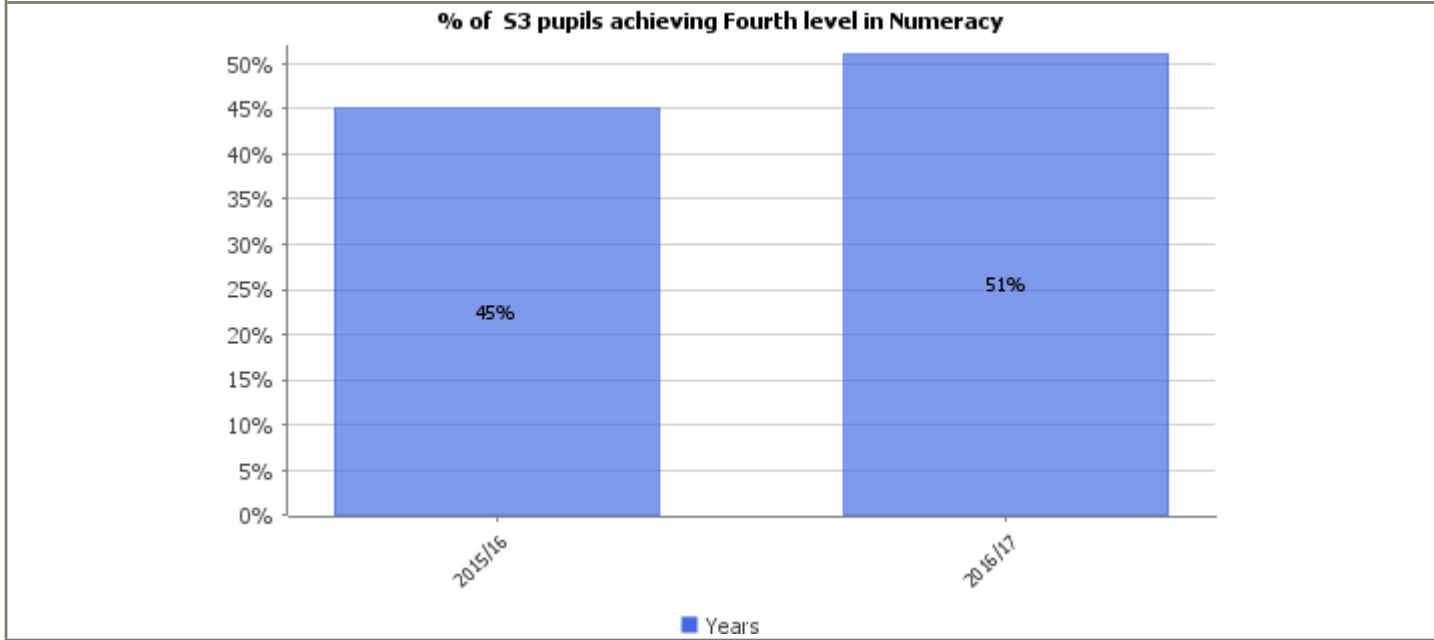
Status	
Data Period	2017
Value	69%
Target	68%
Long Trend	
Short Trend	

1r. % of S3 pupils achieving Third level or above in Numeracy



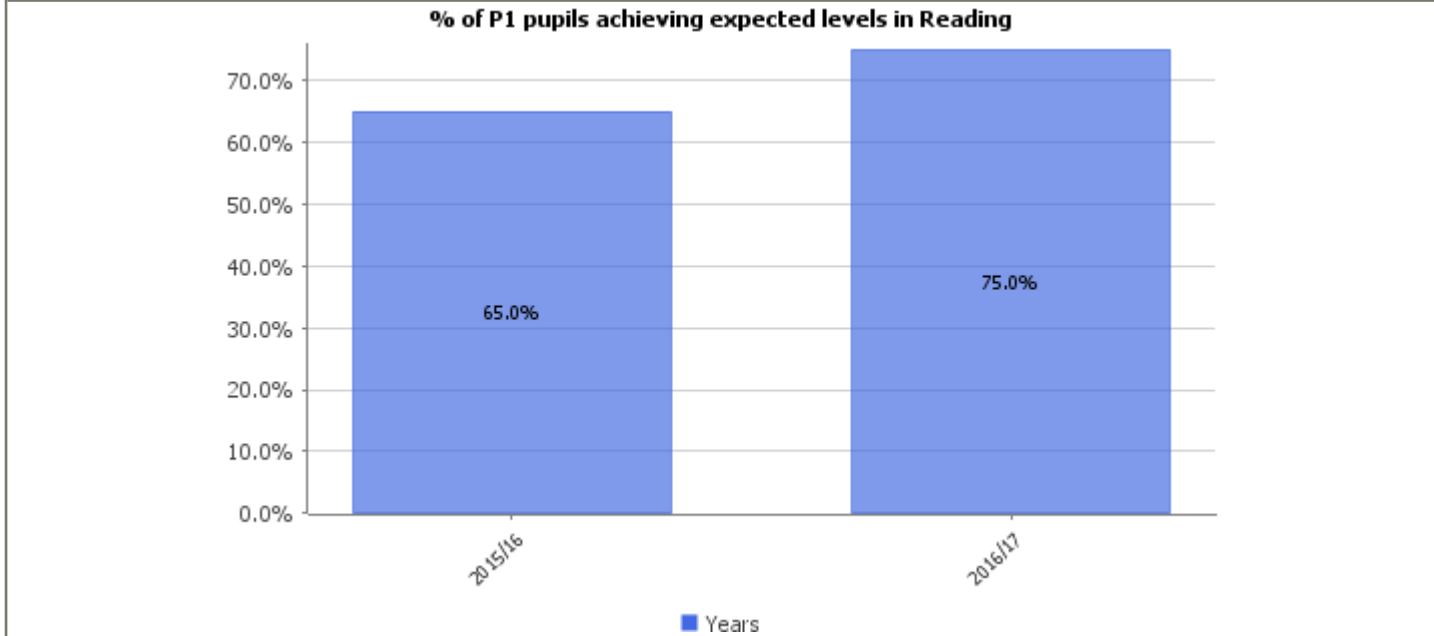
Status	
Data Period	2017
Value	82%
Target	93%
Long Trend	
Short Trend	

1s. % of S3 pupils achieving Fourth level in Numeracy



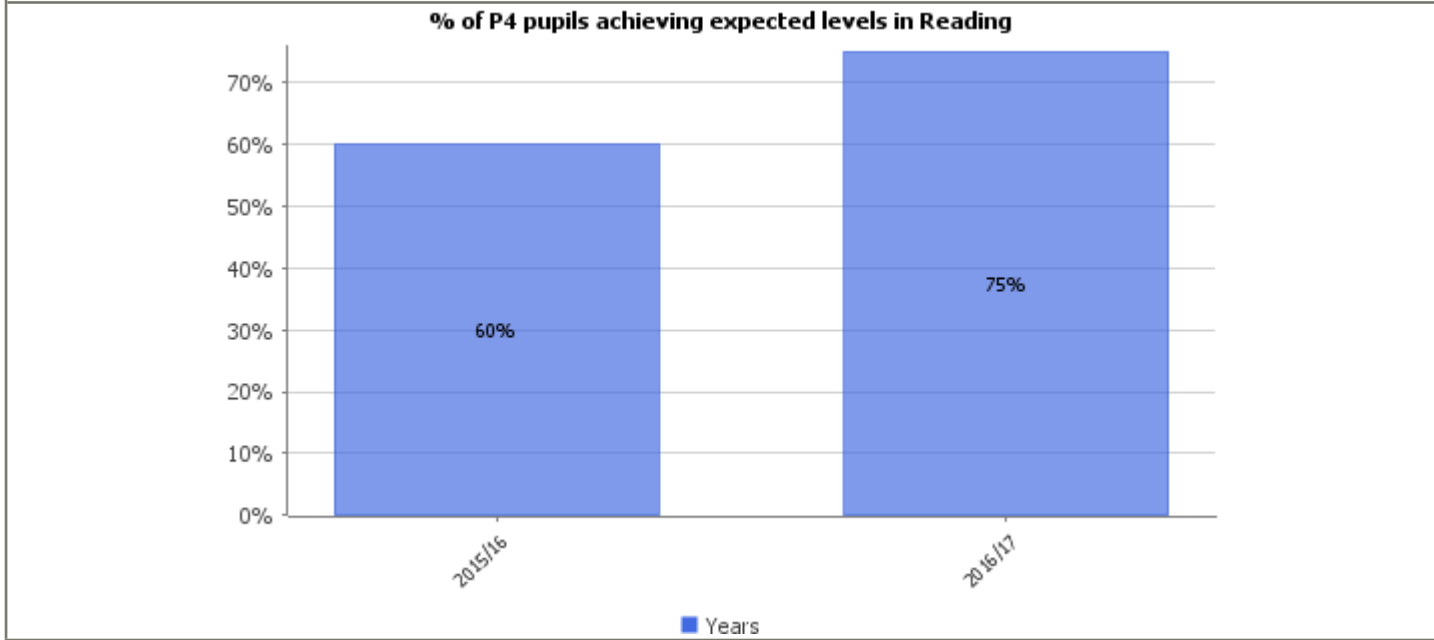
Status	⚠
Data Period	2017
Value	51%
Target	55%
Long Trend	↑
Short Trend	↑

1t. % of P1 pupils achieving expected levels in Reading



Status	
Data Period	2017
Value	75.0%
Target	75.0%
Long Trend	
Short Trend	

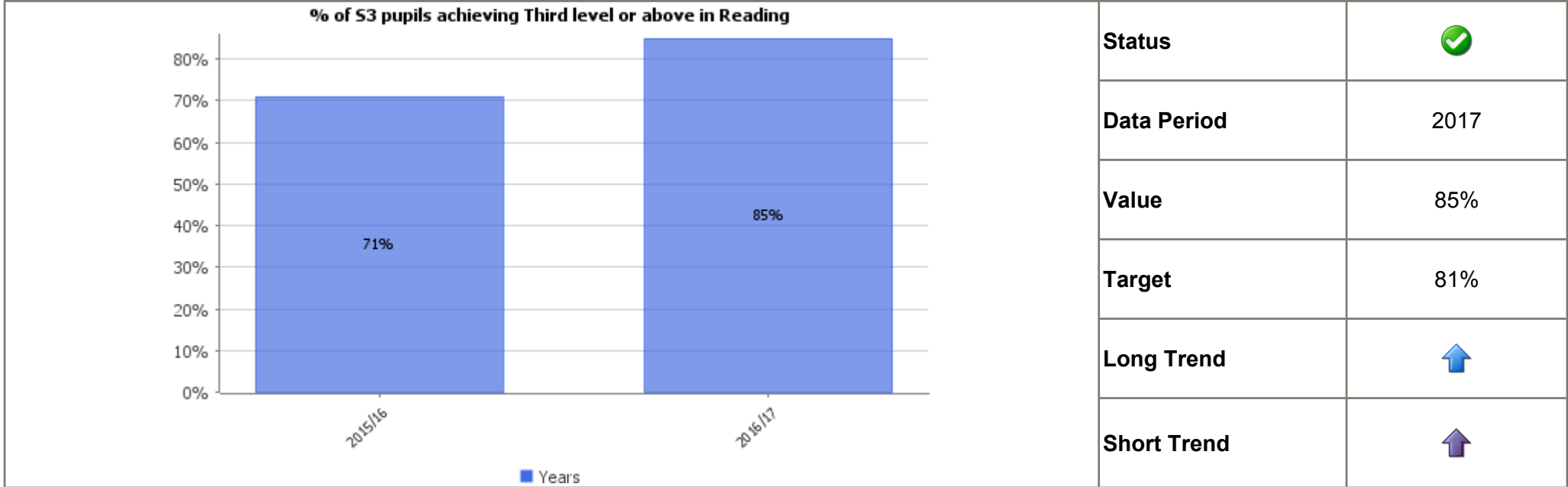
1u. % of P4 pupils achieving expected levels in Reading



