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ABERDEEN
CITY COUNCIL

To: Councillor Wheeler, <u>Convener</u>; Councillor Malik, <u>Vice Convener</u>; Councillors Alphonse, Cameron, Cooke, Donnelly, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor and Stewart; and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Anthony Rafferty (Parent Representative - Secondary Schools) and Miss Pamela Scott (Teacher Representative - Primary Schools).

Town House,
ABERDEEN, 4 November 2019

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on <u>**TUESDAY, 12 NOVEMBER 2019 at 10.00 am**</u>.

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

1.1   <u>There are no items of urgent business</u>

DETERMINATION OF EXEMPT BUSINESS

2.1   <u>There are no items of exempt business</u>

DECLARATIONS OF INTEREST

3.1   Declarations of Interest (Pages 5 - 6)

DEPUTATIONS

4.1   There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

5.1   Minute of Previous Meeting (Pages 7 - 10)

NOTICES OF MOTION

6.1   There are no Notices of Motion at this time

COMMITTEE PLANNER

7.1   Committee Business Planner (Pages 11 - 14)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

8.1   There are no referrals at this time

FINANCE, PERFORMANCE AND RISK

9.1   Cluster Risk Register - Integrated Children's and Family Services - OPE/19/410 (Pages 15 - 36)

9.2   Educational Improvement Journey - 2018/19 Key Performance Indicator Tracking Report - COM/19/411 - appendices to follow (Pages 37 - 52)

GENERAL BUSINESS

10.1   School Holiday Pattern 2020 to 2025 - OPE/19/395 (Pages 53 - 64)

10.2   Strategies to Manage Out of Authority Residential Placements - OPE/19/414 (Pages 65 - 78)

10.3   Supporting Children's Learning in an Empowered System - OPE/19/415 (Pages 79 - 90)

10.4   Early Learning and Childcare Admissions Policy 2020 - OPE/19/416 (Pages 91 - 126)

10.5   Orchard Brae - OPE/19/426 (Pages 127 - 194)

EHRIAs related to reports on this agenda can be viewed at
Equality and Human Rights Impact Assessments

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

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DECLARATIONS OF INTEREST

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.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 17 September 2019.   Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:-   Councillor Wheeler, Convener; and Councillors Alphonse, Boulton (as substitute for Councillor Stewart), Cameron, Cormie (as substitute for Councillor Cooke), Donnelly, Duncan (as substitute for Councillor Lesley Dunbar), Graham (as substitute for Councillor Malik), Greig, Hutchison, Imrie, Macdonald and Nicoll. External Members:- Mrs Stephanie Brock (Third Religious Representative), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative) and Miss Pamela Scott (Teacher Representative - Primary Schools).

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.

WELCOME

1.   The Convener welcomed Reverend Shuna Dicks to her first meeting, advising that she was the new Church of Scotland representative. He also welcomed Councillor Cameron to the Committee, further to the resignation of former Councillor Catriona Mackenzie.

DECLARATIONS OF INTEREST

2.   There were no declarations of interest.

MINUTE OF PREVIOUS MEETING

3.   The Committee had before it the minute of its previous meeting of 16 May 2019 for approval.

The Committee resolved:-
to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

4.   The Committee had before it the committee business planner as prepared by the Chief Officer – Governance.

The Committee resolved:-
(i)   in respect of items 12 and 19 (Free School Meals), to note that officers would endeavour to combine the two reports to the November 2019 meeting of the

EDUCATION OPERATIONAL DELIVERY COMMITTEE
17 September 2019

Committee, and would advise Members at that time if the earlier report had resulted in any information being omitted which might require the further report in May 2020; and
(ii)   to otherwise note the updates provided.

ABERDEEN CITY COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN - OPE/19/336

5.   With reference to article 5 of the minute of its meeting of 6 September 2018, 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 Council's National Improvement Framework (NIF) Plan 2018/2019, and sought approval to implement the refreshed NIF plan for 2019/2020 following submission of both documents to the Scottish Government.

The report recommended:-
that Committee –
(a)   approve (i) the Evaluation Report highlighting the impact of Aberdeen City work on the Council's National Improvement Framework Plan 2018/2019 (Appendix A to the report) and (ii) the proposed Council National Improvement Framework Plan 2019/20 (Appendix B to the report);
(b)   instruct the Chief Operating Officer to submit the Evaluation Report and the Council National Improvement Framework Plan for 2019/2020 to the Scottish Government as soon as reasonably practicable;
(c)   instruct the Chief Operating Officer to implement the proposed Council National Improvement Framework Plan for 2019/2020 immediately; and
(d)   instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020.

The Committee resolved:-
to approve the recommendations

PUPIL EQUITY FUND UPDATE - OPE/19/312

6.   With reference to article 10 of the minute of its meeting of 6 November 2018, the Committee had before it a report by the Chief Operating Officer which provided an update on the full year Pupil Equity Fund spend.

The report recommended:-
that Committee –
(a)   note the contents of the report; and

EDUCATION OPERATIONAL DELIVERY COMMITTEE
17 September 2019

(b)   instruct the Chief Officer – Integrated Children's and Family Services to incorporate Pupil Equity Fund spending and a review of the impact of spending in all future National Improvement Framework committee reports.

The Committee resolved:-
(i)   to request that officers provide information on the discussion in respect of a possible review of the Pupil Equity Fund formula to the Committee by way of Service Update; and
(ii)   to approve the recommendations.

STATUTORY CONSULTATION REPORTS: PROPOSED NEW SCHOOL AT COUNTESSWELLS AND PROPOSED RELOCATION OF MILLTIMBER SCHOOL AND ST PETER'S RC SCHOOL - RES/19/339

7.   With reference to article 12 of the minute of the Education and Children's Services Committee of 24 March 2016, article 11 of the minute of 16 November 2017, and article 8 of the minute of the Capital Programme Committee of 12 September 2018, the Committee had before it a report by the Chief Operating Officer on the outcomes of the recent statutory consultation on the proposals to establish a new primary school at Countesswells and to relocate Milltimber School and St Peter's RC School.

The report recommended:-
that Committee agree to –

Countesswells School
(a)   establish a new primary school on the identified site N7 within the Countesswells development, Aberdeen;
(b)   relocate pupils zoned to Countesswells School from their current temporary accommodation to the newly constructed school building at Countesswells following its completion; and
(c)   these proposals taking effect from August 2021 or as soon as possible thereafter.

Milltimber School
(d)   relocate the existing Milltimber Primary School to a new building on an identified site within the Oldfold Farm development, Aberdeen with effect from August 2021 or as soon as possible thereafter.

St Peter's RC School
(e)   relocate St Peter's RC School to the existing Riverbank School building, after the new replacement Riverbank School has opened, with effect from August 2022 or as soon as possible thereafter, subject to the condition of the Riverbank building first being improved to a category A status; and
(f)   refer the proposal for investment works to improve the condition of the Riverbank building to a category A status to the Council Budget meeting in March 2020.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
17 September 2019

At this juncture, the Committee heard from Mr Andrew Jones, Service Manager Assets and Finance, who advised that the recommendations required to be slightly altered to ensure that they were explicit in respect of fully costed business cases requiring approval at City Growth and Resources Committee, namely:-

(a)   to establish a new primary school on the identified site N7 within the Countesswells development, Aberdeen, **subject to approval of the fully costed business case at City Growth and Resources Committee**; and

(d)   to relocate the existing Milltimber Primary School to a new building on an identified site within the Oldfold Farm development, Aberdeen with effect from August 2021 or as soon as possible thereafter, **subject to approval of the fully costed business case at City Growth and Resources Committee**.

The Convener, seconded by Councillor Boulton, moved the recommendations as amended.

Councillor Greig, seconded by Councillor Hutchison, moved as an amendment:-

That Committee:-
(a)   approve recommendations (a) to (d) as amended;
(b)   agree to instruct the Chief Officer – Integrated Children's and Family Services to consult on the proposal to relocate St Peter's RC School to a new school building on the site of the demolished Riverbank School and report back to the Education Operational Delivery Committee on the outcome; and
(c)   subject to the outcome of the consultation and agreement of the above at Education Operational Delivery Committee, recommend to the City Growth and Resources Committee that the existing Riverbank School be demolished and that a new school be built for St Peter's RC School on the existing Riverbank site, subject to the approval of a fully costed business case and approval of funding as part of the budget process.

On a division, there voted:- for the motion (16) – the Convener; Councillors Alphonse, Boulton, Cameron, Cormie, Donnelly, Duncan, Graham, Hutchison, Imrie, Macdonald, Nicoll; and Mrs Stephanie Brock, Reverend Shuna Dicks, Mr John Murray and Miss Pamela Scott; and for the amendment (1) – Councillor Greig.

The Committee resolved:-
to approve the motion.
- **COUNCILLOR JOHN WHEELER, Convener**

	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			**12 November 2019**							
4	Cluster Risk Register - Integrated Children's & Family Services	To report on the cluster risk register			Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4		
5	Orchard Brae	To provide Elected Members with further information on the range of support being afforded to Orchard Brae following their inspection by Education Scotland which was published on 2nd July 2019.			Eleanor Sheppard	Integrated Children's and Family Services	Operations	Purpose 1; Remit 7		
6	School Estate Strategy - Review	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. Now to be submitted to City Growth and Resources Committee in line with the changes to the Terms of Reference agreed by Council in March 2019.	Delayed from 17/09/19 meeting to enable consideration of the Scottish Government's new Learning Estate Strategy prior to submitting a report to EODC.		Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 3.1, 5 and 6	D	Officers have recommended delaying the finalising of the School Estate Plan report until after the Council budget meeting in March 2020. The estate plan will then be aligned to support the delivery of budget decisions made at that meeting.
7	Early Learning and Childcare Admissions Policy 2020-21	To update the policy as it is the first year for applications for the increased Early Learning and Childcare entitlement – due to be implemented in August 2020.			Louise Beaton	Integrated Children's and Family Services	Operations	GD 7.1		
8	School Holiday Pattern 2020 to 2025	EOD Committee 16/05/19 - to agree that the existing holiday pattern continue for the session 2020/2021 and a further consultation exercise be undertaken to determine if the summer holiday should be brought forward by a week, reporting to Committee in November 2019.			Matt Reid / Donna Cuthill	Integrated Children's and Family Services	Operations	Remit 5		

	A	B	C	D	E	F	G	H	I
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**
9	Free School Meals Policy	EOD Committee 16/05/19 - (i) to instruct the Chief Operating Officer to investigate whether the Council should develop a free school meals policy to address anomalies in legislation as part of the wider Universal Credit impact report due to be presented to Operational Delivery Committee and now EODC in November 2019 and to report back to Committee with details of any proposed policy and indicative costs involved; and (ii) to instruct the Chief Operating Officer to devise and implement a system to ensure that children and young people transitioning from Primary School to Secondary School continue to benefit from the entitlement to free school meals where the entitlement exists and ACC is unaware of any change in family financial circumstances and to report back to Committee with the outcome. (Due November 2019) EOD Committee 17/09/19 - in respect of the Free School Meals reports to be submitted in November 2019 and May 2020, to note that officers would endeavour to combine the two and would advise Members at that time if the earlier report had resulted in any information being omitted which might require the further report in May 2020 (Item 22 below refers).		Derek McGowan	Early Intervention and Community Empowerment	Operations	Purpose 1	D	This item is delayed to enable cognisance to be taken of the recently approved Child Poverty Action Plan and whether any changes to Universal Credit are required. This will enable the report to provide the awaited information to Education Operational Delivery Committee regarding school meals, closer to the end of the school year as per the initial EODC instruction.
10	Strategies to manage Out of Authority Residential Placements	EOD Committee 17/01/19 - To request that officers submit separate committee reports to a future meeting of the Committee in respect of (a) the Inclusion Review and the presumption of inclusion in mainstream schools; and (b) Out of Authority Placements		Graeme Simpson	Integrated Children's and Family Services	Operations	1, 2 and 6		
11	Supporting Children's Learning in an Empowered System	EOD Committee 17/01/19 - To request that officers submit separate committee reports to a future meeting of the Committee in respect of (a) the Inclusion Review and the presumption of inclusion in mainstream schools; and (b) Out of Authority Placements. The report will review how effectively schools are able to meet the needs of those in need of additional support in order to plan next steps.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1, 5 and 6		
12	Improvement Journey Tracking Report	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. EOD Committee 06/11/18 - to request that officers include information on the pieces of work being undertaken in respect of the differences in some of the data in the next regular update for the Education Improvement Journey to ensure that detailed analysis was presented with the data.		Alex Paterson / Ljiljana Pavlenic	Business Intelligence and Performance Management	Commissioning	3.1, 3.2 and 6		
13	**16 January 2020**								