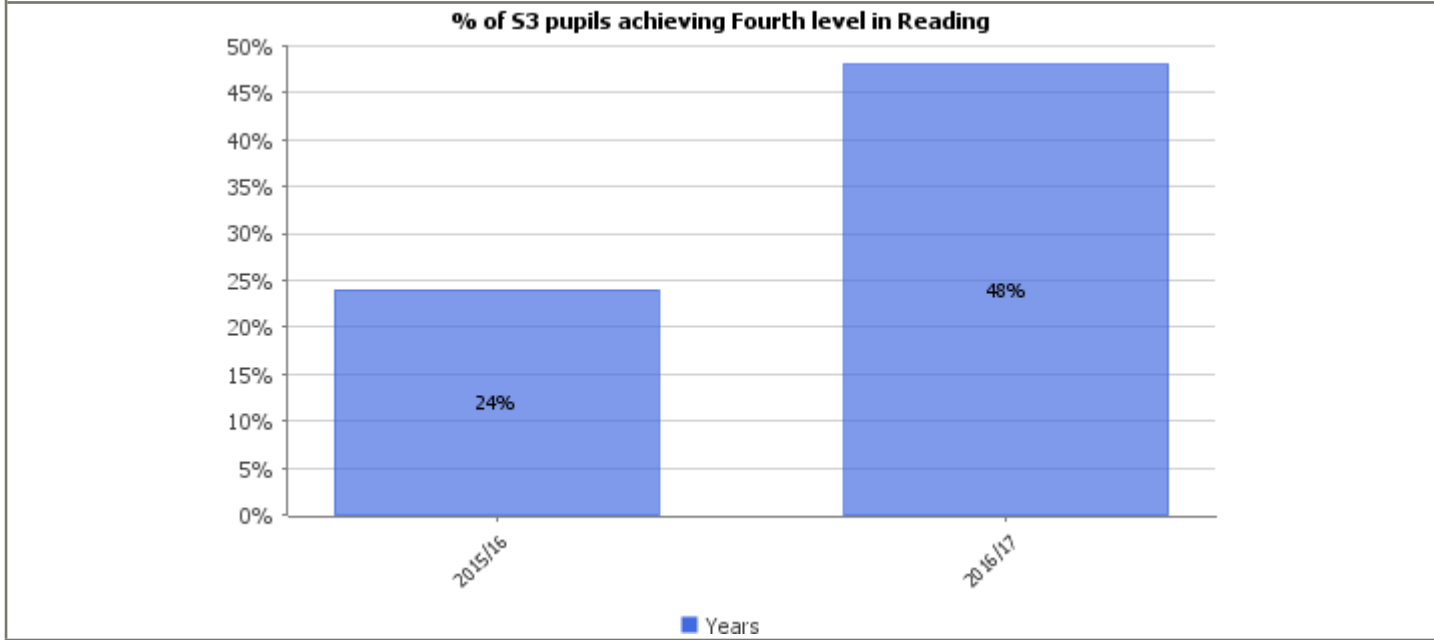
Status	✔
Data Period	2017
Value	75%
Target	70%
Long Trend	↑
Short Trend	↑

1v. % of P7 pupils achieving expected levels in Reading																			
<p>% of P7 pupils achieving expected levels in Reading</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of P7 pupils achieving expected levels in Reading</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>57.0%</td> </tr> <tr> <td>2016/17</td> <td>72.0%</td> </tr> </tbody> </table>	Year	% of P7 pupils achieving expected levels in Reading	2015/16	57.0%	2016/17	72.0%	<table border="1"> <tr> <td>Status</td> <td></td> </tr> <tr> <td>Data Period</td> <td>2017</td> </tr> <tr> <td>Value</td> <td>72.0%</td> </tr> <tr> <td>Target</td> <td>67.0%</td> </tr> <tr> <td>Long Trend</td> <td></td> </tr> <tr> <td>Short Trend</td> <td></td> </tr> </table>	Status		Data Period	2017	Value	72.0%	Target	67.0%	Long Trend		Short Trend	
	Year	% of P7 pupils achieving expected levels in Reading																	
	2015/16	57.0%																	
	2016/17	72.0%																	
	Status																		
	Data Period	2017																	
Value	72.0%																		
Target	67.0%																		
Long Trend																			
Short Trend																			

1w. % of S3 pupils achieving Third level or above in Reading

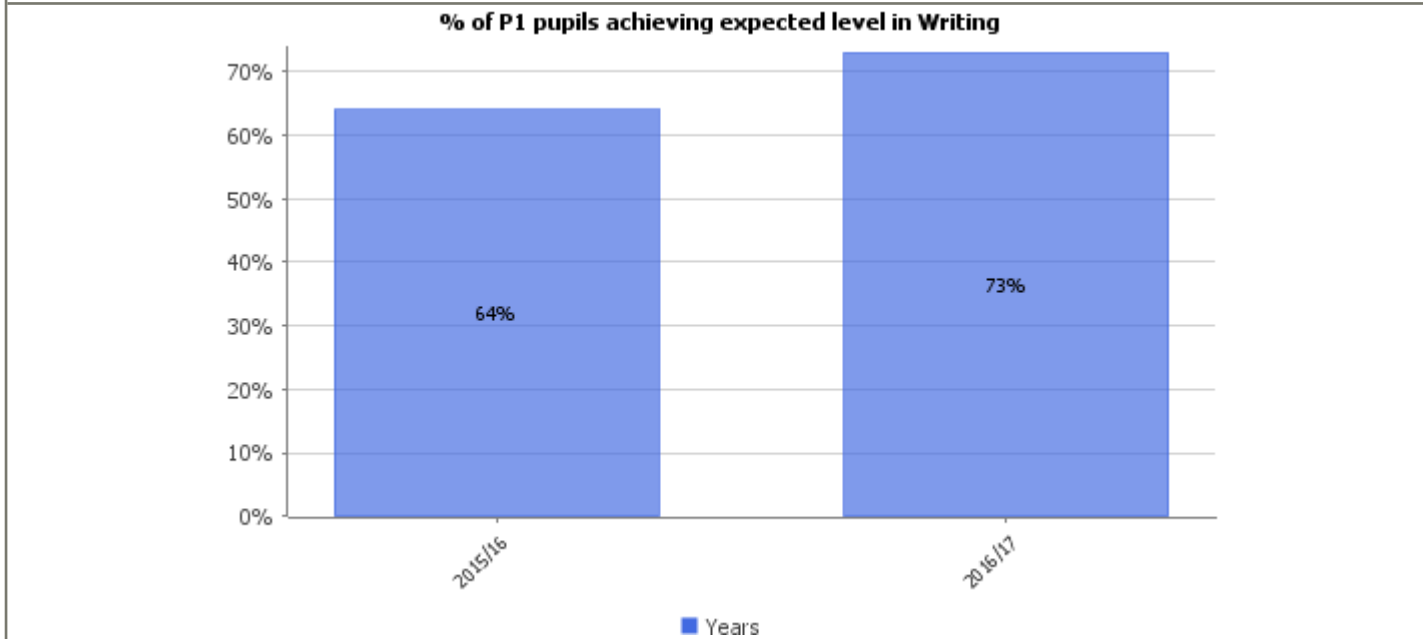


1x. % of S3 pupils achieving Fourth level in Reading



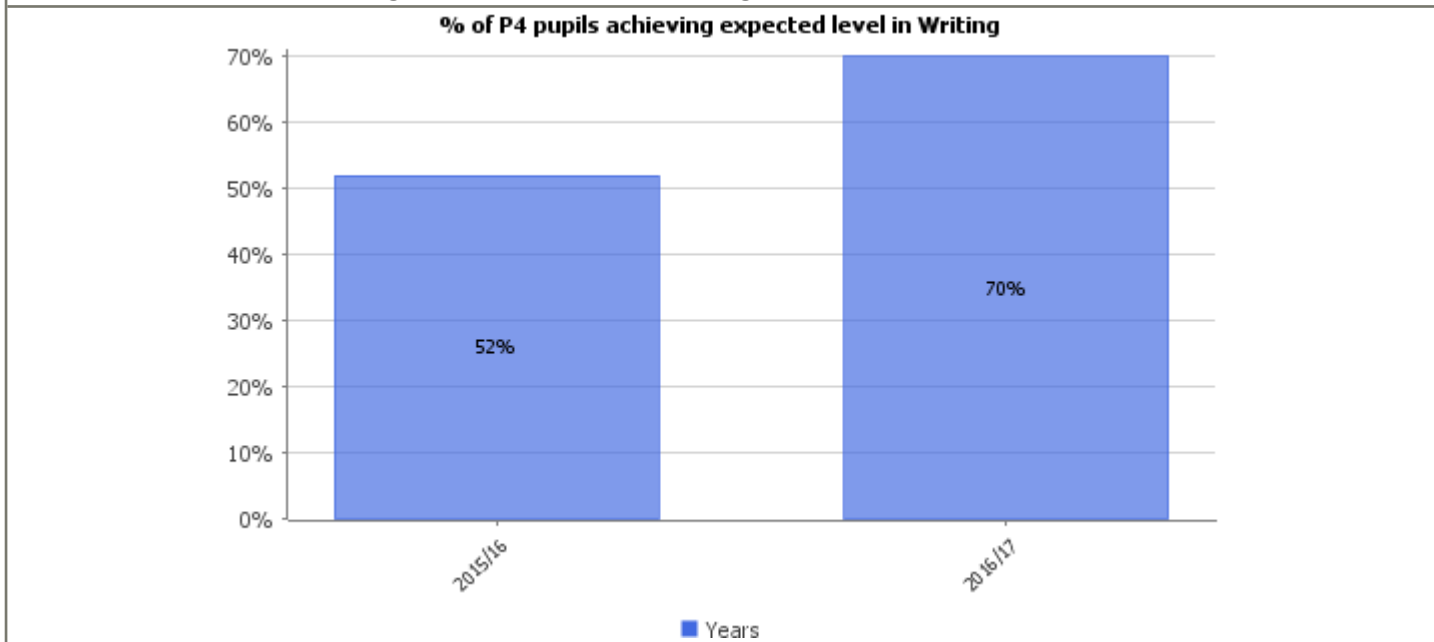
Status	✔
Data Period	2017
Value	48%
Target	44%
Long Trend	↑
Short Trend	↑

1y. % of P1 pupils achieving expected level in Writing



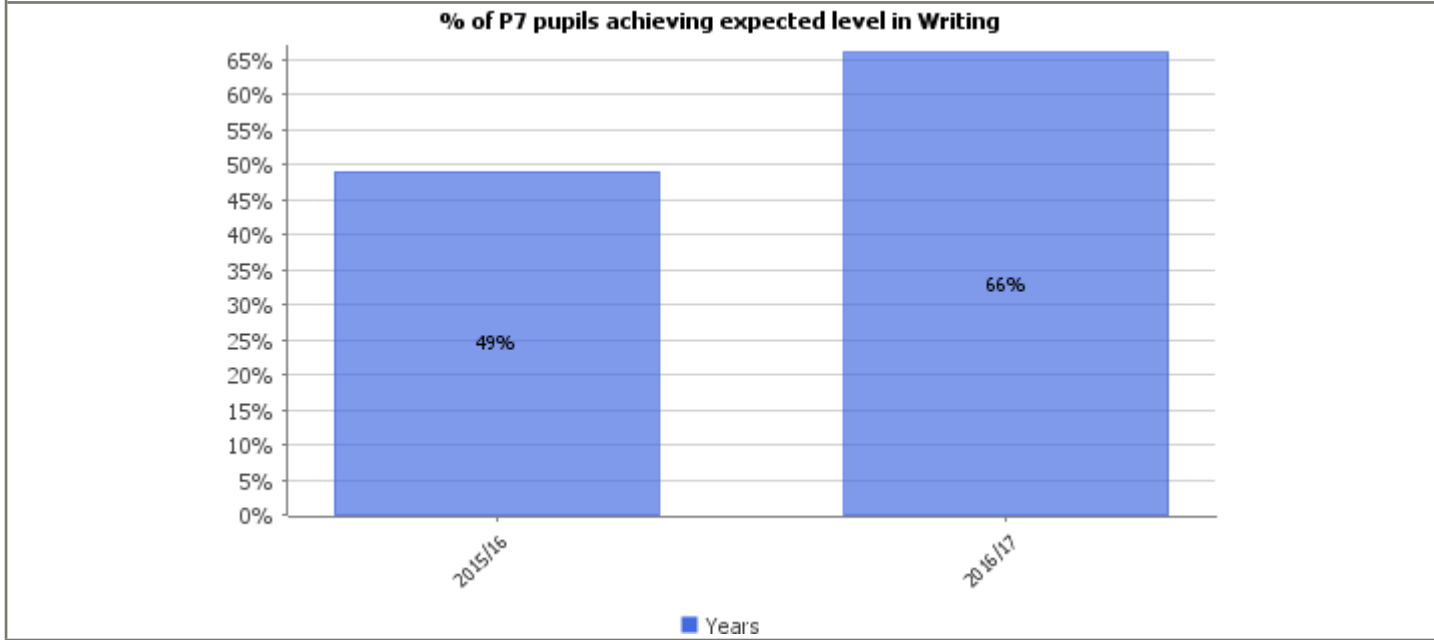
Status	
Data Period	2017
Value	73%
Target	74%
Long Trend	
Short Trend	

1z. % of P4 pupils achieving expected level in Writing



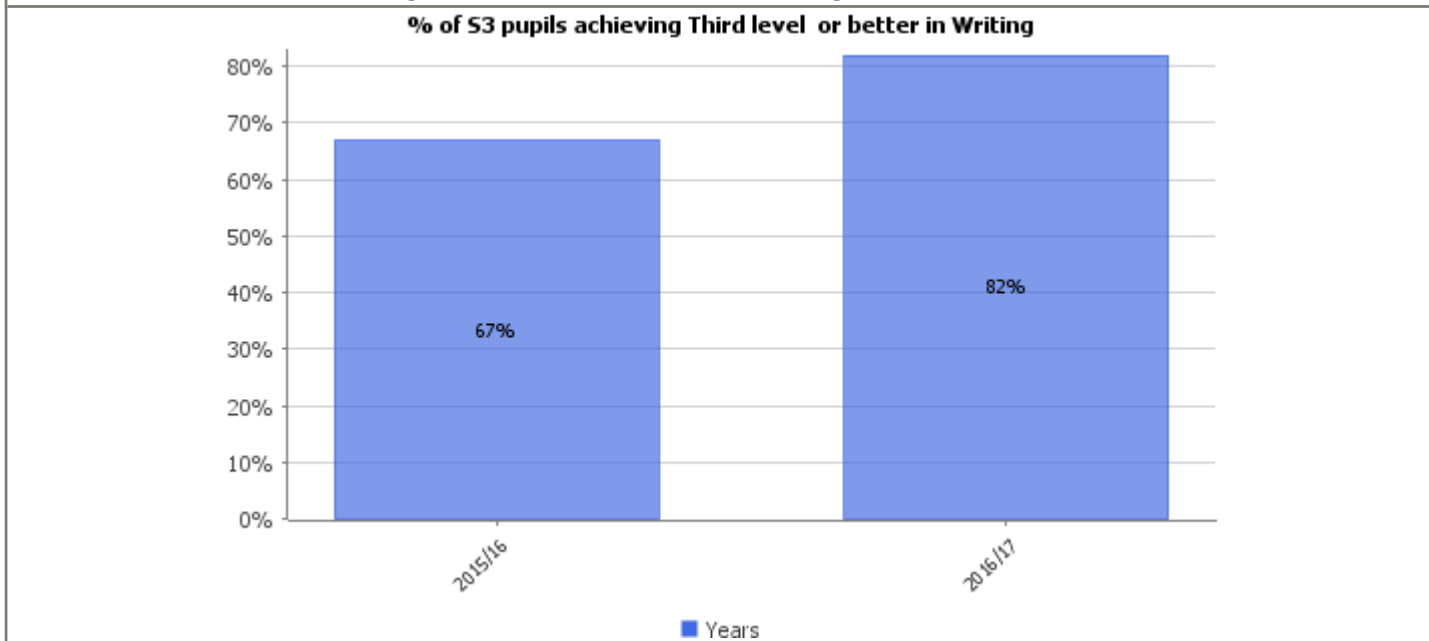
Status	
Data Period	2017
Value	70%
Target	62%
Long Trend	
Short Trend	

1a1. % of P7 pupils achieving expected level in Writing



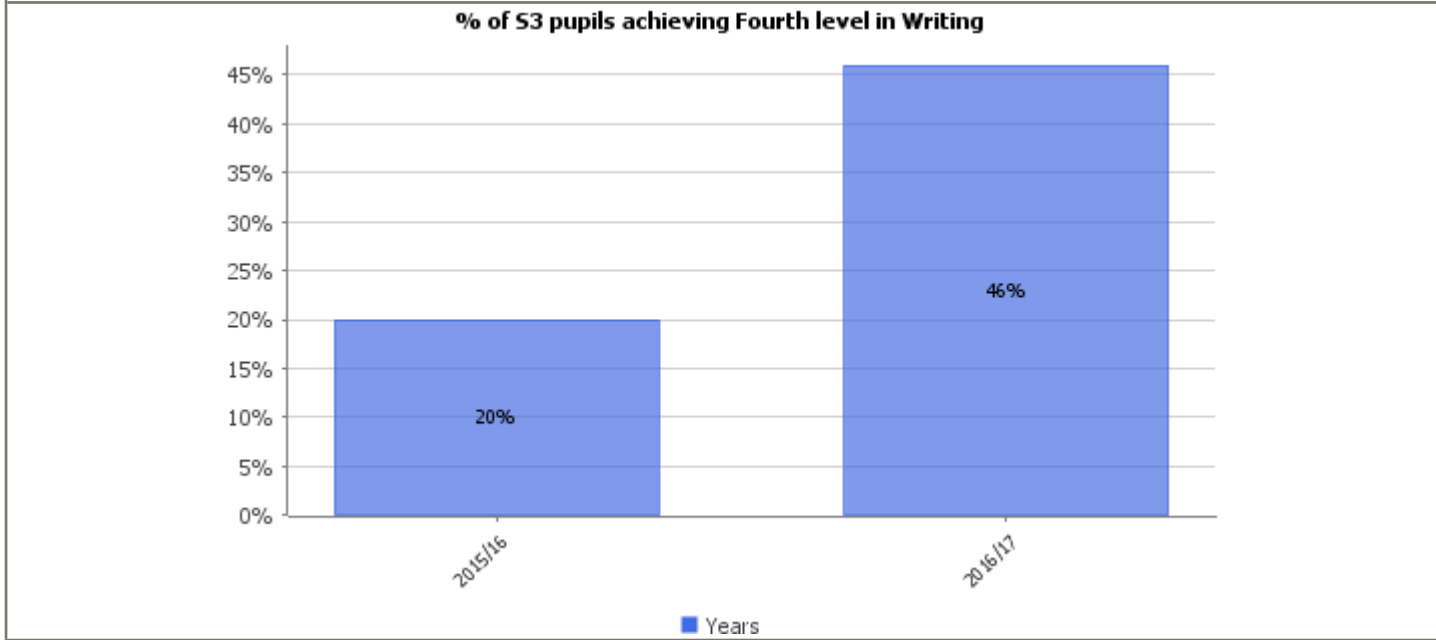
Status	✔
Data Period	2017
Value	66%
Target	59%
Long Trend	↑
Short Trend	↑

1a2. % of S3 pupils achieving Third level or better in Writing



Status	✔
Data Period	2017
Value	82%
Target	77%
Long Trend	↑
Short Trend	↑

1a3 % of S3 pupils achieving Fourth level in Writing



Status	✔
Data Period	2017
Value	46%
Target	40%
Long Trend	↑
Short Trend	↑

The percentage of school leavers in positive sustained destinations in Aberdeen has risen between the 2015-16 (the 2017 publication) and 2016-17 (the 2018 publication) School Leaver Destinations Report follow-up surveys with a statistically significant increase from 89.3% of total school leavers to 92.6%. The national figure was 92.9%, against which the City has materially closed a gap of just under 3% in the previous year.

The proportion of leavers entering HE/FE virtually matched the eight years high of 66% from 2015-2016, placing the City in the upper quartile of local authorities for this sub-indicator, with both Employment and Training destinations increasing slightly. The proportion of school leavers classed as Unemployed Seeking Work also fell from the previous year's figures to its lowest level (5.9%) although this remains above both the national and comparator city level (4.4% and 5.6% respectively)

Aligned to this outcome, the percentage of school leavers (2016-17) attaining one or more vocational qualifications* at SCQF Level 5 (seen as a benchmark) increased from 12.8% to 15.5%, in advance of both the local target and National outcome, indicating the influence of both the City Campus approach and work with partner organisations to provide our young people with core employability skillsets.

* Vocational qualifications here include National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work.

Improvement Context

Strategically, the Achieving Outcome Group, led and supported by Educational services and schools, delivered a plan based on the outcomes set out in the Integrated Children's Plan 2017/2020. The Group had identified key projects that have been and will be taken forward, focussing on targeting key indicators agreed with Community Planning Partnerships and Local Outcome Improvement Plans.

These included:

Development of an enhanced transition programme to college for Care Experienced Young People and vulnerable learners with a focus on developing their aspirations prior to starting college to ensure they have an appropriate course choice;

Support programme for young people with Additional Support Needs, with a focus on skills for living, learning and work and ensuring the quality of destination;

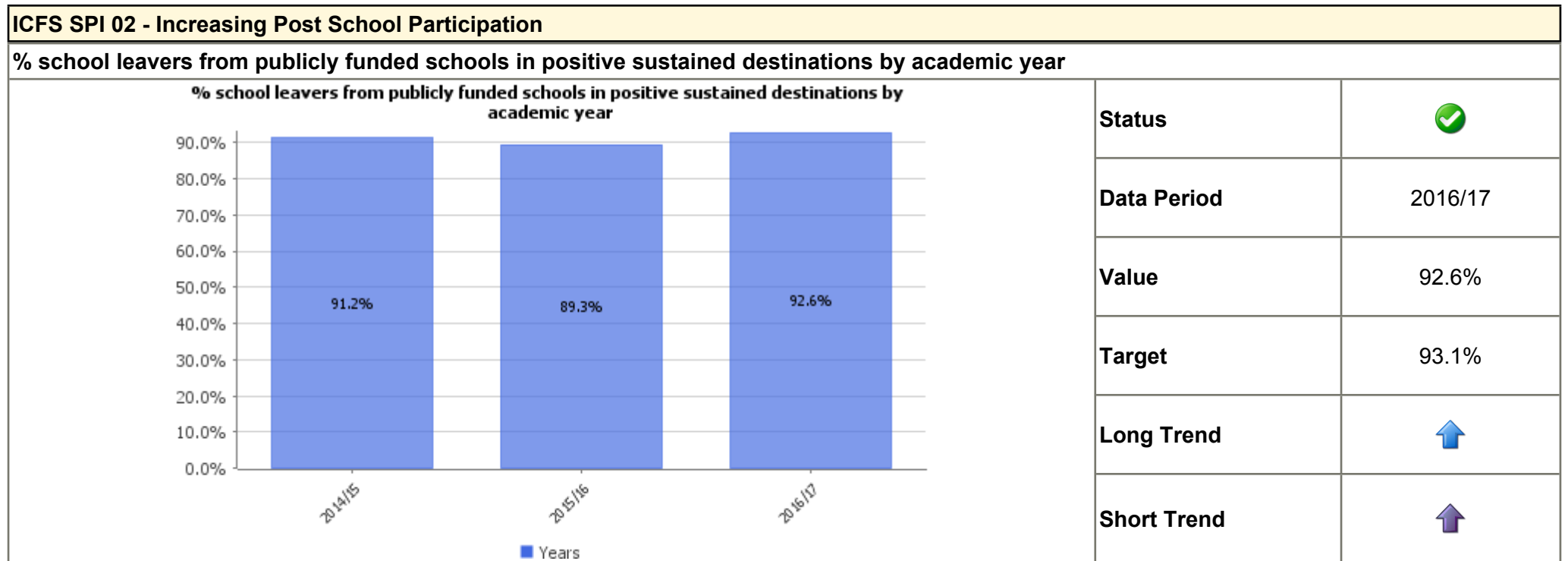
extended work placements for the most vulnerable young people; and

an Activity Agreement Award developed in partnership with young people and local business to recognise the complex and subtle skills young people have developed through the activity agreement.