	A	B	C		D	E	F	G	H	I
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
14	Empowering the System	To seek approval for the long tern direction of travel to realise an empowered system			Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
15	Erasmus+ Travel	To seek approval of overseas travel for an upcoming Erasmus+ mobilities project in April 2020			Elizabeth Henderson / Louise Beaton	Integrated Children's and Family Services	Operations	5		
16	Children & Young People's Act 2014	To provide an update on ACC's policy and practice in light of the repeal of Parts 4 and 5 of the Children and Young People Scotland Act.			Lesley Stopani	Integrated Children's and Family Services	Operations	Purpose 1		
17	**12 March 2020**									
18	Development of Leadership Capacity	To seek approval for a proposed approach to developing leadership capacity across our schools			Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
19	**28 May 2020**									
20	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.			Rob Polkinghorne	Operations	Operations	GD 7.5		
21	Senior Phase	To seek approval for a more holistic partnership approach to the senior phase offering			Alex Duncan	Integrated Children's and Family Services	Operations	Purpose 1		
22	Free School Meals Annual Update	EOD Committee 19/04/08 - to instruct the Chief Officer Integrated Children's and Family 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 workstreams and detailing any required adjustments for the following school year (Due May 2020) (Links with Item 9 above)			Graeme Simpson / Derek McGowan	Integrated Children's and Family Services / Early Intervention and Community Empowerment	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 - 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.			Graeme Simpson	Integrated Children's and Family Services	Operations	Purpose 1		

	A	B	C		D	E	F	G	H	I
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
24	Lochside Academy - Transport & Safe Routes to Schools Annual Update	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).			Chris Cormack	Place	Place	Purpose 1		
25			17 September 2020							
26	ACC National Improvement Framework	EOD Committee 17/09/19 - to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020			Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
27			26 November 2020							
28	Cluster Risk Register - Integrated Children's & Family Services	To report on the cluster risk register			Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4		
29										
30										

ABERDEEN CITY COUNCIL

COMMITTEE	Educational Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Cluster Risk Register – Integrated Children's and Family Services
REPORT NUMBER	OPE/19/410
DIRECTORS	Rob Polkinghorne
CHIEF OFFICERS	Graeme Simpson
REPORT AUTHOR	Chief Officer
TERMS OF REFERENCE	General 7.4

1. **PURPOSE OF REPORT**

1.1 To present the Cluster Risk Registers and Assurance Maps in accordance with Committee Terms of Reference and to provide assurance on the Council's system of risk management.

2. **RECOMMENDATION**

2.1 That the Committee note the Cluster Risk Register and Assurance Maps set out in Appendix A

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 Integrated Children's and Family Services risk register which falls within the remit for this Committee.

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 Cluster Risk Register set out in Appendix A reflects the risks which may prevent each Cluster area from delivering on strategic outcomes.

3.5   Chief Officers and Directors have sought to ensure that Cluster Risk Registers link to organisational outcomes as set out in the LOIP and (where applicable) commissioning intentions within the Corporate Delivery Plan.

3.6   Over the coming twelve months, further work will be done to:-

- Embed the Cluster Risk Register within the organisation's risk management system which is currently being reviewed.
- Reflect and implement internal audit recommendations on the risk management system.
- Continue to review and improve the development of the Cluster Risk Registers and Assurance Maps.
- Aim to demonstrate clear linkages with the Internal Audit Plan to ensure a risk-based approach to the Council's audit programme.

3.7   The Cluster Risk Register provides the organisation with the detailed information and assessment for each risk identified including;

- **Current risk assessment (score)** – this is initial assessment of the risk by the risk owner prior to the application of any controls, mitigating actions and activities.
- **Residual risk assessment (score)** – this is the assessment of the risk by the risk owner after the application of the controls.
- **Controls** – these are the activities and items that will mitigate the effect of the risk event on the organisation.
- **Control Assessment** – assessment of the controls identified will determine the control assessment. There are three categories of assessment:

  1.   Not effective – less than 50% effective
  2.   Partially effective – between 50% and 99% effective
  3.   Fully effective – 100% effective

- **Risk score** – each risk is assessed using a 4x6 risk matrix as detailed below. The 4 scale represents the impact of the risk and the 6 scale represents the likelihood of the risk event occurring.

Impact	Score						
Very Serious	4	4	8	12	16	20	24
Serious	3	3	6	9	12	15	18
Material	2	2	4	6	8	10	12
Negligible	1	1	2	3	4	5	6
Score		1	2	3	4	5	6

Likelihood	Almost Impossible	Very Low	Low	Significant	High	Very High

3.8 Development and improvement of the Cluster Risk registers has continued since the Cluster Risk Registers were last reported to Committee:

- Cluster Risk Registers have been reviewed in conjunction with the LOIP and (where applicable) Commissioning Intentions within the Corporate Delivery Plan
- Cluster Risk Registers are regularly reviewed by Risk Owners and Managers
- Assurance Maps have been created and are incorporated into each Cluster Risk Register.

Assurance Maps

3.9 The Assurance Map provides a visual representation of the sources of assurance associated with each Cluster. This evidences the breadth and depth of assurance sources, so that the Committee and Senior Management Teams can determine where these are insufficient, whereas the Cluster Risk Register demonstrates how effectively risk is being managed through the controls which flow out of those sources of assurance.

3.10 The Assurance Map provides a breakdown of the "three lines of defence", the different levels at which risk is managed. Within a large and complex organisation like the Council, risk management takes place in many ways. The Assurance Map is a way of capturing these and categorising them, thus ensuring that any gaps in sources of assurance are identified and addressed:

First Line of Defence "Do-ers"	Second Line of Defence "Helpers"	Third Line of Defence "Checkers"
The control environment; business operations performing day to day risk management activity; owning and managing risk as part of business as usual; these are the business owners, referred to as the "do-ers" of risk management.	Oversight of risk management and ensuring compliance with standards, in our case including ARSC as well as CMT and management teams; setting the policies and procedures against which risk is managed by the do-ers, referred to as the "helpers" of risk management.	Internal and external audit, inspection and regulation, thereby offering independent assurance of the first and second lines of defence, the "do-ers" and "helpers", referred to as the "checkers" of risk management.

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

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There are no direct financial risks attached to this report, financial risks are including in the risk register.	L	Regular budget monitoring and forward planning enables the function to identify and mitigate emerging risks.
Legal	There are no legal risks attached to this report, legal risks are detailed in the risk register.	L	Regular monitoring of the implementation of enacted and anticipated legislation enables the function to identify and mitigate emerging risks to keep the risk level low.

Employee	There are no risks associated with this report, the wellbeing of staff is continually considered during the risk assessment process.	L	Mechanisms are in place to identify emerging trends so that risks can be mitigated timeously so that staff wellbeing is supported.
Customer	Risk to effective and full service delivery if risks are not well managed.	L	Maintaining an accurate risk register (which is scrutinised by Elected Members) helps to provide assurance to customers that risks have been considered and appropriate measures are in place to provide contingency arrangements which enable service delivery.
Environment	There are no direct environmental risks attached to this report.	L	Not applicable.
Technology	Risks to systems are identified in the risk register.	L	Effective actions have been taken to mitigate the risks
Reputational	There are no material reputational risks attached to this report although there would be potential for significant reputational damage if a robust risk register did not exist.	L	Scrutiny by Elected Members helps ensure that risks are carefully considered and planned for to help mitigate this risk.

7. OUTCOMES

7.1 Each risk on the Cluster Risk Registers is aligned to one or more of the themes within the 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. The registers also provide a tool by which to better manage achievement of our strategic outcomes.
Process Design	In reviewing our risk management processes, there is an opportunity to make sure that the risk to the Council's achievement of the strategic objectives, including those which external organisations and other stakeholders contribute to, is appropriately managed and 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
Data Protection 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
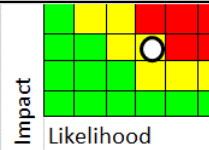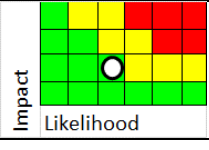
11.   REPORT AUTHOR CONTACT DETAILS

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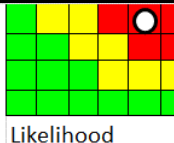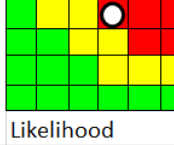gsimpson@aberdeencity.gov.uk
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Integrated Children's and Family Services – Cluster Risk Register

The Risk Register for the ICFS unction details the live risks of operational significance, the Risk Register is presented to both the Operational Delivery Committee and Education Operational Delivery Committee. Whilst we acknowledge there are other areas that present a risk to the Council if not managed correctly, these are monitored effectively in business as usual activities therefore not detailed in the function risk register. We actively monitor all operational risks and will appropriately escalate any risk if there is an increase in significance.

Risk Code	Risk Title	Current Risk Score	Residual Risk Score	Cluster	Risk Owner	Risk Manager	LOIP Themes
ICFS 002	Risk that performance management arrangements are not robust	12	4	Integrated Children's and Family Services	Graeme Simpson	Reyna Stewart	Prosperous People (children)
ICFS 005	Risk that service delivery is hindered by staff recruitment and retention issues	20	16	Integrated Children's and Family Services	Graeme Simpson	Eleanor Sheppard/Ali McAlpine	Prosperous People (children)
ICFS 007	Growing demographic demands result in service delivery pressures	12	9	Integrated Children's and Family Services	Graeme Simpson	Eleanor Sheppard/Gail Beattie	Prosperous People (children)
ICFS 008	Risk that financial planning is not robust	20	8	Integrated Children's and Family Services	Graeme Simpson	Eleanor Sheppard/Helen Sherrit	Prosperous Economy
ICFS 009	Risk of major CareFirst systems failure	12	8	Integrated Children's and Family Services	Graeme Simpson	Trevor Gillespie	Prosperous People (children)
ICFS 010	Failure to deliver statutory obligations	12	8	Integrated Children's and Family Services	Eleanor Sheppard	Louise Beaton/Fiona Lawrie	EOD only

	for early learning and childcare						Prosperous People (children)
ICFS 011	Unaccompanied Asylum Seeking Children (UASC)	12	9	Integrated Children's and Family Services	Graeme Simpson	Isabel McDonnell	Prosperous People (children)
ICFS 012	Foster Carers being granted employee status	15	10	Integrated Children's and Family Services	Graeme Simpson	Isabel McDonnell	Prosperous People (children)
ICFS 014	Financial cost of increase in school role	15	10	Integrated Children's and Family Services	Graeme Simpson	Eleanor Sheppard	Prosperous People (children)
ICFS 015	Risk of major SEEMiS systems failure	12	8	Integrated Children's and Family Services	Eleanor Sheppard	Charlie Love	Prosperous People (children)

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	
• **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.	• Performance culture is being embedded across ICFS. • Inconsistent use of performance indicators to inform service improvement. • Poor benchmarking activity. • Target-setting inadequate. • Performance metrics used not demonstrating impact on outcomes.	Review of Key Performance Indicators (KPIs)to measure impact of effective service delivery in order to inform planning	Partially Effective	
		Robust governance structure at committee level with reporting of KPIs	Fully Effective	
		Access to dashboard for relevant staff to support quality assurance and improvement activity	Fully Effective	
		Progress in realising improvement (including implementation of the National Improvement Framework Plan) tracked through monthly monitoring of KPIs and overseen by Chief Officer		
		Performance reporting reviewed to assure and improve quality	Partially Effective	
				Serious
				Significant

Risk Owner	Graeme Simpson	Risk Manager	Reyna Stewart	Residual Risk Assessment
Latest Note	The use of performance data is central to the delivery of operational services. Schools and central improvement teams are making increasingly effective use of KPIs in tracking outcomes to better understand the impact of the service on children and young people. School leadership teams have systems in place to track individual pupil progress and data gleaned is used to inform school improvement planning. The new education structure will see accountability for performance against KPIs being owned by education Service Managers. This level of tracking will inform both our improvement work and give us assurance around sound financial planning. 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 allow for more effective support and challenge to be offered to services as part of the quality assurance arrangements. A C&YP Data Forum has been established jointly chaired by the CO-BIU & CO-ICFS to develop existing data collection processes to enable more intuitive use of data to drive service improvement. Regular reporting is provided to Committee and external bodies on key performance indicators.	September 2019		 Material Very Low

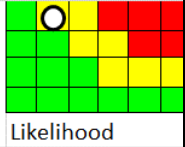| Code	ICFS005	Risk that service delivery is hindered by staff recruitment and retention issues		
Definition	The quality of the workforce is key to the delivery of high quality services and to implementing the transformation and improvement agendas. With high staff vacancies the pace of change may be slowed and more pressure put on the staff in post.			

Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
• **Service delivery -** the breadth of the curriculum delivered in schools, particularly affecting the senior phase. Children and Young People do not receive their full entitlement. • **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 and improvement may be reduced due to the number of Social Work and education vacancies).	• Staffing levels for teachers and Social Workers do not meet with current and future 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 are in place and continually refined to ensure that the plan responds to changing circumstances and opportunities to extend reach (including making better use of social media) where possible	Fully Effective	
		Annual census data is in place for teachers to ensure pupil teacher ratios are maintained	Fully Effective	
		Annual census data is in place for social work staff to ensure clarity on pressure points.	Fully Effective	
		Opportunities for retraining offered where posts are easier to fill (example PSAs being retrained as Early Years Practitioners)	Fully Effective	
		Refreshed education professional learning model linked to Quality Assurance model being developed in collaboration with colleagues in schools		
				Very serious
				High

Risk Owner	Graeme Simpson	Risk Manager	Eleanor Sheppard/Ali McAlpine	Residual Risk Assessment
Latest Note	The recruitment of teachers and social workers across ICFS remains a challenge. Links with local universities remain positive but demand outstrips supply. There has been a marked increase in the number of HT posts attracting interest and this is attributed to the social media campaign designed to highlight the benefits of living and working in the city and taking a 'one council approach' to recruitment. This approach has resulted in a significant reduction in the number of vacancies in schools from August 2019. 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 in children's social work bringing greater stability to service delivery but may increase as the service works to reduce the level of vacancy in schools. The education service is engaging with agencies to see if greater collaboration will help mitigate some of the pressures felt in some secondary faculties and there are some early positive indications. ACC requested an increased cohort of probationers to address shortages in primary schools but sadly numbers did not increase across secondary.	30th Sept 19		
				Very serious
				Significant

	CSW has amended its recruitment activities to attract NQSW particularly those who have had placement experience with ACC. Additionally the SW service is exploring the viability of a trainee SW post to support existing non-qualified staff achieve a degree and be retained with the Council.			

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	
• **Capacity and capability** – overcrowding leading to insufficient places to delivery statutory services • **Service delivery** - the best service cannot be guaranteed for children and young people. • **Service Delivery** - Not being able to respond to emerging needs of children and young people at risk of being accommodated.	• 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 • Failing to rationalise the school estate in order to ensure that buildings are located in the right places and that we have an efficient and affordable estate	Pupil roll projections are conducted annually and monitored against school capacities and used to inform the routinely updated school estate strategy	Fully Effective	
		Proposals of how ACC will deliver expanded ELC entitlements are being developed by ICFS in collaboration with the Corporate Landlord and Capital.		
		Numbers of looked after and accommodated children and young people are recorded and monitored and are relatively stable.	Fully Effective	
		Cross Council development of a School Estate Strategy to ensure that the estate is well placed and in good condition to meet our current and future needs	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 Sheppard	Residual Risk Assessment
Latest Note	A review of the school estate is being undertaken by the Corporate Landlord in collaboration with Elected Members and other functions and clusters to ensure that we have an agreed strategic approach to this risk. New national funding is currently being considered to ensure that the Local Authority are well placed to submit a bid in line with the conditions attached.		30-9-2019	
				Serious

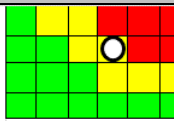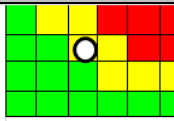| | The expansion of ELC has required a review of our estate in order that Aberdeen City can deliver the increased hours as set out in the legislation. The Early Years' Service is working closely with Corporate landlord and Capital to ensure a joined up and sustainable response.

Numbers of LAC children have remained stable over recent years. However, it is recognised that ACC's balance of care is out of step with other LA's. This requires all agencies (ICFS; AHSCP; NHSG; Police and 3rd Sector) to work collaboratively to address ensuring we have appropriate and sufficient local resource to support children to remain within their family and local community. | | 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	
• **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.	• 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 and improvement planning details proposed spending and is subject to quality assurance	Fully Effective	
		Budget responsibilities are set out in the Financial Regulations	Fully Effective	
		Opportunities for greater alignment of services across ICFS will be capitalised upon to maximise impact of collective resource, areas to include early years, safeguarding, additional support needs and Looked after and Care Experienced young people.		
		New scheme of Devolved School Management is to be refined in light of national guidance	Partially Effective	
		Children in need of protection/additional support 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 Sheppard/Ali McAlpine	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. A number of these statutory decisions are made independent of the local authority. For many 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 has developed an edge of care service to support children to remain at home or within their current care setting to prevent an escalation within the care system. This ensures 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. A Service review is undertaken to ensure the service remains able to deliver on its statutory responsibilities within the available financial envelope.			30 September 2019	Very serious Very Low

Code	ICFS009	Risk of major CareFirst systems failure		
Definition	Secure, well-functioning IT systems are critical to carrying out statutory Children's Social Work functions.			

Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
• **Service delivery**– frontline and essential services impacted. • **Resources, capacity and capability –** information access and child protection cannot be recorded. • **Legal -** statutory requirements in terms of the Children and Young People Act 2014 not met.	• 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 Carefirst systems	Partially Effective	
		Data systems are intuitive and support the identification of increased concerns for children.	Partially effective	
		Carefirst well established across children's Social Work	Fully Effective	
				Very serious
				Low

Risk Owner	Graeme Simpson	Risk Manager	Trevor Gillespie	Residual Risk Assessment
Latest Note	A report was presented to Committee 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. Business Case approved at the Strategic Commissioning Committee 29 August 2019.		21 September 2018 October 2019	 Very serious Very Low

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 3 & 4 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	
• **Legal/regulatory** - statutory duties and requirements. • **Service delivery –** high quality services not available to meet local need and demand • **Resources** – Buildings will need to be built/adapted to accommodate the increased hours		• 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 utlised • not currently able to provide for all eligible 2 year olds.	Quality assurance processes based on the new quality standard are in place with existing partner providers and local authority providers	Partially Effective	
			Planning being undertaken at a locality level to mitigate the risk of presuming that one size fits all	Partially Effective	
			Many staff working in ELCC will require to be educated to degree level (SVQ9)	Partially Effective	
			External inspections are carried out by Education Scotland and Care Inspectorate and a new ambitious quality standard will be used to assess quality	Fully Effective	
			Programme Management approach being taken to coordinate cross Council delivery.	Fully Effective	
					Serious
					Significant

Risk Owner	Eleanor Shepperd		Risk Manager	Aisling McQuarry	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. Collaboration with funded providers regarding a sustainable rate is nearing completion. Considerable work has undertaken of late to ensure that future housing developments are accounted for in plans and that delivery models are efficient and effective in providing a sustainable model of delivery. The ELA Academy launched their 'Quality Awards' in June. The first cohort of ELC Trainees graduated at the end of last school session with the second cohort due to begin in August and plans for a third There is sufficient interest in this retraining opportunity to ensure future cohorts will progress through the training course to fill support and practitioners roles			Updated Oct 2019	
					Very serious
					Very Low

Code	ICFS011	Unaccompanied Asylum Seeking Children (UASC)		
Definition	UK Government keen for the dispersal of UASC from two English authorities to other parts of Country to allow for more equal distributiion.			

Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
• **Finance** - UK government will provide some funding for each UASC this will not cover the full costs of their care and support • **Resources** - Lack of resources - staff and buildings to effectively plan for the support UASC. • **Service Delivery** - The needs of this group of young people will be unique and there is a lack of experience among staff team of this area of work.	• limited accommodation options that are appropriate for UASC. • UASC will not be eligible to access employment or state funded education/training opportunities. Lack of meaningful day time occupation could lead to isolation/negative associations • Resources to provide for each UASC will not cover all their needs. • The needs of UASC are very different to other groups of young people in terms of legal status and experiences	Multi-Agency planning group meeting to support anticipated arrival	Fully Effective	
		Engagement with other LA's and SG	Fully Effective	
		System of dispersal currently voluntary and will allow for some planning prior to any decision to commit to UASC coming to Aberdeen City.	Partially Effective	
		The UASC (16/17) are predominantly migrant asylum seekers and will have different needs and expectations of the care provided.	Partially Effective	
				Serious
				Significant

Risk Owner	Graeme Simpson	Risk Manager	Isabel McDonnell	Residual Risk Assessment
Latest Note	The Scottish Government has amended the legislation which allows for UASC to be dispersed. At present this is on a voluntary basis, although could move to a compulsory basis should demand grow. Current assessment would indicate that ACC is not able to offer placements to UASC. ACC staff have established links with the local faith community to explore support options should this situation change. Impact will provide for different border controls and number of UASC entering UK anticipated to slow.		Updated October 2019	
				Serious
				Low

Code	ICFS012	Foster Carers being granted employee status			
Definition	Following a Court judgement in England this called into question the employment status of certain foster carers. Full implications of this judgement as it applies in Scotland is still to be determined.				

Potential Impact		Causes	Control Effectiveness		Current Risk Assessment
			Control	Control Assessment	
• **Finance** - Foster carers to be treated as employees of the council with same entitlement to paid holidays, sick pay etc. • **Resources** – Limited foster carers, impact on children and resources - staff and buildings to effectively plan for the support UASC. • **Service Delivery** - The needs of this children and young people require stability and moving foster care placements to accommodate leave detrimental to their interests.		• limited accommodation options due to supply of foster carers. • Resources to pay foster carers full employment status. • The needs of children require stability and consistency of care.	Staff linked to national bodies – SWS & IFA who are engagement with discussions with SG.	Fully effective	 Serious High
			Engagement with other LA's and SG	Fully Effective	

Risk Owner	Graeme Simpson	Risk Manager	Isabel McDonnell	Residual Risk Assessment
Latest Note	The implications for foster carers in Scotland is being considered on a national basis. At this stage it is not felt that it will apply to all carers but only to those whom Councils ask for one carer to be at home all the time to meet the needs of the child. At present Aberdeen City Council only has a small number of these carers. There is an Employment Appeal Tribunal scheduled for late in October 2019 in relation to a Scottish Authority appealing an employment tribunal decision that granted foster care workers employee rights in 2017.		Updated October 2019	 Serious High

Code	ICFS014	**Increase in school role**			
Definition		There is a cost pressure of £500,000 resulting from an increase in school role			

Potential Impact	Causes	Control Effectiveness		Current Risk Assessment
		Control	Control Assessment	
• **Finance** - risk of insufficient budget to continue with current staffing formula	•increase in school age population	Review Devolved School Management to ensure that all demands are met	Partially effective	
• **Resources** – risk that staff in post will feel overwhelmed by increased expectation of them	Lack of forward planning to ensure that expenditure meets demand	Review of systems to ensure the best use of staff time to reduce inefficient systems	Not yet effective	
• **Service Delivery** - risk of negative impact on quality of provision	Lack of professional development to ensure staff work efficiently	Ensure current spend (including PEF and SAC funding) is effectively utilised to limit an escalation in needs	Partially effective	
	Lack of efficient systems to make the best use of staff time	Continue to improve the professional learning offer to ensure that staff are well placed to delivery primary prevention and targeted intervention	Partially effective	
				Serious
				High

Risk Owner	Graeme Simpson	Risk Manager		Eleanor Sheppard	Residual Risk Assessment
Latest Note	Updated guidance on Devolved School Management has been made available and is informing a review of local arrangements. It is anticipated that this will be ready for publication in the Spring 2020. A change in approach to professional learning has been highly evaluated with next steps currently being shaped to ensure that a 5 year plan effectively enables the service to ensure that staff are well placed to deliver both primary prevention and early intervention and make best use of resource. A full review of systems will take place over session 19-20 and will likely form part of the ACC National Improvement Framework Plan as this will ensure that we are well placed to make best use of the expertise across our schools. This will include a focus on tackling bureaucracy in order to make the best use of available resource.			Update Oct 2019	
					Serious
					High

Code	ICFS015	Risk of major SEEMiS systems failure		
Definition	Secure, well-functioning IT systems are critical to carrying out statutory Education functions.			