The projects listed were developed and delivered in partnership with, and, across the city including Skills Development Scotland (SDS), the Foyer and North East Scotland College (NESCOL), the outcome will be to deliver a programme for young people to support their transition into a positive destination at each stage of 16-19, ultimately increasing the number of young people moving into a positive destination and reducing the barriers to positive destinations for the most vulnerable young people.

The Achieving Outcome group also agreed to develop a tracking tool for young people who have received Pupil Equity Funding (PEF), after they have moved onto to S4 or have left school the tracking tool will enable more accurate data gathering on the impact the PEF has made to the young person.

The projects outlined above supported the continued work and partnerships in place across the city including Career Ready, Keen4Work, Activity Agreements and the Youth Employment Activity Plan.



ICFS SPI 3 – Inspections of Educational Provision

95.8% or 136 out of 142 Quality Reference Indicator areas evaluated during Education Scotland (ES) and Care Inspectorate (CI) inspections conducted in 2017-18 were rated as 'Satisfactory' or 'Adequate' and above, a relatively minimal increase in comparison with 2016-17 (95.5%) and 2015-16 (95.3%) but significantly ahead of the 2014-15 outcome (93.5%) which recorded a similar number of inspections/assessments.

40 from 42 of the settings inspected (95.2%) achieved satisfactory and/or adequate or above ratings for each core Quality Reference Indicator (equating to a comprehensive positive evaluation). This figure is marginally below that in 2016-17 (96.1%) although above both 2015-16 and 2014-15, with 95% of inspected establishments, which incorporates multiple site provision, being similarly and positively assessed.

Underlying this outcome, the overall proportion of evaluations rated Good or above fell to 64.1% from 78.8% in 2016-17 which may relate to the revisions in Education Scotland inspection framework, and expectations applied by the new regime, during the 2017-18 diet. At the same time, the proportion of positively and higher rated evaluations of Care Inspectorate criteria has increased across most themes maintaining the three-year improvement trend in this sub-measure

These high-level results, when extrapolated to the full academic year, suggest that educational provision in the City (incorporating educational establishments and Early Learning and Childcare Centres) is on course to meet the aspirational targets set for 2017-18 within Schools and Early Years Improvement Plans. (As at term end, this figure stood at 96.8% as against a target of 97%) Currently, publication of the final academic year data relating to Care Inspectorate evaluations is incomplete, although this is expected to be provided by the Inspectorate in early course

Whilst the indications are that services have adapted relatively well to the changes in Education Scotland inspection, (although this is based on a limited number of inspections) this interpretation will only be validated/benchmarked on publication of the national level data towards the end of 2018, although lessons from this first full round of inspections under the new regime will be taken forwards into 2019.

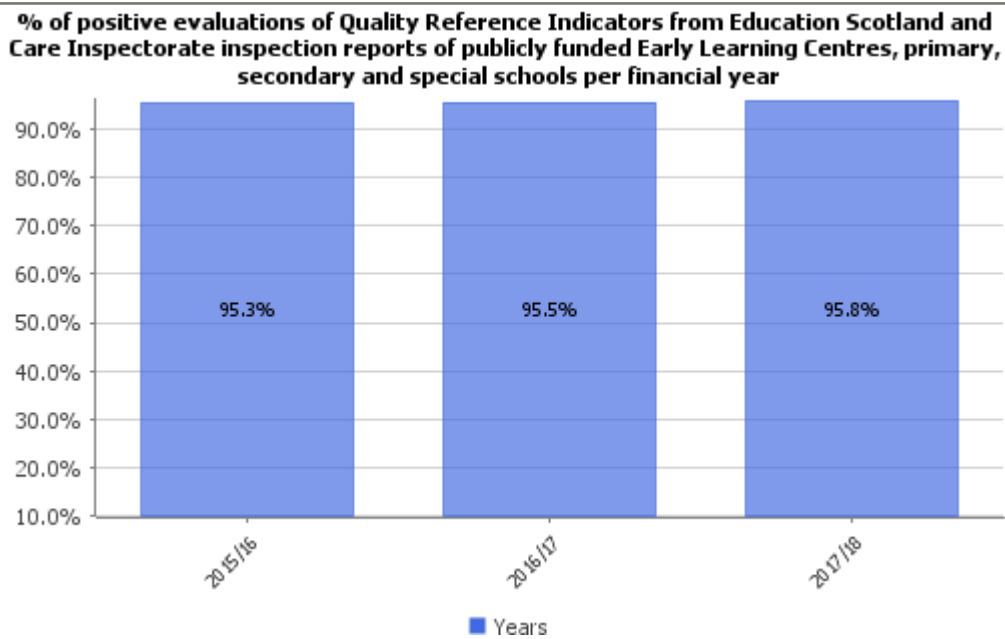
Improvement Context

In the context of the understanding that, with the introduction of a revised Education Scotland inspection framework in 2017-18, the schedule of inspections by Education Scotland would be limited and/or restricted to 'pilot inspections', much of the improvement work of Educational services in terms of quality evaluation was directed to enhancing the rigour, and alignment, of existing 'How Good Is Our School' self-evaluation with the advance guidance.

This has assisted in the identification, and development, of high level objectives for self-evaluation outcomes within the City's National Improvement Framework Plan and, in concert with the programme of improvement highlighted below against Early Learning and Childcare provision, is expected to feed positively into inspection outcomes over the course of 2018-19 as the programme of Education Scotland inspections is, (as stated by ES) , expands over the academic period in support of schools and regional improvement planning.

ICFS SPI 03 - Inspections of Publicly Funded Educational Provision

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded educational provision - Early Learning Centres, primary, secondary and special schools per financial year



Status	
Data Period	2017/18
Value	95.8%
Target	95.0%
Long Trend	
Short Trend	

IFCS SPI 4 – Inspections of Early Learning and Childcare

The total number of Education Scotland and Care Inspectorate inspections of publicly funded Early Learning and Childcare (ELC) settings for the period was 38. Of these, 36 inspections resulted in positive outcomes against the full suite of core Quality Reference Indicators reviewed, with 2 inspections containing limited recommendations for specific improvements

From these inspections 125 of the 128 QRI examined were rated as meeting the requirements for an evaluation of 'Satisfactory and/or Adequate or above' With an overall outcome of 97.7%, the 2017-18 result is materially above that of both the previous year (96.1%) and 2015-16 (96.2%) respectively and maintains the four-year positive improvement trend.

This is in line with the national position extrapolated from the most recent Education Scotland and Care Inspectorate national reports and encompasses an increase in the combined proportion of Indicator assessments at Good or above to 83.6% from 81.4%, along with a 100% outcome (up from 98% in 2016-17) against Care Inspectorate assessments. This latter figure also represents a four-year high.

In terms of drill-down from the inspections completed, fourteen settings recorded one or more gradings of Very Good against the QRI framework. This included seven local authority primary school nurseries: Airyhall, Seaton, Kingsford, Kaimhill, Forehill, Hazlehead and Brimmond, and 5 partner operators; Broomhill (2 sites), J. Puddleducks, St. Margaret's School, Beech House, Great Western (2 sites)

Improvement Context


At an operational level, the quality training and development focus in the past twelve months has been on supporting staff and partner providers to work with the "How Good is Our Early Learning and Childcare" model and providing for improvements in the proportion of inspections of the Leadership Management theme which are positively assessed. Reflecting on the outcome of this focus, arising from Care Inspectorate evaluations, there has been a measurable improvement with the proportion of assessments being rated as 'Good or above', (the national benchmark measure) rising to 73.3% from 66.7%.

The ACC National Improvement Framework Plan, applied initially against the 2017-18 academic year, has also framed the ELC Services improvement planning and outcome objectives in response to the provisions of the Education (Scotland) Act 2016 whilst introduction of, and delivery against, the new Health and Social Care Standards which, from April 2018, will frame the revised Care Inspectorate evaluation methodology and be a primary driver of both operational and strategic improvement planning during 2018-19.

There is some expectation, across national ELC networks, that a period of adjustment, and some impact on initial evaluations against these new Standards could be experienced. On this basis, both local authority and partner providers, though the ELC team, have put in place provision for the early sharing of experiences of the new framework to enable any necessary adjustments to future training requirements and/or re-alignment of current improvement priorities.

The Early Learning and Childcare (ELC) Workforce Delivery Plan recognises that the “quality of ... early learning and childcare is the most significant factor in improving the long-term outcomes of children” and that availability of sufficient qualified and motivated staff is a key driver of quality improvement. Delivery of this critical local Action Plan represents a substantial input by the Council, and related service providers, towards ensuring that not only access to, but also the quality of, ELC, is maintained.

ICFS SPI 04 Early Learning and Childcare Inspections																			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year																			
<table border="1"> <caption>% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year</caption> <thead> <tr> <th>Financial Year</th> <th>% of Positive Evaluations</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>96.2%</td> </tr> <tr> <td>Year 2</td> <td>96.1%</td> </tr> <tr> <td>Year 3</td> <td>97.7%</td> </tr> </tbody> </table>	Financial Year	% of Positive Evaluations	Year 1	96.2%	Year 2	96.1%	Year 3	97.7%	<table border="1"> <tr> <td>Status</td> <td>✅</td> </tr> <tr> <td>Data Period</td> <td>2017/18</td> </tr> <tr> <td>Value</td> <td>97.7%</td> </tr> <tr> <td>Target</td> <td>95.0%</td> </tr> <tr> <td>Long Trend</td> <td>↑</td> </tr> </table>	Status	✅	Data Period	2017/18	Value	97.7%	Target	95.0%	Long Trend	↑
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Value	97.7%																		
Target	95.0%																		
Long Trend	↑																		

	Short Trend	
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ICFS SPI 5 – Early Learning and Childcare Provision

The combined percentage of registered and funded allocations against the eligible 3 and 4-year-old populations rose from 86.2% in the previous year to 87.5%, (at the local sample point in 2018*) representing a four-year high and maintaining a consistent improvement trend, and with an increase in the number of available places.

Whilst there has been an improvement in the overall position, the City’s education authority, in common with a number of other local authorities, remains in a position where its capacity to secure full access to early learning and childcare provision in line with the provisions of the Act continues to face significant pressures from both predicted future population growth in this age group and the availability of places as determined by current physical provision in terms of both facilities and capacity, particularly in the private and voluntary sectors.

The City’s [Early Learning and Childcare Delivery Plan](#) recognises these challenges and offers identification of the risks, and remedial actions involved in meeting the Scottish Government’s objective for these services.

*There are a number of ‘statutory sample points’ in relation to this measure throughout the year linked to reporting requirements and each will represent the outcome at that particular date. Resultantly, there can be minor variances in figures generated at each of these sample points. For consistency, a local sample point at the commencement of Summer Term is applied to this measure.










Improvement Context

The Early Learning and Childcare Delivery Plan (approved at the meeting of the Education and Children’s Services Committee in September 2017), outlined in detail, the work undertaken by Education and Early Learning and Childcare services, along with that of internal and external partners, to ensure that Aberdeen is best placed to meet the quantitative and qualitative challenges arising from the Children and Young People (Scotland) Act 2014 around childcare expansion and the Scottish Government’s commitment to the provision of additional free childcare hours for every eligible child.