Potential Impact		Causes	Control Effectiveness		Current Risk Assessment
			Control	Control Assessment	
• **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, The Education (Scotland) Act 1980 and Education (Scotland) Act 2016.		• IT system supplier is unable to provide adequate support to the Council, and Service practitioners. • Supplier fails to have effective business continuity and disaster recovery planning arrangements. • Council and provider 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 systems	Partially Effective	
			Update of SEEMIS membership agreement	Fully Effective	
			SEEMIS system now relocated into a new data centre with resilient backup	Fully Effective	
			Data systems are intuitive and support the identification of increased concerns for children.	Partially effective	
			SEEMiS provide timescales and assurance of delivery and readiness of Phase 1 and Phase 2 of SEEMiS Schools system.	Partially effective	
			SEEMiS provide timescales and assurance of delivery and readiness of SEEMiS Early Years	Partially effective	
					Very serious
					Low

Risk Owner	Eleanor Sheppard		Risk Manager	Charlie Love	Residual Risk Assessment
Latest Note	SEEMiS School system has entered a phase of redevelopment with an August 2020 delivery for Phase 1 and August 2021 for Phase 2. SEEMiS are also developing a SEEMiS Early Years application which ACC will use from August 2020 to support early years expansion. This is a redevelopment of the two services (SEEMiS Schools and SEEMiS Early Years) using cloud infrastructure. It is expected that this will significantly improve the resilience of the service. This will also eliminate the technical debt of the existing SEEMiS service and remove the reliance on third-party software (Java). There will be dual-running of both the legacy SEEMiS Service and the new SEEMiS Schools from August 2020 until August 2021 at least which will have a degree of risk. The Early Years application will be a new product and will not dual run with any legacy system.		Due dates re dec 2019 onwards		Very serious
					Very Low

Integrated Children's and Family Services Assurance Maps

Risk Reference	Risk Description	First Line of Defence (Do-ers)	Second Line of Defence (Helpers)	Third Line of Defence (Checkers)
(Grouped ICFS 009/015/09	**Systems Failures** Secure, well-functioning IT systems are critical to carrying out statutory Children's Social Work and Education functions. Fraud risk	• Operational Test Schedules for Business Continuity Plans • Operational procedures and guidance including those set out in the Business Continuity Plans in the event of a system or process failure. • Risk Assessments • Staff training and development on business continuity arrangements. • Analysis following activation of business continuity arrangements / tests and improvement plans identified.	• Customer Experience Cluster Senior Management Team (SMT) undertakes review of Cluster Operational Risk Register • Customer Function Senior Management Team (SMT) undertakes review of Cluster Operational Risk Register • Assurance Team • Business Continuity Group Sub-Group	• Annual reporting of Function / Cluster Risk Register to Operational Delivery Committee. • Internal Audit Plan approved and overseen by Audit, Risk and Scrutiny Committee

Risk Reference	Risk Description	First Line of Defence (Do-ers)	Second Line of Defence (Helpers)	Third Line of Defence (Checkers)
(ICFS 008/014)	**Financial sustainability** There is a cost pressure of £500,000 resulting from an increase in school role 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.	• 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. A number of these statutory decisions are made independent of the local authority. For many 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 has developed an edge of care service to support children remain at home or within their current care setting to prevent an escalation within the care system. This ensures 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. • Review Devolved School Management to ensure that all demands are met • Review of systems to ensure the best use of staff time to reduce inefficient systems • Ensure current spend (including PEF and SAC funding) is effectively utilised to limit an escalation in needs • Continue to improve the professional learning offer to ensure that staff are well placed to delivery primary prevention and targeted intervention	• Corporate Management Team (CMT) Stewardship undertakes monthly review of Risk Register • Senior Management Team (SMT) undertakes review of Cluster Operational Risk Register • Regular finance meetings with Director • Regular meetings with finance contacts with third tier officers and alert system in place to escalate risks Qualtiy assurance of SAC provided by QIM (Closing the Gap)	• Monthly budget print outs • Annual External Audit and report • Annual Internal Audit Plan approved and overseen by Audit, Risk and Scrutiny Committee • CIFA financial management review • PWC budget review • Annual credit rating review • LSE compliance checks • Audit Scotland and National Audit reports • HMRC Treasury, Director of Finance and other bodies reports and advice • Charities Commission reports and advice and reports on Trust Accounts

Risk Reference	Risk Description	First Line of Defence (Do-ers)	Second Line of Defence (Helpers)	Third Line of Defence (Checkers)
(ICFS010/011/012)	**Statutory Obligations** Local authorities are required to deliver 600 hours per year of early learning and childcare for all 3 & 4 year olds and 27% of eligible 2 year olds and by 2020 this will increase to 1,140 per year by 2020. UK Government keen for the dispersal of UASC from two English authorities to other parts of Country to allow for more equal distribution. Following a Court judgement in England this called into question the employment status of certain foster carers. At full implications of this judgement as it applies in Scotland is still to be determined.	• Quality assurance processes based on the new quality standard are in place with existing partner providers and local authority providers • Planning being undertaken at a locality level to mitigate the risk of presuming that one size fits all • Many staff working in ELCC will require to be educated to degree level (SVQ9) • External inspections are carried out by Education Scotland and Care Inspectorate and a new ambitious quality standard will be used to assess quality • Programme Management approach being taken to coordinate cross Council delivery. • • System of dispersal currently voluntary and will allow for some planning prior to any decision to commit to UASC coming to Aberdeen City • Staff linked to national bodies – SWS & IFA who are engagement with discussions with SG.	• Corporate Management Team (CMT) Stewardship undertakes monthly review of Risk Register • Senior Management Team (SMT) undertakes review of Cluster Operational Risk Register • Regular updates shared with Elected Members and CMT through Project Sponsor • Committee reports	• Regular contact with Scottish Government Assurance Team • Regular contact with Northern Alliance Early Years Assurance team • ADES • COSLA • External Audit

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Educational Improvement Journey – 2018-19 Key Performance Indicator Tracking Report
REPORT NUMBER	COM/19/411
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Ljiljana Pavlenic
TERMS OF REFERENCE	Remit 1, 2 and 3

1. PURPOSE OF REPORT

1.1. To provide Elected Members with an interim tracking report, for the 2018-19 academic year, against the agreed suite of Educational Improvement Journey Key Performance Indicator measures, supporting the Excellence and Equity agenda within the ACC National Improvement Framework Plan.

2. RECOMMENDATIONS

The Committee is asked to:

2.1   note the content of the report; and
2.2   endorse the approach taken to data presentation as captured in Appendices A and B

3. BACKGROUND

3.1. At the meeting of 19th April 2018, Committee instructed that the Chief Operating Officer provide a regular data-based report on educational progress against the Key Performance Indicators (KPI) and baseline performance contained within the Education Improvement Journey reporting.

3.2. The KPIs are utilised within individual School Improvement Plans by headteachers, teachers and central staff to evaluate the impact of School

Improvement Plans 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 drive improvement.

3.3. At the meeting of November 2018, the Education Operational Delivery Committee requested that consideration be given to how the data is presented for ease of access for Members. As a result, Appendix A has been redesigned to utilise the visualisations available through the Power BI Tool.

4. DATA DEVELOPMENT AND USE

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 Scottish Credit and Qualification Framework data (SCQF) (Senior Phase) will not become available to local authorities until December 2019 and February 2020 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. Attendance and destinations information will be captured in the annual submission to Committee in early 2020. 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 2019, is due in June 2020.

4.4. Data Quality – Curriculum for Excellence and Senior Phase

4.4.1. Given that four 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.

4.4.2. Similarly, there is now three years of sustained and directly comparable data covering the Senior Phase across each SCQF Level, subsequent to qualification changes first introduced in 2016, which improves the capacity for analysis.

4.4.3. Given this enhanced capability, continuous and additional analysis of the data, at each release point, is undertaken at both authority and establishment level to inform future School Improvement Planning and track the impact of interventions throughout the academic year.

5.   KEY TREND MESSAGES

5.1.   Our most recent analysis of available attainment and achievement data confirms that the current ACC National Improvement Framework Plan is appropriate and reflects both the progress to date, and areas for development, Identified for the Broad General Education and the Senior Phase.

5.2.   Primary Education (Curriculum for Excellence)

5.2.1   Analysis of the current data indicates that continuous progress is being made across the four-year scope of the Curriculum for Excellence organisers and that, where underachievement has been identified in previous outcomes, with the capacity to track subsequent and same cohort results, the effectiveness of interventions put in place at these points, can now be evidenced.

5.2.2   Notwithstanding the natural variations in cohort profiles and abilities that might influence individual annual outcomes for organisers, there is a consistent statistical pattern of improvement across the Curriculum for Excellence, although this may be slowing in comparison with that of the prior year. This slowing is to be expected as performance across primary stages, increasingly, is in keeping with national averages from the 2017/18.

5.2.3   Analysis of individual cohorts suggests that some modest improvement could be made by adopting a city-wide approach to tracking and monitoring and this will be progressed and should remove some of the variation across schools and improve the quality of moderation practices. Some individual school data also shows low performance in literacy at P1 and this is an indication that levels of oral language on entry to school are low. This will be addressed through the development of a system wide approach to develop early literacy skills.

5.3.   Secondary Education (Curriculum for Excellence)

5.3.1.   The majority of Curriculum for Excellence organisers and Levels at Secondary 3 have shown steady, but more limited and variable improvement, than at P1-7.

5.3.2.   This data assessment indicates that although progress is being made across the four-year scope of the Curriculum for Excellence, organiser performance is still several percentage points from national averages which averaged 90% for each organiser at Third Level or better in 2017/18. The outcomes at Fourth Level display a greater consistency of improvement and more closely match the national data averages from 2017/18.

5.3.3.   At the same time, scrutiny of the data shows wide variation at school and area levels which further deep dive data analysis, along with continued establishment and embedding of a robust and consistent approach to tracking and monitoring over the coming months will assist in ensuring that there is greater consistency in approach.

5.3.4.   The service will continue to work with schools to develop a shared understanding of the standard to enable more consistent professional judgements to be made on progress and have established a Trios system to support collaboration across

schools which will help us take account of the research showing significant gains from schools in different contexts working more closely together.

5.3.5. Numeracy, particularly at Third level, shows very limited progress and support from Education Scotland has been sought to complement the work that has been led by expertise in our own system.

5.4.   Secondary Education (Senior Phase)

Literacy and Numeracy

5.4.1   Across the three-year period, the S4, S5 and S6, improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes.

5.4.2   Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns.

5.4.3   This dialogue, along with enhanced data analysis. has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver a more positive direction of travel for Literacy and Numeracy in the Senior Phases.

Attainment for All – Average Complementary Tariff Scores

5.4.4   The City's three-year trend direction against Average Complementary Scores closely follow that of the Virtual Comparator and National data and is largely static. As such these outcomes, at authority level, can be regarded as representing a statistically stable position in line with the national direction of travel.

5.4.5   Whilst the outcomes for the Highest Attaining 20% perform at or above the national average for this time period there is, as yet, limited evidence of enhanced alignment with the above benchmarks among the Lowest and Middle Attaining cohorts.

5.5   Closing the Poverty Related Attainment Gap

5.5.1   At authority level, looking at the differences in educational outcomes arising from relative poverty, it is particularly difficult to establish specific trends related to the influences of relative poverty across the education journey from a purely data-based perspective.

5.5.2   This is due to the varying and localised nature of interventions, where some schools are in a position to evidence that the gap is closing more quickly whilst others, depending on the programmes being delivered, may require additional time and data support to validate the effect of these interventions.

5.5.3 Whilst each Headteacher is best placed to define and drive forwards the programmes that are suited to the needs of their pupils, closer scrutiny suggests that, in the case of those schools with more perceptible change at this early data stage, this is in part due to high quality learning and teaching, and from very targeted and impactful interventions. It is also true to state that, from national research, schools who closely monitor the impact of interventions and make adaptions as necessary, are most likely to close the gap.

5.5.4 Given this, a stronger focus on tracking and monitoring of interventions in addition to partnership agreement on how to support families to support positive attainment and achievement and improve levels of literacy, should help build a firmer platform for progress.

5.6   Primary Education (Curriculum for Excellence)

5.6.1 Within the Curriculum for Excellence, there is a generally positive trend of closing of the gap, across most phases and organisers, between the SIMD 2 (which now represents the greatest number of pupils in relative deprivation in Aberdeen) and SIMD 5 cohorts in Primary schools.

5.6.2 A decline appears evident across SIMD 1 and 5 cohorts in primary education, except for Primary 4, which has guided us to look at how we can support children and families prior to entry to Primary 1 in order to address the poverty related attainment gap.

5.6.3 The picture for differentials between SIMD 3 and 5 shows an improved position at both Primary 4 and 7 but a widening gap at Primary 1 which will be examined and be encompassed within the above potential interventions.

5.7   Secondary Education (Curriculum for Excellence)

5.7.1 Although secondary education (Secondary 3) presents a more mixed picture in terms of closing the attainment poverty gap than that at Primary levels, with the gap widening for Numeracy at both Levels 3 and 4, at Third Level or better, there is evidence of an improvement in Reading, Writing and Listening and Talking with the same being noted against the first two organisers (Reading and Writing).

5.7.2 Although results for Listening and Talking at Level 4 have improved across the majority of SIMD cohorts this has not resulted in a significant closing of the gap between the lower SIMD quintiles and the Least Deprived 20%.

5.8   Secondary Education (Senior Phase)

Literacy and Numeracy

5.8.1 In relative and absolute terms, the Literacy and Numeracy SCQF Level 4 outcomes for the City's Most Deprived cohort quintile have improved over the past three years with a rate of closing of the deprivation gap in advance of both the Virtual Comparator and National Establishment.

5.8.2   As with the year-on-year picture, the reverse trend is noted against Literacy and Numeracy at SCQF Level 5 with the results of the Least Deprived being unchanged and an extension of the gap by 3%, a figure which matches the Virtual Comparator but runs counter to the national data direction.

5.9   Average Complementary Tariff Scores

5.9.1   Due in part to the variations in sample sizes between cohorts, it is not currently possible to fully establish trend patterns from this dataset although the outcomes across the three attainment cohorts (Lowest, Middle 60% and Highest 20%) in the context of deprivation show a perceptible closing of the differentials in each tranche.

5.9.2   Whilst the outcomes for those in the 20% Most Deprived cohort have improved (or remained static) across the three sets, this closing of the gap has also been contributed to in equal measure by a reduction in the absolute outcomes for those in the 20% Least Deprived cohort and reflects the need to diversity the curriculum offering.

5.9.3   This work is currently progressing and will take account of the learning from the on-going review of the Senior Phase. Officers anticipate taking a report to Committee on progress in this area before the end of the academic year.

5.10   Education Outcomes of Care Experienced Children and Young People

5.10.1   Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

5.10.2   Due to the variations in numbers involved this is best conducted in the context of the Virtual Headteacher role where support of individual pupils, and detailed ongoing data evaluations from the cohort outcomes, is most effectively delivered.

5.10.3   On this basis, and as it is not possible to publish continuity of data against each level of qualification due to necessary suppression as a result of the numbers of pupils involved, trend summaries for Care Experienced Children and Young People are not offered in this report.

5.10.4   Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in 2020 will offer the first opportunity for sample size appropriate comparison.

6.   2018/19 PERFORMANCE OVERVIEW

6.1.   Broad General Education – Curriculum for Excellence

6.1.1.   In half of instances, (10 from 20 components/levels) the outcomes from teachers' judgement of pupil progress against the Curriculum for Excellence, are indicating

improvement year-on-year and positive four-year trends for Primary 4 and across the majority of S3 are being recorded.

6.1.2. There are instances where validated data (that available through Scottish National Standardised Assessments) does not appear to be fully informing professional judgements around Curriculum for Excellence levels. This will be addressed by developing and implementing a consistent city-wide approach to tracking and monitoring progress for implementation over this session.

6.1.3. Officers, with the advantage of consistent and consecutive annual datasets, have taken time to look at the cohorts of learners over time. This ensures that the performance of the same group of learners is scrutinised to evaluate the impact of interventions taken. Particular gains have been noted in P4 and S3, with P7 performance largely unchanged in 2018-19. This suggests that interventions for particular cohorts are impacting positively when taken in the context of the transition of cohorts through the education journey.

6.2.   Primary Education

6.2.1. Progress across Primary 1 remains statistically unchanged from the previous year. Close analysis and investigation of this appears to suggest that many children are now entering Primary 1 with lower levels of oral language and that this is directly impacting on attainment. Plans are in place to look at how best to address this emerging trend across the extended school and educational partnerships.

6.2.2. For each Curriculum for Excellence organiser in Primary 4, there is an increase from 2017/18 greater than 1%, meeting, and exceeding the Improvement Targets.

6.2.3. The trends in outcomes across Primary 7 continue to be stable year-on year although with a dip in numeracy of just over 1% this year. Officers will continue liaising with colleagues in schools to understand and address this slight dip.

6.3.   Secondary Education

6.3.1. There is an increase in the proportion of S3 pupils achieving Third and Fourth level (combined) in Reading, Writing (an improvement of 3.5 % on previous year) and Listening and Talking. Numeracy at Third and Fourth level (combined) remained stable.

6.3.2. There are notable improvements across Reading, Writing and Listening and Talking at S3 Fourth Level improving by 3.6, 2.3%, and 3.7% respectively. After last year's significant improvement in Numeracy, there is a slight drop which is statistically insignificant.

6.4.   Closing the Poverty Attainment Gap across the Broad General Education

6.4.1. In the context of Closing the Poverty Attainment Gap, 63% (44 out of 70) of   the CfE gap measures either met the Improvement Targets or were static with the cohort outcome being either improved or stable.

6.4.2. The pattern of absolute improvement across the five Scottish Index of Multiple Deprivation Quintiles shows a variability, with some positive trends. The oral language levels of children in Primary 1 appear to be impacting those living in Quantiles 1 and 3 most. The level of oral language acquisition coupled with the improvement in the performance of those living on Quantile 5 has impacted work to close the gap with some 'gaps' appearing to increase.

6.4.3. Improvement across all quantiles in Primary 4 has resulted in a significant closing of the gap across all organisers. This could be as a result of a focus on this year group following concerns around performance last year.

6.4.4. Primary 7 data evidences that there is a positive trend in closing the gap although this is not evidenced across all Quintiles, particularly those with small numbers of learners represented.

6.4.5. At the third level there is evidence of substantive closing of the gap in Reading and Writing across Quintiles 2 and 3 whilst in Listening and Talking there is also improvement. The attainment gap in Numeracy has widened and officers will work to better understand this so that proactive action can be taken. A similar variable pattern is evident at fourth levels.

6.5.   Senior Phase – Insight Benchmarking Tool

6.5.1. The National dashboard measures consider cohorts achievements on leaving school; these measures only include data for leavers and do not include information on pupils who remain at school (this information is due February 2020).

6.5.2. The Local dashboard measures are the stage-based versions of the benchmarking measures and use data for the whole cohort in each stage (S4, S5 or S6). The local measures provide data on pupils' achievements during the senior phase, whether or not they are a leaver or remain at school (available from September 2019).

6.6.   Improving Attainment for All – Literacy and Numeracy

6.6.1. Secondary 4

The outcomes at S4 SCQF Level 4 Literacy and Numeracy declined and this mirrors Virtual Comparator and National trend. The outcomes at S4 SCQF Level 5 Literacy and Numeracy have shown an improvement beyond the local target. The Virtual Comparator has shown a similar upwards trend.

6.6.2. Secondary 5

With a small, but perceptible, year-on-year reduction in both SCQF Levels 4 and 5, the improvement targets for Literacy and Numeracy have not been met in 2018-19. However, the trend direction does mirror that of both the Virtual Comparator and the National Establishment figures which saw a decline.

6.6.3. Secondary 6

Since 2016-17, there has been little change of statistical significance for both Level 4 and Level 5, albeit that at Level 5, the differential to the Virtual Comparator figure has narrowed marginally.

6.7. Improving Attainment for All – Average Complementary Tariff Points

The outcome for the Lowest Attaining cohort has remained unchanged, the figures for the Middle and Highest Attaining cohorts have dropped, however the Highest Attaining cohort is still on a par with the National Establishment.

6.8. Closing the Poverty Attainment Gap – Literacy and Numeracy

6.8.1. A reduction of more than 1% in the gap between the Most and the Least Deprived 20% at SCQF Levels 4 in Literacy and Numeracy has been achieved, with the improvement rate exceeding both the Virtual Comparator and National Establishment figures.

6.8.2. At SCQF Level 5, the gap has widened significantly which is a similar trend to the Virtual Comparator.

6.9. Closing the Poverty Attainment Gap - Average Complementary Tariff Points

6.9.1. The Middle attaining cohort for the 20% Most Deprived have improved since last year, as has the Lowest attaining cohort for the 20% Least Deprived. In most cohort instances, the local Tariff Points score for the Most Deprived 20% falls short of the National Establishment and Virtual Comparator figures.

6.9.2. 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.

6.10. Education of Care Experienced Children and Young People

6.10.1. The Curriculum for Excellence outcomes for Care Experienced Children and Young People, improved in all curriculum organisers in Primary 4. There was less improvement from last year's Primary 1 and Secondary 3 outcomes for Care Experienced Children and Young People.

6.10.2. In Senior Phase, the outcomes for both SCQF Levels 4 and 5 in Literacy and Numeracy significantly improved in Secondary 4. In Secondary 5 at SCQF Level 5, this also showed improvement in Literacy and Numeracy, but a dip was recorded at Level 4. At Secondary 6, the outcomes at Literacy and Numeracy have been unchanged.

6.10.3. The cohort sizes and presentation assessments for individual pupils can materially affect these outcomes. Outcomes have remained the same for Secondary 6 in both SCQF Level 4 and 5 Literacy and Numeracy, so whilst the targets have not been met, there has been no decline in performance.

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6.10.4. The Aberdeen City National Improvement Framework Plan 2019/20 continues to recognise the challenges in raising the attainment of Care Experienced Children and Young People and addresses these.

7.   FINANCIAL IMPLICATIONS

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

8.   LEGAL IMPLICATIONS

8.1.   **The Standards in Scotland's Schools etc. Act 2000**
As the Education Authority, the Local Authority has a duty to:
- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same, time raise attainment for all.

9.   MANAGEMENT OF RISK

	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.

10.   **OUTCOMES**

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.	The data within this report supports the delivery of all Children & Young People Stretch Outcomes 1 in the LOIP, and informs a large number of the improvement projects within the LOIP including to; Increase the number of people employed in growth sectors (digital/ creative; food and drink; life sciences; tourism; social care and health and construction) by 5% by 2021.
Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.	The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects: Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021. Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022. Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020. Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.

Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.	Increase the number of young people who effectively transition from primary school to secondary school by 2021 Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021. Increase the number of young people taking up foundation apprenticeships to 142 by 2021. Reduce the number of winter leavers with no positive destination by 50% by 2021. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021 Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022. Increase the number of curricular offerings shaped by school communities by 20%, by 2021. Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021. Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021. Increase children, young people and families' awareness and understanding of future skill requirements by June 2021. The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026. Respectively, this informs delivery of the following improvement projects:

| | Increase the number of people with autism who are supported to be in education, employment or training by 2021.

Increase number of people in local communities promoting wellbeing and good health choices by 2021.

100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021. |
|---|---|
| **Prosperous Place** | The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.

Respectively, this informs delivery of the following improvement projects:

Increase the number of people with autism who are supported to be in education, employment or training by 2021.

Increase number of people in local communities promoting wellbeing and good health choices by 2021.

100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021. |

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.

11.   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 a Data Protection Impact Assessment is completed.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

12.   BACKGROUND PAPERS

Education Improvement Journey, Education Operational Delivery Committee, 19th April 2018

Education Improvement Journey, Education Operational Delivery Committee, 16th May 2019
ACC National Improvement Framework Plan 2019-20 Education Operational Delivery Committee, 17th September 2019

13. APPENDICES

Appendix A and B: Education Improvement Journey – Power BI Key Performance Indicator Tracker **TO FOLLOW**

14. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	School Holiday Pattern 2020 to 2025
REPORT NUMBER	OPE/19/395
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Matt Reid and Donna Cuthill
TERMS OF REFERENCE	5

1. PURPOSE OF REPORT

1.1 The Education Operational Delivery Committee of 16th May 2019 agreed that the existing holiday pattern should continue for the session 2020/2021 and a further consultation exercise be undertaken to determine if the summer holiday should be brought forward by a week in future years. This report provides Committee with the outcome of further consultation undertaken to determine if the school summer holiday should be brought forward by a week.