In this 12-month period, and in support of the development of the Plan, much of the improvement focus had been on delivering an enhanced understanding of the prospective needs of existing and future service users, predicting potential demand and supply 'bottlenecks' and gaining, through substantive consultations, a fuller appreciation of the needs and current expectations of service amongst those eligible users whose children might be better supported by increased availability and accessibility of ELC provision.

Whilst this proposed legislative programme, enhancing both the scope and extent of eligibility to free ELC provision, has been a predominant theme and presence for these teams, it has also served to focus attention, and co-operation, on the current core offering to our younger citizens, particularly the expansion of Me2 provision, (from around 7% of the estimated eligible population in 2016 to 29% in June 2018) , re-launching of the City's Play policy, and enabled the first steps in meeting the SG objective through the provision of additional partner provider based capacity, (taking the City's overall number of childcare places from 10,304 in 2016-17 to 10,432 as at July 2018)

ICFS SPI 05 Early Learning and Childcare Provision																					
% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings																					
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	Status																				
Data Period	2017/18																				
Value	87.5%																				
Target	92.0%																				
Long Trend																					
Short Trend																					

PI Status		Long Term Trends		Short Term Trends	
	Alert – 20% or more outwith target		Improving		Improving
	Warning – 5% or more outwith target		No Change		No Change
	OK – on target		Getting Worse		Getting Worse

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 November 2018
REPORT TITLE	Educational Improvement Journey – Key Performance Indicator Tracking Report
REPORT NUMBER	COM/18/182
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Reyna Stewart
TERMS OF REFERENCE	1.1, 1.2, 4 and 6

1. PURPOSE OF REPORT:

- 1.1 To provide Elected Members with an interim tracking report against the Educational Improvement Journey Key Performance Indicator measures, contained within the report considered at a previous meeting of this Committee.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to note the content of the report.

3. BACKGROUND

- 3.1 At the meeting of the 19th April 2018, Committee instructed that the Chief Operating Officer provide a regular report on educational progress against the Key Performance Indicators (KPI) and baseline performance contained within the Education Improvement Journey report (see appendix A).
- 3.2 As the Education Service works to raise attainment for all and close the poverty related attainment gap the KPIs serve as drivers for, and a monitoring template of, improvement. This signals a significant shift in the data being presented to Committee and provides a detailed and multi-layered picture of performance.
- 3.3 The KPIs are utilised within individual School Improvement Plans by headteachers, teachers and central staff to evaluate the impact of the School Improvement Plan and guide necessary amendments. The data also enables the central team to monitor the performance of schools and adjust as

required, the level of intervention, support and challenge necessary to support improvement.

4. MAIN ISSUES

- 4.1. Education data sets are released at different times of the year and there is no one month when all validated data is available, as a result data around attendance and leaver destinations is not being reported at this time. Members are also asked to note that final validated and benchmarked Curriculum for Excellence and SCQF data (Senior Phase) will not become available to local authorities until December 2018 and February 2019 respectively and this could result in some changes in figures being reported.
- 4.2. When developing the [ACC National Improvement Framework Plan](#) Officers looked at all live and validated data sets available at that time to inform planning. Since the development of the Plan some Insight data has been released. Each release of a data set triggers a review of the content of the ACC National Improvement Framework Plan to ensure that the Plan is fit for purpose and ideally placed to support improvement.
- 4.3. Members are recommended to consider the content of this report in conjunction with that captured in the [ACC National Improvement Framework Plan 2018-19](#) and Educational Services Annual Performance (Statutory Performance Indicator) Report, also being submitted to this Committee. In some instances, the reports share datasets and common indicators, but these may reflect different aspects of the improvement-based themes, so a degree of caution is advised in conflation, and co-interpretation, of the respective outcomes.
- 4.4. Attendance and destinations information will be captured in the annual submission to Committee in early 2019. Publication of final national data in relation to the education outcomes of Care Experienced Children and Young People, along with that enabling full benchmarking of school leaver attainment, achievement and destination outcomes from 2018, is due in June 2019.
- 4.5. Data Quality – Curriculum for Excellence
 - 4.5.1 Given that three years of concurrent data is now available for teacher judgement of pupil achievement at levels P1 to S3 against the Curriculum for Excellence, the information contained within this report, although remaining under the classification of experimental data for the purposes of public reporting, enables more robust statistical and trend evaluation.
- 4.6. What Does the Data Tell Us?
 - 4.6.1 Our most recent analysis of data confirms that the ACC National Improvement Framework Plan (Appendix 2) is appropriate and reflects the progress and areas for development identified for the Broad General Education and the Senior Phase.

4.7 **Broad General Education – Curriculum for Excellence**

4.7.1 In most instances, (18 from 20 components/levels) the outcomes from teacher's judgement of pupil progress against the Curriculum for Excellence, are indicating improvement year-on-year and positive three-year trends with primary schools reporting a sustained improvement across all components and measures.

4.8 Primary Education

4.8.1 For each Curriculum for Excellence component/level in Primary Schools there is an increase from 2016-17 greater than 1%, meeting, and in a significant proportion of measures, exceeding the Improvement Targets. P7 stage has the highest primary increase for Writing (+6.6%), Reading and Numeracy (+5.7% respectively).

4.9 Secondary Education

4.9.1 There is a decline in the proportion of S3 pupils achieving Third and Fourth level (combined) in Reading and Listening and Talking and this vulnerability will be addressed through further work on moderating the standard. Writing achievement remained at the same level and there is an improvement in Numeracy (+1.7%).

4.9.2 There are notable improvements across all curriculum organisers at S3 Fourth Level, especially in Numeracy (+10.4%).

4.10 Closing the Poverty Attainment Gap across the Broad General Education

4.10.1 In the context of Closing the Poverty Attainment Gap, 72% (54 out of 75) of the gap measures either met the Improvement Targets or were static with the cohort outcome being either improved or stable, whilst 21 fell short of the applied Targets.

4.10.2 From a total of 100 individual measurements across the five SIMD Quintiles, 81 of the components/levels record an improved position on 2016-17. Within this assessment, Primary 1 and 7 demonstrate the most consistent levels of improvement, with Level 4 at S3 noting a similarly positive pattern.

4.10.3 The pattern of absolute improvement across the five SIMD Quintiles shows some variability, although, as with the above assessments, the pattern is broadly positive across both Primary and Secondary Education.

4.11 Additional analysis of the data is being undertaken at establishment level to inform future School Improvement Planning.

4.12 **Senior Phase – Insight Benchmarking Tool**

4.13 Improving Attainment for All – Literacy and Numeracy

4.13.1 The overall local outcomes (S4-6 combined) for Literacy and Numeracy at

SCQF Levels 4 and 5 against the respective levels are statistically unchanged. In both instances, the outcomes are below that recorded against the Virtual Comparator and National Establishment figure which, year-on-year, are similarly static.

4.13.2 Of the six drill-down outcomes, those at Levels 4 and 5 at S4 showed a decline, as did Level 5 at S5 whilst the remainder met or were within tolerance of the local Improvement Targets set. At S4 both the National Establishment and Virtual Comparator figures showed a similar pattern of negative change.

4.14 Improving Attainment for All – Average Complementary Tariff Points

4.14.1 The Tariff Scores across the first two quintile-based cohorts fell within statistical tolerances in comparison with 2016-17 (although the Lowest 20% experienced a marginal reduction) and were effectively unchanged, as were the Comparator and National Establishment outcomes. The Highest Attaining 20% saw an improvement in advance of both the Comparator and National figures.

4.15 Closing the Poverty Attainment Gap – Literacy and Numeracy

4.15.1 A reduction of more than 1% and almost 2% respectively in the gap between the Most and Least Deprived 30% at SCQF Levels 4 and 5 in Literacy and Numeracy has been achieved, with the improvement rate exceeding the Virtual Comparator and National Establishment figures. Both of these benchmarks have experienced an absolute and differential decline in year-on-year outcomes.

4.16 Closing the Poverty Attainment Gap - Average Complementary Tariff Points

4.16.1 The deprivation related gap between outcomes for those in the Lowest 20% Attainment Cohort has closed by a statistically significant margin, (and meets the Improvement Target), whilst the results for the Middle 60% and Highest 20% have deteriorated slightly, resulting in a marginal widening of the deprived related attainment gap.

4.17 In general terms, our highest attaining young people do particularly well in Aberdeen City but there is a need to look at how best to utilise the flexibility of SQA courses to meet the needs of all young people. This area for development is reflected in the Aberdeen City National Improvement Framework Plan 2018-19.

4.18 Education of Care Experienced Children and Young People

4.18.1 The Curriculum for Excellence outcomes for Care Experienced Children and Young People, with the exception of Numeracy at Secondary 3, Third Level or better, are all improved with 6 out of 12 components/levels achieving or exceeding the local Improvement Targets.

4.18.2 Early indications are that, although not universal, across a range of components/levels, the gap between CfE outcomes for Care Experienced

Children and Young People and all pupils at the respective levels, is closing to varying degrees.

4.18.3 Additional analysis around this data is presently being undertaken.

4.18.4 In Senior Phase, the outcomes for SCQF Levels 4 and 5 in Literacy and Numeracy fell below expectations and the Improvement Targets. At the same time, cohort sizes and presentation assessments for individual pupils can materially affect these outcomes.

4.18.5 The Aberdeen City National Improvement Framework Plan 2018-19 continues to recognise the challenges in raising the attainment of Care Experienced Children and Young People and addresses these.

5. FINANCIAL IMPLICATIONS

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

6. LEGAL IMPLICATIONS

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

7. MANAGEMENT OF RISK

7.1 Presentation and publication of service delivery and outcome 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	Not applicable
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 to this report.	L	Not applicable.
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.

8. 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 Cluster 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 Cluster, 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 Cluster 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.

9. 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.
Data Protection Impact Assessment	The recommendations arising from this report do not require that an Assessment is completed.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

10. BACKGROUND PAPERS

[Excellence and Equity](#), Education and Children's Services Committee, 1st June 2017
[Education Improvement Journey](#), Education Operational Delivery Committee, 19th April 2018
[ACC National Improvement Framework Plan 2018-19](#), Education Operational Delivery Committee, 6th September 2018

11. APPENDICES

- Appendix A: Education Improvement Journey - Key Performance Indicator Tracker

12. REPORT AUTHOR CONTACT DETAILS

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Business Intelligence and Performance Management

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Key Performance Indicator Tracking Summary:

Within these tables the following traffic light legends are applied:

Standardised Improvement Targets

- Percentages highlighted in green indicate meeting improvement targets (+/- 0.5%)
- Percentages highlighted in yellow indicate that the 2017-18 figures are higher than in 2016-17 but are outwith the improvement target (+/- > 0.5 – 1%)
- Percentages highlighted in amber indicate that 2017-18 figures are lower than in 2016-17 and not meeting the improvement targets (+/- > 1-5%)
- Percentages highlighted in red indicate that the 2017-18 figures are significantly lower than in 2016-17 and not meeting the improvement targets (+/- >5%)

Closing the Gap Improvement Targets

- Percentages highlighted in green indicate the cohort outcome in 2017-18 is higher than in 2016-17 and meeting of improvement targets in reduction in difference between Quintiles (+/- 0.5%)
- Percentages highlighted in yellow indicate the cohort outcome in 2017-18 is higher than in 2016-17 but falls short of the improvement targets for reducing the difference between Quintiles (+/- > 0.5 – 1%)
- Percentages highlighted in amber indicate the cohort outcome in 2017-18 is lower than in 2016-17 and an increasing difference between Quintiles. (+/- > 1-5%)

Please note: Figures in italics are provided to establish the upper limits of gap-based measures and are for information only.

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Performance Areas for Improvement	Key Performance Indicator Data								Improvement Targets	
Broad General Education – Achievement of Curriculum for Excellence (CfE Levels) <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	PRIMARY – ACHIEVEMENT OF CfE LEVELS (ABERDEEN CITY) 2017/18								Greater than 1% increase in literacy performance Greater than 1% increase in numeracy performance Comment: For each CfE component/level in Primary Schools there is an increase from 2016/17 greater than 1%. P7 stage has the highest primary increase for Writing (+6.6%), Reading and Numeracy (+5.7% respectively). There is decline in number of S3 pupils achieving Third and Fourth level (combined) in Reading and Listening and Talking, Writing remained at the same level and there is an improvement in Numeracy (+1.7%). Notable improvements across all curriculum organisers at S3 Fourth Level, especially in Numeracy (+10.4%)	
	P1				P4					
		No. of pupils	Early Level	Early Level (%)		No. of pupils	First Level	First Level (%)		
	Reading	2121	1674	79.26	Reading	1992	1534	77.16		
	Writing	2121	1621	76.75	Writing	1992	1429	71.88		
	L&T	2121	1825	86.41	L&T	1992	1698	85.41		
	Numeracy	2121	1746	82.71	Numeracy	1998	1497	75.08		
	P7									
		No. of pupils	Second Level	Second Level (%)						
	Reading	1791	1383	77.39						
	Writing	1791	1298	72.64						
	L&T	1791	1521	85.11						
	Numeracy	1793	1338	74.79						
	SECONDARY – ACHIEVMENT OF CfE LEVELS (ABERDEEN CITY) 2017/18									
	S3									
	No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level	Fourth Level (%)					
Reading	1554	1295	84.59	797	52.06					
Writing	1554	1253	81.79	751	49.02					
L&T	1554	1304	85.12	810	52.87					
Numeracy	1554	1287	84.12	943	61.63					

Performance Areas for Improvement	Key Performance Indicator Data										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 2017/18 (ABERDEEN CITY)										Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy		
	P1											Comment: <u>SIMD Quintile 1 and Quintile 5 Differential</u> At authority level, there is noticeable progress in closing the differentials between SIMD Quintiles 1 and 5 across most components, albeit that this is not as apparent across the P4 cohort. This is most likely as a result of the very target interventions that have been planned through the utilisation of Pupil Equity Funding. Officers will work with primary colleagues to better understand the variation at Primary 4. <u>SIMD Quintile 2 and Quintile 5 Differential</u> Whilst evidence of a closing of the gap between SIMD 2 and 5 in Primary Education is less substantive, the figures from both Third and Fourth level at S3 indicate that the majority of Improvement Targets have been met in 7 out of 8 components, with Listening and Talking at 3 rd level or above being the sole exception. <u>SIMD Quintile 3 and Quintile 5 Differential</u> Across both Primary and Secondary Education, the picture for the comparative outcomes between SIMD 3 and 5, show a similar varied pattern as that of SIMD 2 but with the most improvement being evidenced against Primary Education.	
	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	246	179	73.66	181	74.49	203	83.54	186	76.54		
		Quintile 2	550	385	70.13	368	67.03	435	79.23	415	75.59		
		Quintile 3	278	209	76.00	203	73.82	237	86.18	232	84.67		
		Quintile 4	357	295	82.87	286	80.0	315	88.0	307	86.0		
		Quintile 5 - Least Deprived	690	606	87.95	583	85.0	635	92.0	606	88.0		
	P4												
	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	226	138	61.33	117	52.00	157	69.78	138	61.33		
		Quintile 2	485	341	70.31	310	63.92	403	83.09	332	68.17		
		Quintile 3	257	182	71.09	167	65.23	212	82.81	174	67.70		
		Quintile 4	288	236	82.23	224	78.05	250	87.11	231	79.93		
		Quintile 5 - Least Deprived	735	636	86.65	610	83.11	675	91.96	621	84.49		
	P7												
	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	200	131	65.83	121	60.80	155	77.89	124	62.31		
		Quintile 2	413	265	64.16	240	58.11	311	75.30	260	62.95		
		Quintile 3	228	162	71.68	153	67.70	192	84.96	164	72.25		
Quintile 4		282	238	84.40	222	78.72	255	90.43	227	80.50			
Quintile 5 - Least Deprived		666	586	88.12	561	84.36	606	91.13	562	84.38			

Performance Areas for Improvement	Key Performance Indicator Data										Improvement Targets
Closing the Poverty Attainment Gap – Broad General Education	SECONDARY 2017/18 (ABERDEEN CITY)										<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
Secondary By SIMD 2016 Quintiles <ul style="list-style-type: none"> Reading Writing Listening and Talking (L&T) Numeracy 	S3										
SIMD 2016 Quintiles Quintile 1 - Most Deprived Quintile 2 Quintile 3 Quintile 4 Quintile 5 - Least Deprived		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	153	103	68.21	100	66.23	101	66.89	99	66.44	
	Quintile 2	365	272	76.62	256	72.11	270	76.06	274	76.97	
	Quintile 3	191	146	77.25	141	74.60	147	77.78	151	81.18	
	Quintile 4	275	235	87.36	225	83.33	241	89.26	230	84.87	
	Quintile 5 - Least Deprived	568	537	95.04	530	93.81	544	96.28	531	93.82	
		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	153	45	29.80	40	26.49	41	27.15	63	42.28	
	Quintile 2	365	123	34.65	116	32.68	133	37.46	173	48.60	
Quintile 3	191	72	38.10	64	33.86	74	39.15	107	57.53		
Quintile 4	275	152	56.51	145	53.70	148	54.81	177	65.31		
Quintile 5 - Least Deprived	568	404	71.50	385	68.14	413	73.10	422	74.56		

See above

Performance Areas for Improvement	Key Performance Indicator Data				Improvement Targets	
Senior Phase- Candidates Attaining Literacy and Numeracy	Local Benchmarking Measure: Literacy and Numeracy S4 based on S4				<p>Greater than 1% increase at SCQF level 4</p> <p>Greater than 1% increase at SCQF level 5</p>	
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy		Number in Cohort
	Aberdeen City	2017	88.27	52.57	1577	<p>Comment:</p> <p>Secondary 4 The outcomes at S4 show a material reduction in outcomes at both SCQF Levels 4 and 5 which mirror the pattern displayed by both the National Establishment and Virtual Comparator data.</p> <p>Secondary 5 At S5, there is limited statistical change in the outcomes across SCQF Levels 4 and 5 with both measures' direction of travel mirroring, and closely matching, the National Establishment trends. Level 4 Literacy and Numeracy met the local Improvement Target for this measure</p> <p>Secondary 6 Although statistically unchanged from 2016-17, both measures are within tolerance of the local Improvement Targets, albeit that at Level 5, the differential to the National Establishment and Virtual Comparator figure has widened marginally</p>
	Virtual Comparator	2017	88.07	59.42	15770	
	National	2017	85.49	52.29	50335	
	Aberdeen City	2018	77.06	47.15	1648	
	Virtual Comparator	2018	82.39	53.88	16480	
	National	2018	81.06	49.53	49776	
	Local Benchmarking Measure: Literacy and Numeracy S5 based on S4		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	
	Aberdeen City	2017	86.67	60.00	1680	<p>Secondary 5 At S5, there is limited statistical change in the outcomes across SCQF Levels 4 and 5 with both measures' direction of travel mirroring, and closely matching, the National Establishment trends. Level 4 Literacy and Numeracy met the local Improvement Target for this measure</p> <p>Secondary 6 Although statistically unchanged from 2016-17, both measures are within tolerance of the local Improvement Targets, albeit that at Level 5, the differential to the National Establishment and Virtual Comparator figure has widened marginally</p>
	Virtual Comparator	2017	90.93	70.01	16800	
	National	2017	87.53	63.34	51836	
	Aberdeen City	2018	87.70	59.09	1601	
	Virtual Comparator	2018	90.76	69.13	16010	
	National	2018	88.23	63.17	50932	
	Local Benchmarking Measure: Literacy and Numeracy S6 based on S4		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	
	Aberdeen City	2017	87.19	61.00	1718	<p>Secondary 6 Although statistically unchanged from 2016-17, both measures are within tolerance of the local Improvement Targets, albeit that at Level 5, the differential to the National Establishment and Virtual Comparator figure has widened marginally</p>
	Virtual Comparator	2017	90.86	70.76	17180	
	National	2017	87.38	63.79	52975	
	Aberdeen City	2018	86.99	61.22	1676	
	Virtual Comparator	2018	91.15	71.78	16760	
National	2018	87.82	65.34	51952		

Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points

Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4					
	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort
Aberdeen City	2017	121	580	1273	1718
Virtual Comparator	2017	165	714	1326	17180
National	2017	133	619	1263	52975
Aberdeen City	2018	117	582	1301	1676
Virtual Comparator	2018	167	714	1334	16760
National	2018	135	624	1271	51952

Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points

Comment:
Whilst the outcomes for the Lowest and Middle Attaining cohorts are statistically unchanged, the figure for the Highest Attaining has improved and exceeds both the National Establishment and Virtual Comparator outcomes.

Senior Phase – Closing the Poverty Gap

- Literacy and Numeracy
- S6 Cohort Cumulative Complementary Tariff points

Local Benchmarking Measure: Literacy and Numeracy, 30% most and least deprived attaining Literacy and Numeracy (S6 based on S4)							
	Year	Most Deprived 30%			Least Deprived 30%		
		% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	78.50	44.16	428	94.63	74.51	820
Virtual Comparator	2017	83.50	54.00	4280	95.45	81.77	8200
National	2017	80.10	48.97	16464	94.30	79.54	15336
Aberdeen Difference	2017	16.13	30.35				
Aberdeen City	2018	78.05	44.39	401	93.15	73.64	774
Virtual Comparator	2018	83.47	55.01	4010	96.07	84.22	7740
National	2018	80.90	50.12	16456	94.42	80.86	15207
Aberdeen Difference	2018	15.1	29.39				

Greater than a 1% reduction in the percentage difference between the most and least deprived for Literacy and Numeracy at SCQF Levels 4 and 5.

Comment:
At SCQF Levels 4 and 5, the Improvement Targets relating to reducing the deprivation gap have been met in both instances.
The gap in Literacy and Numeracy at SCQF Level 4 is above the Virtual Comparator and National Establishment figure whilst the Level 5 outcome matches or betters both of the benchmarks.
At both Levels, the annual improvement rate is better than the Virtual Comparator and matches the National figures
However, the absolute outcomes for each deprivation -based component at SCQF Levels 4 and 5 show limited statistical change.

Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4					
	Year	Attainment Cohort			Number in Cohort
		Lowest 20%	Middle 60%	Highest 20%	
Aberdeen City					
30% Most deprived	2018	76	326	970	401
30% Least deprived	2018	196	785	1416	774
Virtual Comparator					
30% Most deprived	2018	106	478	1106	4010
30% Least deprived	2018	287	902	1430	7740
National					
30% Most deprived	2018	88	427	1060	16456
30% Least deprived	2018	245	857	1404	15207

Greater than a 1% reduction in the difference in S6 cohort cumulative complementary tariff points for 30% most and least deprived.

Comment:
The deprivation related gap between outcomes for those in the Lowest 20% Attainment Cohort has closed by the more significant margin, (and meets the Improvement Target), the results for the Middle 60% and Highest 20% have deteriorated slightly, largely as a result of improvement in the outcomes of the 30% Least Deprived.
In most cohort instances, the local Tariff Points score for the Most Deprived 30% falls short of the National Establishment and Virtual Comparator figures.

Performance Areas for Improvement	Key Performance Indicator Data							Improvement Targets	
Broad General Education – Achievement of Curriculum for Excellence (CfE Levels) Care Experienced Children and Young People • Reading • Writing • Listening and Talking (L&T) • Numeracy	PRIMARY – ACHIEVEMENT OF CfE LEVELS							4% increase in both literacy and numeracy performance of Looked After Children (Broad General Education) Comment: The outcomes for Looked After Children, with the exception of Numeracy at Third Level or better, are all improved with 6 out of 12 components/levels also achieving or exceeding the local Improvement Targets. In aggregate, the results for Reading across the three levels are most improved, followed by Listening and Talking with similar variations in improvement being experienced across each Level.	
	P1			P4					
		No. of pupils	Early Level	Early Level (%)		No. of pupils	First Level		First Level (%)
	Reading	18	12	66.67	Reading	17	10		58.82
	Writing	18	11	61.11	Writing	17	**		**
	L&T	18	12	66.67	L&T	17	11		64.71
	Numeracy	18	13	72.22	Numeracy	17	7		41.18
	P7								
		No. of pupils	Second Level	Second Level (%)					
	Reading	8	**	**					
	Writing	8	**	**					
	L&T	8	**	**					
	Numeracy	8	**	**					
	SECONDARY – ACHIEVEMENT OF CfE LEVELS								
	S3								
		No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level	Fourth Level (%)			
	Reading	17	7	50.00	**	**			
Writing	17	8	53.33	**	**				
L&T	17	8	53.33	**	**				
Numeracy	17	6	42.86	**	**				
N.B. Datasets relating to Primary 7 and Fourth level at S3 contain small numbers which could potentially identify individual pupils therefore are suppressed for the purposes of sharing and publication.									