2. RECOMMENDATIONS

It is recommended that the Committee:

2.1 note the consultation approach and subsequent feedback on the summer holiday pattern 2020-21 to 2024-25;

2.2 agree to maintain the current holiday pattern for the next 5 years with no change to the timing of the summer school holiday; and

2.3 instruct the Chief Operating Officer to publish details of the holiday pattern up to 2025 as detailed in Appendix A.

3.   BACKGROUND

3.1.1   In May 2019 the Education Operational Delivery Committee considered the public feedback on the current school holiday pattern. The committee approved retaining the general pattern of school holidays of previous years but requested that further consultation be undertaken regarding alteration to the current summer holidays arrangements for the period 2020-21 to 2024-25.   For this reason, only the timing of the school summer holidays was consulted upon.

3.1.2   For absolute clarity, the following question was posed to children and young people, parents, carers, families and staff; 'do you agree the school summer holidays should be moved forward by one week?'

3.2.1   THE SURVEY

3.2.2   To support respondents in making an informed decision they were asked to consider three key pieces of information when considering a change to the timing of the school holidays. The potential rationale for bringing the holidays forward by a week was that a change would:
*   bring the summer holidays in line with 26 other local authorities across Scotland;
*   potentially help reduce non-authorised pupil absences at end of the summer term; and
*   improve staff accessibility in order to support and advise young people in the Senior Phase nearer to SQA results time.

3.3.1   CONSULTATION APPROACH

3.3.2   An online consultation was open to all parents, staff and pupils between 9th September and 20th September 2019. The questions posed were carefully considered to ensure that children and young people and families were able to fully engage with the process and inform Council decisions.

3.3.3   The consultation was widely promoted in schools, on school websites, on the Aberdeen City Council website and on Twitter. Children and young people were supported by school staff to ensure that their views were recorded and accurately represented.

3.3.4   The consultation collected a total of 6047 responses, a significant increase compared with the earlier survey of February and March of 2019 which gathered a total of 4120 responses.

Number of respondents (by group)
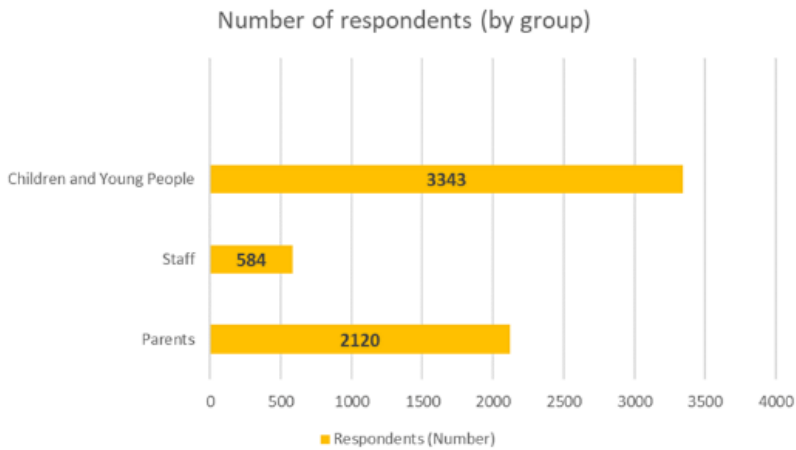
3.3.5 35% of respondents were parents (2120), 10% from school staff (584) with the remaining 3343 responses (55% of returns) from children and young people in our education system. It is felt that all groups of stakeholders were fairly represented with particularly good representation from children and young people.

Composition of Respondents (%)
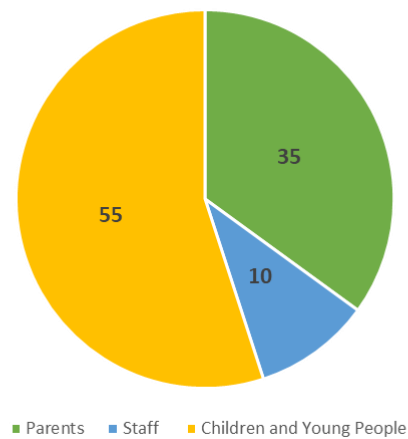

3.4.1 **FEEDBACK FROM THE CONSULTATION**

3.4.2 When asked the question, 'do you agree the school summer holidays should be moved forward by one week?', the majority of children and young people (53%) were keen to keep the current arrangements and make no change to the summer holiday pattern. Only 29% expressed a desire to move the holiday pattern and 18% didn't express a preference.

Children and Young People Response (%)

Yes | No | Don't know

29 | 53 | 18
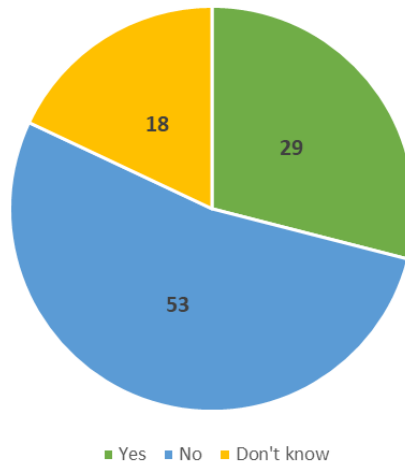
3.4.3 The outcome of the consultation for parents was similar although less conclusive with 44% expressing a desire to not change the week of the holiday, 40% keen to make a change and 16% being undecided.

Parents/Staff Response(%)


Yes | No | Don't know

40 | 44 | 16
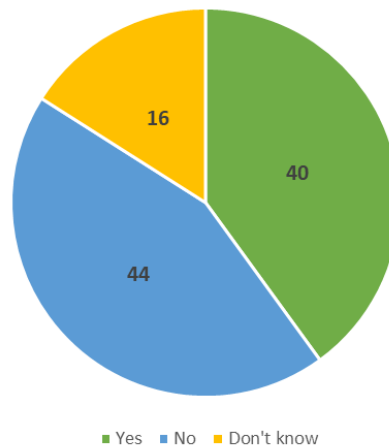
3.4.4 The number of staff expressing a desire for no change was 44%, whilst 40% sought change to the holiday pattern and 9% were undecided.
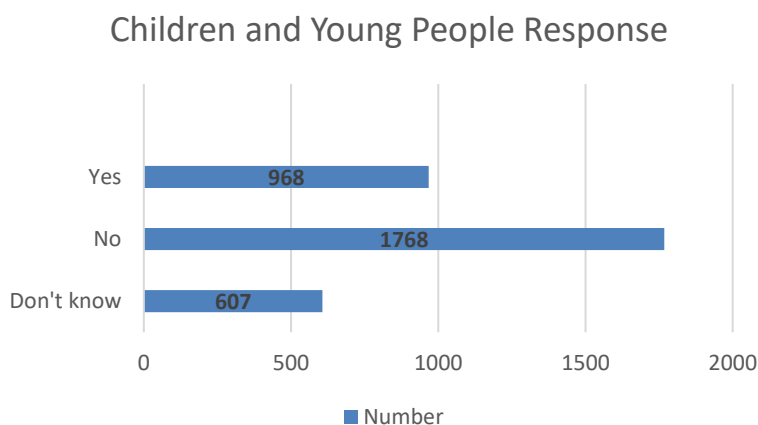
Staff Response %

Yes | No | Don't know

40 | 44 | 9

Page 56
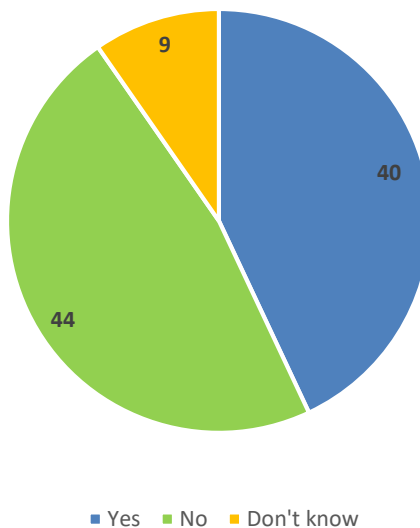
3.4.5 Looking at the numbers of responses we can determine that 848 adults were keen to change the summer holiday pattern with 1272 either offering no preference or not keen to change the arrangement.

Parents/Staff Response
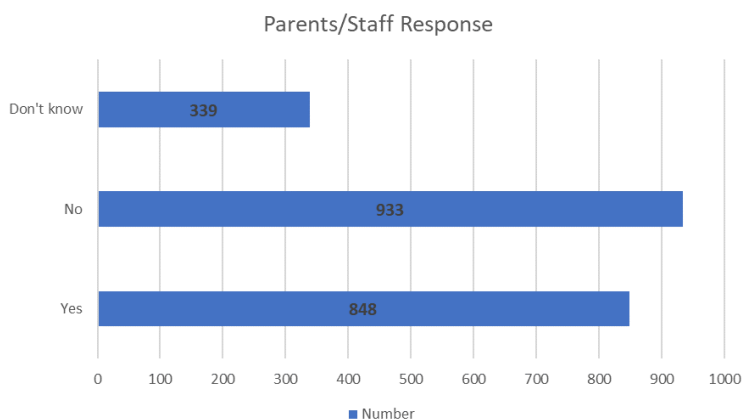
We are also able to establish that 968 children and young people were keen to change the summer holiday pattern with 2375 either offering no preference or not keen to change the arrangement.

Children and Young People Response

3.4.6 A summary of responses suggests that there is no appetite to change the timing of the school holiday pattern and this has informed the recommendation to retain the current holiday pattern for the next 5 years.

Response	Parents	Staff	Children & Young people	Total	Overall Percentage
Yes	1168	299	968	2435	40%
No	632	235	1768	2655	44%
Don't know	301	49	607	957	16%

3.5.1 HOLIDAY PATTERN FROM 2020/2021 – 2025/2026

3.5.2 The Officer recommendation is that the current holiday pattern be retained over the next 5 years. An illustration of the proposed holiday pattern is available for consideration in Appendix A.

4. FINANCIAL IMPLICATIONS

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

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	None		
Legal	None		
Employee	School staff who are parents and employed by ACC but living out with city boundaries would be presented with an additional week's childcare due to Aberdeenshire summer holiday pattern not being aligned. Potential for employee dissatisfaction and migration to other local authorities/employers.	L	Mitigated by not changing the holiday pattern at present and further review in 2025.
Customer	Potential negative implications for children, young people and parent's where children attend schools in both Aberdeen city and Aberdeenshire. Children and young people feel that their views were not given full consideration.	L	Mitigated by not changing the holiday pattern at present and further review in 2025.
Environment	None		
Technology	None		

| Reputational | Potential for reputational damage if views are not reflected in final decision. | L | Can be mitigated by making no alteration to the existing summer holiday pattern. |

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous People	7. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The consultation activities undertaken to date have sought to ensure that we actively seek the informed views of families and children and young people and deliver a customer focussed service.
Governance	Overseen by Chief Officers and by the Education Operational Delivery Committee.
Workforce	On-going clarity of expectations and entitlements across school-based workforce (and beyond).
Partnerships and Alliances	Outcomes to be informed by public sector engagement.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

None

10. APPENDICES

- Appendix A – proposed Aberdeen city school holidays
- Appendix B – Comparison with Aberdeenshire school holidays

11. REPORT AUTHOR CONTACT DETAILS

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Appendix A: Proposed School Holiday Dates – 2020 - 2025

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Term 1					
Staff training day	Mon. 17th August	Mon. 16th August	Mon. 22nd August	Mon. 21st August	Mon. 19th August
Pupils return	Tue. 18th August	Tue. 17th August	Tue. 23rd August	Tuesday 22nd August	Tue. 20th August
September holiday	Fri. 18th September and Mon. 21st September	Fri. 17th September and Monday 20th September	Fri. 23rd September & Mon. 26th September	Fri. 22nd September and Mon. 25th September	Fri. 20th September and Mon. 23rd September
Term ends	Fri. 9th October	Fri. 8th October	Fri. 14th October	Fri. 13th October	Fri. 11th October
October holiday	Mon. 12th October - Fri. 23rd October	Mon. 11th October – Fri. 22nd October	Mon. 17th October – Fri. 28th October	Mon. 16th October - Fri. 27th October	Mon. 14th October - Fri. 25th October
Term 2					
Term starts	Mon. 26th October	Mon. 25th October	Mon. 31st October	Mon. 30th October	Mon. 28th October
Term ends	Fri. 18th December	Tuesday 21st December	Thur. 22nd December	Thur. 21st December	Fri. 20th December
Winter holiday	Mon. 21st December -Mon. 4th January	Wed. 22nd December - Wed. 5th January	Fri. 23rd December - Fri. 6th January	Fri. 22nd December - Fri. 5th January	Mon. 23rd December - Fri. 3rd January
Term 3					
Term starts	Tue. 5th January	Thu. 6th January	Mon. 9th January	Mon. 8th January	Mon. 6th January
Mid term	Mon. 15th February	Mon. 14th February	Mon. 13th February	Mon. 12th February	Mon. 10th February
Term ends	Fri. 26th March	Fri. 1st April	Fri. 31st March	Fri. 29th March	Fri. 28th March
Spring holiday	Mon. 29th March - Fri. 9th April	Mon. 4th April - Fri. 15th April	Mon. 3rd April - Fri. 14th April	Mon. 1st April - 12th April	Mon. 31st March - Fri. 11th April
Term 4					
Term starts	Mon. 12th April	Mon. 18th April	Mon. 17th April	Mon. 15th April	Mon. 14th April
Good Friday					Fri. 18th April
May Day holiday	Mon. 3rd May	Mon. 2nd May	Mon. 1st May	Mon. 6th May	Mon. 5th May
Term Ends	Fri. 2nd July	Fri. 1st July	Fri. 7th July	Fri. 5th July	Fri. 4th July
In-service days	20th Nov, 16th Feb, 17th Feb, 4th May	19th Nov, 15th Feb, 16th Feb, 3rd May	18th Nov, 14th Feb, 15h Feb, 2nd May	17th Nov, 13th Feb, 14th Feb, 7th May	15th Nov, 11th Feb, 12th Feb, 6th May

Appendix B: Proposed School Holiday Dates & Comparison with Aberdeenshire

	2020/2021	2020/2021	2021/2022	2021/2022	2022/2023	2022/2023	2023/2024	2023/2024	2024/2025	2024/2025
Term 1	Aberdeen City	Aberdeenshire	Aberdeen City	Aberdeenshire	Aberdeen City	Aberdeenshire	Aberdeen City	Aberdeenshire	Aberdeen City	Aberdeenshire
Staff inset day	Mon. 17th August	Mon. 17th August	Mon. 16th August	Mon. 16th August	Mon. 22nd August	Mon. 22nd August	Mon. 21st August	Mon. 21st August	Mon. 19th August	Mon. 19th August
Pupils return	Tue. 18th August	Tue. 18th August	Tue. 17th August	Tue. 17th August	Tue. 23rd August	Tue.23rd August	Tues. 22nd August	Tue. 22nd August	Tue. 20th August	Tue. 20th August
September holiday	Fri 18th September & Mon 21st September	No Holiday	Fri. 17th September & Mon 20th September	No holiday	Fri. 23rd September & Mon. 26th September	No holiday	Fri. 22nd September and Mon. 25th September	No holiday	Fri. 20th September and Mon. 23rd September	No holiday
Term ends	Fri. 9th October	Fri. 9th October	Fri. 8th October	Fri. 8th October	Fri. 14th October	Fri. 14th October	Fri. 13th October	Fri. 13th October	Fri. 11th October	Fri. 11th October
October holiday	Mon. 12th October - Fri. 23rd October	Mon. 12th October-Fri. 23rd October	Mon. 11th October - Fri. 22nd October	Mon. 11th October - Fri. 22nd October	Mon. 17th October - Fri. 28th October	Mon. 17th October - Fri. 28th October	Mon. 16th October to Fri. 27th October	Mon. 16th October - Fri. 27th October	Mon.14th October to Fri. 25th October	Mon. 14th October - Fri. 25th October
Term 2										
Term starts	Mon. 26th October	Mon. 26th October	Mon. 25th October	Mon. 25th October	Mon. 31st October	Mon. 31st October	Mon 30th October	Mon 31st October	Mon. 28th October	Mon 28th October
Term ends	Fri. 18th December	Fri. 18th December	Tuesday 21st December	Tuesday 21st December	Thurs. 22nd December	Thur. 22nd December	Thur. 21st December	Fri. 22nd December	Fri. 20th December	Fri. 20th December
In-service	20th November	19th, 20th November	19th November	18th 19th November	18th November	17th 18th November	17th November	16th - 17th November	15th November	14th - 15th November
Winter holiday	Mon. 21st December - Mon. 4th January	Mon. 21st December Mon. 4th January	Wednesday 22nd December - Wed. 5th January	Wednesday 22nd December - Tues. 4th January	Fri. 23rd December - Fri. 6th January	Fri. 23rd December - Fri. 6th January	Fri. 22nd December - Fri. 5th January	Fri. 22nd December - Fri. 5th January	Mon. 23rd December - Fri. 3rd January	Mon. 23rd December - Fri. 3rd January

Term 3										
Term starts	Tue. 5th January	Tue. 5th January	Thu. 6th January	Wed. 5th January	Mon. 9th January	Mon. 9th January	Mon. 8th January	Mon. 8th January	Mon. 6th January	Mon. 6th January
Mid term	Mon. 15th February	Mon. 15th February	Mon. 14th February	Mon. 14th February	Mon. 13th February	Mon. 13th February	Mon. 12th February	Mon. 12th February	Mon. 10th February	Mon. 10th February
In-service	16th,17th February	16th ,17th February	15th , 16th Feb	15th,16th February	14th, 15th Feb	14th,15th February	13th, 14th Feb	13th 14th February	11th, 12th Feb	11th, 12th February
Term ends	Fri. 26th March	Fri. 26th March	Fri. 1st April	Fri. 1st April	Fri. 31st March	Fri. 31st March	Fri. 29th March	Thur. 28th March	Fri. 28th March	Fri. 28th March
Spring holiday	Mon. 29th March - Fri. 9th April	Mon. 29th March - Fri. 9th April	Mon. 4th April to Fri. 15th April	Mon. 4th April to Fri. 15th April	Mon. 3rd April to Fri. 14th April	Mon. 3rd April to Fri. 14th April	1st April – 12th April	Fri. 29th March – 12th April	Mon. 31st March - Fri. 11th April	Mon. 31st March - Fri. 11th April
Term 4										
Term starts	Mon. 12th April	Mon. 12th April	Mon. 18th April	Mon. 18th April	Mon. 17th April	Mon. 17th April	Mon. 15th April	Mon. 15th April	Mon. 14th April	Mon. 14th April
Good Friday									Fri. 18th April	Fri. 18th April
May Day holiday	Mon. 3rd May	Mon. 3rd May	Mon. 2nd May	Mon. 2nd May	Mon. 1st May	Mon. 1st May	Mon. 6th May	Mon. 6th May	Mon. 5th May	Mon. 5th May
In-service	Tue. 4th May		Tue. 3rd May		Tue. 2nd May		Mon. 7th May		Tue. 6th May	
Term Ends	Fri. 2nd July	Fri. 2nd July	Fri. 1st July	Fri. 1st July	Fri. 7th July	Fri. 7th July	Fri. 5th July	Fri. 5th July	Fri. 4th July	Fri. 4th July
In-service/ Occasional Days (Aberdeenshire)		1 day to be determined		3 days to be determined		3 days to be determined		2 days to be determined		3 days to be determined

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Strategies to manage Out of Authority Residential Placements
REPORT NUMBER	OPE/19/414
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Graeme Simpson
TERMS OF REFERENCE	1 and 2

1.   PURPOSE OF REPORT

1.1   In January 2019 the Education Operational Delivery Committee requested that officers bring a report on the Council's strategies to manage the Out of Authority residential placements.

2.   RECOMMENDATIONS

That the Committee:

2.1   endorse the work being progressed across Integrated Children and Family Services to mitigate against the use of Out of Authority residential placements; and

2.2   notes the changes made to service delivery to support a rebalancing of the care profile of the City's looked after children.

3.   BACKGROUND

3.1.1   Out of Authority (OOA) placements are required to be utilised for children with highly complex needs which cannot be met within existing Council resources.

Given the cost of these placements range from £240,000 to £340,000 per child per year, they present a significant financial challenge for the local authority. OOA placements have been a recurring cost pressure for the local authority as advised in reports to the City Growth & Resources Committee.

3.1.2 The decision to place a child in an OOA placement is usually decided by independent legal forums when it has been concluded local resources are unable to meet the needs of the child or young person. The local authority must comply with these decisions.

3.1.3 The longitudinal outcomes for young people placed in OOA residential placements are among the poorest of all groups of children. As a result of this the Scottish Child Abuse Inquiry (SCAI) is currently exploring why children and young people have been abused within care settings. Additionally, the National Care Review is exploring ways in which the care system can ensure improved outcomes. It is anticipated that the conclusion of both will make significant recommendations in respect of how agencies care for the most vulnerable groups of children and young people. This will likely be followed by legislative changes.

3.2   Prevention

3.2.1 The primary responsibility of staff working across children's services is to support children and young people to remain within their families. This includes supporting and managing situations of risk and vulnerability to affect positive change. As of 1 April 2019, of the circa 1800 children open to social work circa 84% were being supported within their immediate family network.

3.2.2 Given the known significant and lasting impact removing a child from their family has, such decisions must be carefully considered. Removing a child/young person may at times increase their vulnerability and risk. Consequently, the threshold for removing a child from their parent's care must be in the child's best interests and to protect the child from significant harm. Children who are accommodated are likely to have experienced the trauma of neglect and abuse. Our knowledge of early life trauma has grown, and evidence clearly demonstrates such has an impact on a child's physical, cognitive and emotional development, the effects of which can remain evident for many years.

3.2.3 The placement of a child out with their family needs to provide them with a safe and reparative care experience. For many kinship carers and foster carers this can be challenging, and they require significant support to enable them to be resilient to a child's distressed behaviours. In 2018 Council provided £100k financial support to support the mental wellbeing of looked after children. Part of this money was used to provide 'Theraplay' training to foster carers and kinship carers. The upskilling of these valued and valuable group of carers was intended to reduce the number of placement breakdowns and improve the outcomes for children. The SPI return which reports on the number of children who have experienced three or more placement moves within a calendar year has for the past three years shown year on year improvement.

3.3 Recruitment of Foster Carers

3.3.1 The local authority is a registered fostering agency. Recent inspections of this Service has evidenced strong gradings of either 'good' or 'very good'. The service operates in a very competitive environment with a number of Independent Fostering Agencies (IFA) operating across the North East. Recruitment of foster carers within Aberdeen City is predominantly undertaken by the Council's fostering team. The volume of recruitment is not at a level to meet demand resulting in children being placed with IFA's. The fostering service works closely with the Councils media and marketing teams to promote fostering and the need for local foster carers for Aberdeen's children.

3.3.2 The financial renumeration of foster carers is split across an age-related feepaid to recognise the costs associated with caring for a child and a fee is paid to the foster carer in recognition of the tasks provided. The Scottish Government is currently considering whether to set a consistent fee to recognise the costs of caring for a child. (This would mirror the practice across the other countries in the UK). Additionally, a legal case is being pursued against another local authority to challenge the employment status of some foster carers. This could result in the local authority needing to pay increased costs to foster carers.

3.3.3 A review of Aberdeen City Councils remuneration of foster carers is being undertaken and a report will be presented to elected members in early 2020.

3.4 Out of Authority Placements

3.4.1 There will always be a small number of children whose needs are so complex or challenging that only an OOA placement will be able to meet their needs to safeguard and protect their welfare.

3.4.2 The placement and review of all OOA residential placements is overseen by the Children's Specialist Services Forum (CSSF). The CSSF which is made up of senior managers across ICFS, considers the joint assessment of need and risk undertaken by social worker and education psychology staff. This ensures a clear and consistent application of the thresholds when recommending the need to access an OOA placement. The CSSF also reviews the progress of planning for children in OOA placements ensuring that appropriate planning is in place to support young people to return to the city.