Performance Areas for Improvement	Key Performance Indicator Data					Improvement Targets
Senior Phase-Candidates Attaining Literacy and Numeracy Care Experienced Children and Young People	Local Benchmarking Measure: Literacy and Numeracy S4 based on S4					3% increase at SCQF Level 4 Literacy and Numeracy 4% increase at SCQF Level 5 Literacy and Numeracy
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	37.93	6.90	29	
	Virtual Comparator	2017	79.31	42.76	290	
	National	2017	49.32	9.63	1101	
	Aberdeen City	2018	25.93	3.70	27	
	Virtual Comparator	2018	61.48	22.22	270	
	National	2018	47.17	9.96	1115	
	Local Benchmarking Measure: Literacy and Numeracy S5 based on S4					
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	53.33	13.33	15	
	Virtual Comparator	2017	78.67	46.67	150	
	National	2017	62.89	25.52	768	
	Aberdeen City	2018	42.86	14.29	14	
	Virtual Comparator	2018	80.00	45.00	140	
National	2018	62.50	25.28	720		
N.B. The dataset tables relating to Average Complementary Tariff Point Scores for Care Experienced Children and Young People (S6, based on S4) contain small numbers which could potentially identify individual pupils therefore have not been published						

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	6 November 2018
REPORT TITLE	Impact of Free School Meals Workstreams
REPORT NUMBER	RES/18/180
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Lynn Scanlon and Catriona Walker
TERMS OF REFERENCE	1.1

1. PURPOSE OF REPORT

- 1.1 To outline the actual and likely impact of current and future workstreams for ensuring maximum registration and uptake of free school meals.

2. RECOMMENDATIONS

It is recommended that Committee:

- 2.1 Note the impact of current work which have focussed on raising awareness;
 2.2 Approve the proposed work streams for ensuring maximum registration and uptake of free school meals through continued raising awareness and collaboration and use of digital; and
 2.3 Instruct the Chief Operating Officer to ensure that functions across the Council collaborate to deliver and monitor planned work in order to maximise the number of families registering for free school meals.

3 BACKGROUND

- 3.1. A report was brought to the Education Operational Delivery Committee in April 2018 outlining how the council could increase the registration and subsequent uptake of free school meals. It was requested that a further Committee report would be presented to keep Elected Members sighted on progress.
- 3.2. **Promotional Campaign in Schools**
 During 2017/2018 a PEF promotional campaign was delivered to schools through the production of posters, leaflets and letters to parents encouraging the registration for free school meals.

3.2.1 This promotion realised a slight increase in registration (from 2257 to 2336) which subsequently realised an increase in Pupil Equity Funding (PEF) from £2,708,400 in 2017/18 to £2,803,200 in 2018/2019.

3.2.2 The allocation of PEF funding for Aberdeen City is shown in Tables 1 and 2.

Table 1: PEF 2017/18 – Allocated funding and number of registered pupils, Primary, Secondary and Special

School Sector	Funds allocated	Total number of registered pupils
Primary	£2,120,400	1,767
Secondary	£556,800	464
Special	£31,200	26
Total	£2,708,400	2,257

Table 2: PEF 2018/19 - Allocated funding and number of registered pupils, Primary, Secondary and Special

School Sector	Funds allocated	Total number of pupils	Total Allocation including Top-up
Primary	£2,209,200	1,841	£2,245,800
Secondary	£554,400	462	£557,520
Special	£39,600	33	£41,760
Total	£2,803,200	2,336	£2,845,080

3.2.3 This suggests the Pupil Equity Fund promotional campaign has started to raise awareness of the benefits of registration and has encouraged families to register although there is still more to be done.

3.3 Awareness Raising Initiatives for 2018/2019

There will be a need for on-going awareness raising and a range of initiatives are proposed to continue to encourage the uptake of free school meals over session 2018/2019. These include:

- Education and Catering Services providing a free schools meals leaflet and poster to all schools advertising Free School meals and the PEF so that the benefits of registration can continue to be promoted in schools.
- Education and Communications have updated the School Meals page on the council’s website. This update includes guidance on how to register for Free School Meals and additional information on the PEF and will be an important source of information to link other channels of communication to.

- Education and Communications have scheduled posts on Social Media throughout 2018 and into school year 2018/2019. This approach takes account of how many parents choose to utilise social media to engage with the work of the school and council services. Posts on Twitter and Facebook highlight registering for Free School Meals and the subsequent benefits of registering and uptake. The posts contain links to the council's website Free School Meals registration page.
 - Schools have been contacted to create short videos highlighting Free School Meals and promoting on individual school websites. Parents and carers consistently engage positively with media developed by and featuring pupils and it is thought that this approach will reach a high number of parents and carers.
 - Free School Meals registration is now also advertised on the School Menu that is provided via hard copy to all Primary School pupils.
- 3.3.1 It is clear that although awareness raising will continue to be important, solely raising awareness will not realise the increase in registration we would aspire for and that further avenues are required.
- 3.4. Partnership Collaboration – Torry Free School Meal initiative**
- It will be important to fully capitalise on the knowledge and skills of a range of partners to both understand barriers to registration and consider how best to remove them. An increase in the uptake of free school meals is one of the priorities in the Torry Locality Plan and a partnership project team has been established to address the issue of low registration.
- 3.4.1 The project team consists of head teachers, facilities staff, catering staff, education, community teams and local charity, One Seed Forward and most recently CFine. This collaborative approach is enabling knowledge to be shared more effectively and skill sets to be pooled.
- 3.4.2 Data collected for the Torry Locality Plan 2017–18 shows that 75% of Torry school children are living in the most deprived quintile (20%) which could be an indicator that many are eligible for free school meals. Less than 25% of P4–7 pupils are claiming free school meals. This is a lower rate than comparable areas of the city.
- 3.4.3 The multi-disciplinary team of council staff and partners has been collaborating to test approaches to increase registration. Work to date has included:
- Awareness and sign up sessions with pupils and parents at both primary schools.
 - Tutor time sessions with Academy pupils to complete free school meals application forms to take home for signing from parents.

- Taster sessions and theme days with the children to encourage them to have more school lunches which includes working with community growing spaces.

3.4.4 Over the period October 2017 – April 2018 there were 21 additional registrations in Torry with a PEF value of £25,200. Importantly this is proportionately higher increase than in other communities suggesting that there is added value by working in partnership.

3.4.5 Phase two of the initiative will focus on increasing the uptake of free school meals for those registered through testing the use of rewards, monitoring the uptake of media campaigns and tasting sessions. The group also plan to engage with pupils and parents to identify the barriers to uptake. An unintended consequence of the project has been closer collaboration and partnership working and the multi-disciplinary team look forward to continuing to work with families on this and a range of initiatives to support the health and wellbeing of the community and address food poverty.

3.4.6 It is thought that successful approaches could be scaled up across the wider council.

3.5 Application/Registration Improvements

With modest success resulting from awareness raising, there is a need to explore other means of increasing the uptake of free school meals.

3.5.1 Currently customers complete a paper form to apply for Free School Meals providing proof of qualifying income level for this benefit. From data gathered across the City, there are families living in poverty who are not in receipt of Free School Meals which they are entitled to. There is a need to modernise and improve the application process to make it easier to access Free School Meals.

3.5.2 A review has been carried out to identify the appropriate touch points that could be used to register those who are eligible, this would make registration seem automatic and not rely on an additional process.

3.5.3 This has identified an opportunity for increased uptake through adding Free School Meals to the existing paper claim form for council tax reduction and housing benefit. As a result, progress is being made to add the additional information required to the council tax reduction and housing benefit paper claim forms, specifically pupil name(s), pupil date of birth and pupil school. It is likely this will be in place by 1st December 2018.

3.5.4 Those who qualify will have the entitlement backdated in line with the entitlement/claim date. Currently, it isn't possible to quantify the expected increase in uptake but Officers will monitor progress carefully over the period 1st December 2018 to 5th July 2019 to determine next steps.

3.5.5 There are other entitlements that could be applied through this touch point, such as Education Maintenance Allowances (EMAs), School Clothing Grants (SCG) and Access to Leisure. These are currently being evaluated to establish the feasibility of including them to simplify the application process for families. This

streamlining will ensure that this approach is fully in keeping with the Councils 'Towards a Fairer Aberdeen' strategy.

- 3.5.6 An additional touch point is when parent and carers apply for a school place, be that in primary one or any other year group (primary or secondary). Analysis is being carried out on the potential to add Free School Meals registration to the digitised application for a school place process that will be launched in January 2019. This presents a further opportunity to increase uptake.
- 3.6. The digitisation of the Free School Meals application process is being progressed through the Digital First programme and is expected to be delivered by March 2019. This will contribute to removing barriers to uptake by making it quicker and easier for those who are applying. If deemed to be feasible, Officers will monitoring the impact on the update of free school meals through this route to inform next steps.
- 3.7 Officers across various functions are confident that digitisation will increase the uptake of free school meals and will collectively evaluate the impact of changes from December 2018.

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. PEF is allocated on the basis of £1,200 per child registered. All local authorities are currently planning to maximise their free school registration and uptake and if we do not take similar action our allocation could be reduced.

5. LEGAL IMPLICATIONS

There are no direct 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	Increase uptake through registration at the appropriate touch points. Identify budget for potential additional costs
	Increased uptake has the potential need to	H	

	purchase additional catering equipment		
Legal	None	L	None
Employee	<p>Reduced allocation of PEF limits the targeted interventions that can be provided to support children.</p> <p>Increased uptake has the potential for the need to increase catering staffing levels.</p>	<p>M</p> <p>M-H</p>	<p>Increase uptake through registration at the appropriate touch points.</p> <p>Identify budget for potential additional costs</p>
Customer	Children are disadvantaged and not offered target supports required in order to close attainment gap.	H	Increase uptake through registration at the appropriate touch points.
Environment	Increased uptake puts further pressure on already congested dining areas	M-H	Identify budget for potential additional costs
Technology	Data Protection	H	Ensuring GDPR regulations are fully adhered to.
Reputational	<p>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.</p> <p>Effectively close monitoring of impact will enable the Council to positively report on progress made in closing the poverty related attainment gap.</p>	H	Increase uptake through registration at the appropriate touch points.

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 Pupil Equity Fund
Organisational Design	Increased registration of free school meals will increase allocation of PEF and 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	<i>Full EHRIA required</i>
Data Protection Impact Assessment	<i>Required</i>
Duty of Due Regard / Fairer Scotland Duty	<i>Applicable</i>

9. BACKGROUND PAPERS

None

10. APPENDICES

None

11. REPORT AUTHORS CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	6 November 2018
REPORT TITLE	St. Peter's Long-Term Educational Provision – Proposed Investment in Riverbank School Building
REPORT NUMBER	RES/18/179
DIRECTOR	Steve Whyte – Director of Resources
CHIEF OFFICER	Stephen Booth – Corporate Landlord
REPORT AUTHOR	Maria Thies
TERMS OF REFERENCE	3

1. PURPOSE OF REPORT

- 1.1 To provide Members with an update on the outcome of the feasibility study requested at the Education and Children's Services Committee on 16 November 2017, to identify options to improve the current Riverbank School and associated costs, including the cost of bringing the building up to 'category A status' and recommendations on the next steps.

2. RECOMMENDATIONS

That the Committee:

- 2.1 notes the options as outlined in the appended Business Case in exempt Appendix 1
- 2.2 agrees to consult on the proposal to relocate St Peter's RC School to the current Riverbank School building which relocation will take place once the new Riverbank replacement primary school becomes operational;
- 2.3 subject to approval of recommendation 2.1.2, notes that the Chief Officer – Integrated Children's and Family Services shall carry out the consultation process required by the Schools (Consultation) (Scotland) Act 2010;
- 2.4 subject to approval of recommendation 2.1.3, instructs the Chief Operating Officer to submit the proposal to change the site of St Peter's RC School in terms of the above to the Scottish Ministers for their consent in accordance with section 22D of the Education (Scotland) Act 1980; and
- 2.5 refers the proposals for improving the Riverbank School building to the budget process.

3. BACKGROUND

- 3.1 Following an instruction from the special meeting of the Education and Children Services (ECS) Committee in March 2017, a full options appraisal was carried out which explored all possible options for a future two stream replacement school building for St. Peters Roman Catholic (RC) School.
- 3.2 The outcome of this work was reported to the ECS Committee in November 2017 and it was noted that the current Riverbank School building was the most suitable existing school building for the long-term delivery of Roman Catholic educational provision at St. Peter's RC School. The construction of a new replacement building for Riverbank School is planned, and this is anticipated to be open from 2021. This would allow St Peter's RC School to relocate to the existing Riverbank School building circa 2021/22, after the new Riverbank School building has opened.
- 3.3 Officers were therefore instructed to report back on proposed improvements to the existing Riverbank School building and the associated costs, including the costs of bringing the building up to a category A status, with a view to the improvements being carried out in advance of any relocation of St Peters RC School to the Riverbank building. Riverbank School is currently rated B – Satisfactory for condition and B – Satisfactory for suitability.
- 3.4 The objective of this work is to provide a future fit for purpose learning establishment conducive to the delivery of the Curriculum for Excellence (CfE) and which can meet the future growing needs of St. Peter's RC School for years to come. There is also an opportunity to provide Early Learning and Childcare (ELC) provision for St Peter's which aligns with the ELC expansion programme for 2020. Currently St. Peter's RC School has no nursery provision.
- 3.5 The condition of the current St Peter's RC School building is rated as C – Poor, and its suitability is C – Poor. These grades are below the standard set out in the Property Asset Management Policy, where the expectation for both condition and suitability is B – satisfactory.
- 3.6 Following the November 2017 ECS Committee meeting, the Council's Design Team instructed consultants to conduct a feasibility survey in collaboration with Council Officers. The proposed improvements include:
- Improved teaching classrooms/ breakout spaces
 - Internal & external redecoration
 - Upgrade of toilets that didn't form part of extension and refurbishment works in 2012
 - Window replacement that didn't form part of 2012 extension and refurbishment works
 - Upgrade of car park/drop off/set down areas
 - ICT upgrade
 - New furniture
 - Catering Kitchen upgrade

- New 4G all-weather pitch
 - Adjustments to Nursery area
 - External works (including drainage upgrade)
- 3.7 Investment requirements and options have been fully developed in the attached business case (Appendix 1). The options provide varying levels of investment opportunities and the extent to which each option meets the project's overall objectives.
- 3.8 Officers are of the view that the recommended investment option for the Riverbank School building is Option 4.
- 3.9 This option fulfils all six of the objectives of this project (listed within the business case), requiring an increased capital investment which will enhance the physical appearance of the building both internally and externally. Committing this level of investment in the Riverbank building ensures that it is not only brought up to a category A status but provides a future long-term investment and minimises the need for these additional works at a later date.
- 3.10 The proposal for St Peter's RC School to relocate to the Riverbank building was previously opposed by many stakeholders at the last statutory consultation in 2016. Concerns were expressed about the condition and suitability of the building. Undertaking the desirable works as part of Option 4, which would include, for example, complete internal and external redecoration and new flooring where required, takes cognisance of the outcome of the comments received at the previous consultation and would help to address the concerns raised previously.
- 3.11 Officers have continued to liaise and communicate with the St. Peter's sub group which was established in April 2017 for the initial appraisal work. The group includes the St. Peter's Head Teacher, representatives from the St. Peter's parent council, and The Roman Catholic (RC) Diocese. This group provides opportunities for officers to continue to work collaboratively with St. Peter's Community and the RC Diocese. This group has proved successful in ensuring a two-way communication process to date. A recent meeting with the St Peter's sub group has confirmed their support in principle for option 4 (out of all the options) to relocate to the Riverbank building.
- 3.12 It is therefore proposed that Option 4 of the appended Business case be submitted in due course for future approval, subject to the outcomes of statutory consultation and submission for Ministerial consent and final decision by the Education Operational Delivery (EOD) Committee.
- 3.13 The actual implementation of Option 4 would be subject to future approvals on the use of resources for the carrying out of the improvement works to the Riverbank School building.
- 3.14 The outcome of the consultation will be brought to a future committee with further information on the timeline at that stage and other approvals required.

4. FINANCIAL IMPLICATIONS

4.1 High level financial implications on this proposal are contained within the attached business case. These will require to be updated as the project develops and a timeline becomes more certain. Consideration will require to be given to construction costs inflation over the next 5 years particularly with regard to the prospect of increased market uncertainty in the construction sector.

5. LEGAL IMPLICATIONS

5.1 Section 1 of the Education (Scotland) Act 2010 provides that it shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education.

5.2 Section 17 of the Education (Scotland) 1980 Act provides that it shall be the duty of an education authority in the performance of their functions under sections 1 to 6 of the Act, to provide for their area, sufficient accommodation in public schools and other educational establishments under their management to enable them to perform their said functions. In addition, an education authority shall maintain and keep efficient every public school, and other educational establishment under their management, and shall from time to time provide such additional accommodation as may be necessary to enable them to perform their functions under the Act and may, provide, alter, improve, enlarge, equip and maintain schools and other educational establishments within their area. The proposal to relocate St Peter's Roman Catholic school to the Riverbank School building is in fulfilment of the above duties incumbent upon the Education Authority.

5.3 A proposal to relocate a school is subject to consultation in accordance with the Schools (Consultation) (Scotland) Act 2010. A proposal to relocate a denominational school requires the consent of the Scottish Ministers under section 22D of the Education (Scotland) Act 1980. These steps will require to be taken prior to any decision to implement the proposed changes and are provided for in terms of this report.

6. MANAGEMENT OF RISK

6.1 If the recommendations are not agreed in this report the following risks have been identified.

	Risk	Low (L), Medium (M), High (H)	Mitigation
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Financial	Inability to identify sufficient funding post 2020 for improvement works. Future costs uncertainty and market fluctuations.	M	The business case has identified the level of investment required within required timescales. A full revised business case will be prepared at the appropriate time with detailed and robust cost information.
Customer	Failure to consult on the proposal to relocate St Peters School will delay achieving a long-term strategy for the expansion of the school.	L	Carrying out the proposed consultation
Reputational	Failure to consult on the proposal to relocate the school could be perceived as an unwillingness to support the long term educational provision for St Peter's RC school zone which could have a reputational impact on the Council.	L	Carrying out the proposed consultation

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Investment in Infrastructure: Appropriate investment in the school estate which would allow for long term benefits of the investment to be realised.
Prosperous People	Best Start in life / Safe and responsible / Respected, included, achieving: Investing in Riverbank School would provide enhanced and additional accommodation for St. Peter's RC School, should that be the final recommendation post statutory consultation.

Design Principles of Target Operating Model	
	Impact of Report

Process Design	Reinvesting and utilising our current Estate ensures that services are delivered as efficiently as possible and can be appropriately adapted and enhanced to meet the needs of our pupils and teaching staff.
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7. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Not required
Privacy Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Not required

8. BACKGROUND PAPERS

Education and Children’s Services Special Committee, 1 March 2017;
Statutory Consultation – Consultation Report on the proposals to develop new primary school provision with early education and childcare facilities in Tillydrone.

Education and Children’s Services Committee, 16 November 2017;
St Peter’s School – Long Term Educational Provision

9. APPENDICES

- Exempt Appendix 1 – Business Case
- Appendix 2 – Condition and Suitability methodology

10. REPORT AUTHOR CONTACT DETAILS

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Condition Surveys

Introduction

It is recommended as good practice to carry out condition surveys of schools at a maximum of 5 yearly intervals. The purpose of these surveys is to provide high level cost information as well as overall grades for the condition of the assets and their elements. It does not produce a comprehensive catalogue of repairs and detailed repair costs. These are completed by officers within Corporate Landlord.

The surveys do identify problem assets/elements as well as high level required maintenance costs, with these costs being used for performance indicator purposes. The high level data is used to help prioritise capital spend and is also an important factor when carrying out asset reviews.

Surveys are based on a template and guidance created by the Scottish Government. A new version of the template has very recently been released. Riverbank was surveyed using the original template. However, it should be noted that the new survey would have no impact on the investment requirements identified within the report.

The original template looks at 24 elements (roofs, walls, windows, etc) of each asset. Assets are split into blocks where the building is on multiple floors or construction types are different for particular parts of a building (e.g. an extension). Each element within a block is graded as follows:-

- A - Good (Performing well and operating efficiently)
- B - Satisfactory (Performing adequately but showing minor deterioration)
- C - Poor (Showing major defects and/or not operating efficiently)
- D - Bad (Life expired and/or serious risk of imminent failure)

An overall grade for each element is established. Then using a weighting system these grades are automatically converted into an overall grade for the asset. The weighting means that elements such as the roof (and the external walls have a greater influence on the overall grade due to their importance to the asset as a whole. It should be noted that an asset may have an overall grade of A or B but still have elements that have been assessed as C or D.

Riverbank Condition

Riverbank was surveyed using the original template and has an overall grade of B-Satisfactory. Only the windows, external doors and roads/car park have been rated as C-Poor. All other elements are either B-Satisfactory or A-Good.

This data was used to help identify investment options and to show how the overall condition grade would be changed by such investment.

Suitability Surveys

Introduction

Suitability surveys are carried out every 3 years or sooner in the event of a significant change in circumstance. The purpose of these surveys is to assess the asset's 'fitness for purpose', the purpose being for the delivery of a particular service. They are typically completed by the Head Teacher and then verified by Officers within Corporate Landlord.

These assessments are used to help prioritise capital spend and are also an important factor when carrying out asset reviews.

Schools are assessed using the Scottish Government suitability assessment proforma. As with the condition template a new suitability template has very recently been released. Riverbank was assessed using the original template. Not using the new template does not have any bearing on the investment requirements identified within the report. Suitability grades are as follows:-

- **A: Good** - performing well and operating efficiently. The buildings support the delivery of the service and are considered suitable for use now and in the future.
- **B: Satisfactory** - performing well but with minor issues. The buildings generally support the delivery of services and would be considered suitable. There is room for improvement in certain areas but the property is fundamentally suitable.
- **C: Poor** - showing major problems and/or not operating optimally. The buildings impede the delivery of services and would not be considered suitable.
- **D: Bad** - does not support the delivery of services at all. The buildings seriously impede the delivery of services and would definitely not be considered suitable.

The template assesses the following 5 factors:- Learning & Teaching, Internal Social, Internal Facilities, External Social, External Facilities. In addition each of these factors is scored on Functionality, Accessibility, Environmental Conditions, Safety & Security and Fixed Furniture & Fittings. A weighting system automatically converts these into an overall grade for the asset. It should be noted that an asset may have an overall grade of A or B but still have factors that have been assessed as C or D.

Riverbank Suitability

Riverbank was assessed using the original template and has an overall grade of B-Satisfactory. All factors were assessed as either B-Satisfactory or A-Good. This data was used to help identify investment options and to show how the overall suitability grade would be changed by such investment.

Exempt information as described in paragraph(s) 8 of Schedule 7A of the Local Government (Scotland) Act 1973.

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