3.4.3 The commissioning of residential school and secure care placements is overseen by Scotland Excel. There have been significant increases in the cost of placements over recent years. In the current year the cost of a secure placement increased by more than 5%. As demand for such resources always will outstrip supply our ability to control these uplifts is limited.

3.4.4 At present Aberdeen City has circa 550 looked after children. This represents 1.6 per 1000 children. This ratio compares favourably with other cities (Table 1).

Table 1

% of Looked after Children (LAC) across 4 cities			
Aberdeen	Dundee	Edinburgh	Glasgow
1.6	2.1	1.6	2.6

3.4.5 It is acknowledged that Aberdeen City's balance of care is out of step with the national position. (Table 2 reflects the Children Looked After Survey (CLAS) return as at 1 April 2018.) The rebalancing of our care profile is a strategic priority reflected in Outcome 5 of the Local Outcome Improvement Plan and was also highlighted in the recent Joint Inspection of Children's Services.

Table 2

LAC at Home		LAC with Kin		LAC in Foster Care		LAC in Residential Care	
ACC	National	ACC	National	ACC	National	ACC	National
18%	25%	20%	28%	49%	35%	11.5%	10%

3.4.6 The reasons for this imbalance are multiple and complex but include:

- While the % of babies affected by maternal drug use in Aberdeen is falling at 1.29% it remains significantly above the national rate of 0.46%.
- 200% increase in the number of children with additional support needs over the past 10 years.
- An increase in the number of placing requests for children with Additional Support Needs to independent schools
- % rates of LAC who are excluded from school in Aberdeen is above the national average.
- Continuing challenges in the recruitment of teachers, health visitors, social workers and residential care staff.
- Challenging the cultural value of kinship care. The % of children in kinship care across the three north east authorities are among the lowest in Scotland.
- The challenge of recruiting foster carers within an authority that has low unemployment and high house prices. It is recognised that Scotland requires circa 600 additional foster carers.
- Challenges for young people to access local Child and Adolescent Mental Health services.

3.4.7 Across professional partnership groups tolerance of risk varies appropriately. This reflects the culture and professional training of agencies working with children and young people. The multi-agency variance provides checks and balance and recognises that all agencies have a perspective of the child's needs. Social work staff have supported other agencies to appreciate that removing a child from their family will not always reduce risk or improve their outcomes but clearly at times of heightened risk such decisions are necessary.

3.5   Legislative Changes

3.5.1   The Children and Young People (Scotland) Act 2014 recognised that the long-term outcomes for care experienced young people were poor. Care leavers, statistically, are more likely to:

- be unemployed
- be incarcerated
- experience mental health and addiction challenges
- die prematurely

3.5.2   To mitigate this and build on the "Staying Put" agenda, 'Continuing Care' was a feature of the 2014 Act. Continuing Care enables young people to be supported to remain in their care setting up to the age of 21 and to move to independence at a pace appropriate to their needs. Consequently, the age profile of children placed in our Children's Homes has risen and there is strong evidence to support that their outcomes are improving.

3.5.3   While this change was welcomed one of the unintended implications is that it limits the availability of foster care and residential placements for other young people. This adversely impacts on our ability to support young people to return to the city and to support others remain within the city.

3.6   Use of secure care

3.6.1   The numbers of children placed in secure care have consistently remained low over the past few years. At time of writing there are no children in secure care. This position could change on a daily basis and even a small increase in the number of children placed in secure care has a significant impact on the budgetary position.

3.6.2   Over recent years the demography of young people placed in secure care has changed. There has been a reduction of young people placed due to serious and persistent offending, but an increase in young people whose behaviour poses a serious risk to their own safety and wellbeing. This change is reflected nationally, and it is anticipated that the National Care Review will make comment on the use of secure care within their recommendations.

3.7   Mitigation of need

3.7.1   While there will always be a need for a small number of young people to be placed in OOA residential placement, it is vital that services and communities work to mitigate the need for this type of intervention. Getting it right for every child recognises the need for all agencies to identify when children need support and to explore how assessed need can be met with the least level of intervention into family life.

3.7.2   Appendix 1 demonstrates that at every stage of a child's journey through services there is a need for early and preventative support to be provided to mitigate the need for an escalation of intervention. This includes the provision of a strong universal offer of support from health services and schools. It also represents the need for a strategic shift in spend from high cost OOA

placements to build and develop local services that can better effect change at an earlier stage in a child's life.

3.7.3 While spend is committed to high cost OOA placements effecting a shift in spend is challenging. Staff across Integrated Children and Family Services have adapted service delivery to support this change. Examples of this include:

a) The Target Operating Model established the Integrated Children and Family Service cluster. Having a clear focus on integration has enabled senior leaders and managers to bring services together to more effectively intervene and support vulnerable children. Given the valuable contribution made by health across the life stages of children and young people it is important we explore with health colleagues how and where the integration of services can be further built on to improve the outcomes for children and young people.

The integration approach of the Council reflects recent legislation and changes to the scrutiny of services that care for and protect children and young people. These require a partnership approach, including the appropriate sharing of data, to ensure services deliver improved outcomes for children and young people.

b) In 2018 the Scottish Government provided additional Scottish Attainment Challenge Funding for Looked After Children. This provides targeted support for the most vulnerable children, including those at risk of accommodation, ensuring the provision of early and preventative support. This funding is supporting a range of approaches including mentoring and targeted support for looked after children. The impact of this funding will be evaluated but there is encouraging anecdotal feedback from front line staff who report the benefits of this targeted funding.

c) Orchard Brae School brought together three schools delivering education and learning to children with complex and enduring needs. The school also has a social work team on site delivering effective integrated support. The knowledge and skills of the education staff based in Orchard Brae is enabling best practice to be shared with other schools thus ensuring that children with complex needs are effectively supported across all schools.

As a consequence, it is anticipated parents of children with complex needs will have increased confidence that local educational provision can meet the learning needs of their child. This in turn will hopefully see a reduction of the number of placing requests being made to independent schools.

d) In order to support a rebalancing of the care profile the social work service has moved resource to establish a Kinship Team to provide an enhanced support offer to kinship carers. While many children do well within the care of extended family members others continue to experience chaotic home environments. The chronology of many looked after children recognises the generational pattern of families who have been unable to parent their children through to adulthood. It is therefore critical that social work staff extensively explore family networks to identify viable kinship carers and

thereafter provide effective practical, emotional and financial support to sustain these placements.

The % of children placed with kinship carers has increased and is currently above 21%.

e) Over the past year the social work service in collaboration with education colleagues have developed a data matrix to identify those young people whose chronology and profile would suggest they are at heightened risk of being placed in OOA residential placements. Having identified this small cohort, education and social work staff are working collaboratively to ensure intensive support is provided to prevent an escalation of need and reduce the risk of an OOA placement.

The impact of the collective intervention is reviewed on a regular basis by senior staff to ensure improving outcomes for the young people. Inevitably and despite the efforts of all staff, for a small number of young people the impact of early life trauma will not be able to mitigate the need for an OOA placement.

Most young people when they leave an OOA placement return to a city resource or to their family. The careful tracking of OOA placements is ensuring that early and detailed consideration is being given to how we successfully support young people to return to the city. Learning from these transitions will support the continual development of planning and support for children and young people.

The Children & Young People (Scotland) Act 2014 places a duty on the agencies to work together to support care leavers up to the age of 26. This is to mitigate that many care leavers continue to have complex needs that services require to be attuned to ensure lasting improvements to their outcomes.

f) Aberdeen City established a Virtual School Head Teacher (VSHT) post in 2017. This post is recognised as national best practice and has supported a raising of awareness of the needs of looked after children across all Aberdeen City Council schools. Exclusion from school is a prominent factor in the breakdown of care placements. The VSHT's role is to support practice across schools to ensure a better appreciation of the needs of looked after children to enable and coordinate support. Looked after children are likely to have additional support needs and may require additional support within school to improve their outcomes.

The impact of the VSHT to support schools to better understand and support the complex needs of LAC has contributed to a reduction in the incidents of exclusion over the past three years:

Incidents of Exclusion involving Looked After Children	
2016/17	93
2017/18	76
2018/19	60

g) The social work service recognised in 2016 that staff within our residential care homes were struggling to meet the needs of some of the young people placed in their care. A programme to embed trauma informed practice across our residential work force has enabled staff to better meet the needs of young people who have experienced trauma in their early childhood. This change in practice has seen a dramatic reduction in the number of placement breakdowns and young people leaving our residential care homes to be placed in an OOA placement. Importantly young people themselves are telling us they are happier and value the care and support being provided.

The residential service has worked very closely with the local commissioned residential services to adopt a trauma informed approach. This has been extremely well received and similar positive feedback has been received from young people and staff in these settings.

The recruitment of staff to work in residential care has remained extremely challenging which adversely impacts on the capacity of the service.

3.7.4 As a result of the above mitigation the number of children placed within an OOA residential placement has fallen over the past few years including the current year. While encouraging it is important to recognise that Q3 & Q4 are traditionally the quarters where this budget comes under the greatest pressure.

Number of young people placed in OOA residential care placements.	
As at 1-4-17	37
As at 1-4-18	35
As at 1-4-19	35
As at 1-10-19	31

4.   FINANCIAL IMPLICATIONS

4.1   There are no immediate financial implications arising from the recommendations of this report. It is important that Elected Members appreciate that this budget will always be an area of vulnerability for the Council to manage and its ability to fully mitigate this has limitations due to the decisions of legal bodies out with the Council.

5.   LEGAL IMPLICATIONS

5.1   Whilst there are no legal implications arising directly from the recommendations of this report, the Council is under a number of statutory duties to safeguard and promote the welfare of vulnerable children and young people and make

provision for their needs, which the strategies outlined in this Report seek to fulfil.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	None specifically for this report. Elected members endorse the strategic approach to develop effective local services that can support young people to remain within their local communities.		As detailed in the report Council services are working collaboratively and on an integrated basis to support children and young people be cared for within the family network.
Legal	None for this report		
Employee	None for this report		
Customer	The outcomes for young people placed in OOA placements do not deliver improvement and support them to successfully prepare for adulthood.	M	Children, young people and their families can be assured that Aberdeen City Council is providing robust support to mitigate against the need for the use of OOA placements. They can also be assured that where risk and need indicate that such a resource would best meet their needs then the Local Authority has appropriate safeguards in place to agree and review these placements.
Environment	None for this report		
Technology	None for this report		
Reputational	The care and support of Aberdeen City's most vulnerable children and young people is a significant responsibility. Failure to care for this group	M	The public can be assured that: the Council ensures compliance with legal requirements and identified areas for improvement are addressed.

	of children and young people can bring significant media interest and scrutiny.		

7. **OUTCOMES**

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The proposals in the report have direct links to the delivery and attainment of stretch outcome 5; 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. An aim is to increase the number of care experienced young people receiving appropriate multi agency throughcare by 2021.Supporting care experienced young people successfully transition to adulthood will support the economy of Aberdeen and enhance their own wellbeing and outcomes.
Prosperous People	Integrated Children and Family Services deliver on the outcomes of the LOIP Prosperous People - Children are our Future and that they have "the best start in life"; they are "safe and responsible" and "protected from harm". Within stretch outcome 5.2 Supporting care experienced children and young people who sustain care placements which meet their needs and sense of identity. Children who are adequately protected from threats to their health, safety and economic wellbeing are more likely to prosper than those who are not.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The impact of effective and early intervention is underpinned by the Getting it Right for Every Child approach. Understanding early life trauma is critical to effective early intervention to support parents and families to provide the care and support to children and young people to protect them from harm.

Organisational Design	Having an Integrated Children and Family Services is supporting more joined up working and sharing of the responsibility to improve the outcomes for looked after children and young people.
Governance	Appropriate oversight of services delivering public protection provides assurance to both the organisation and the public in terms of meeting the council's statutory duties, and also contributes to compliance with agreed standards.
Workforce	A proactive learning approach is taken to support staff and carers to better understand the impact of trauma on children and young people and how we can support them to recover from these experiences.
Technology	The use of data is being utilised to identify risk indicators which place some children at a heightened risk of being placed in an OOA placement. This will be developed and refined to include data from partner agencies.
Partnerships and Alliances	Services to children and young people are delivered on a multi-agency basis and the scrutiny, challenge and learning requires all agencies to work in partnership with each other.

8.   IMPACT ASSESSMENTS

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

9.   BACKGROUND PAPERS

None

10. APPENDICES

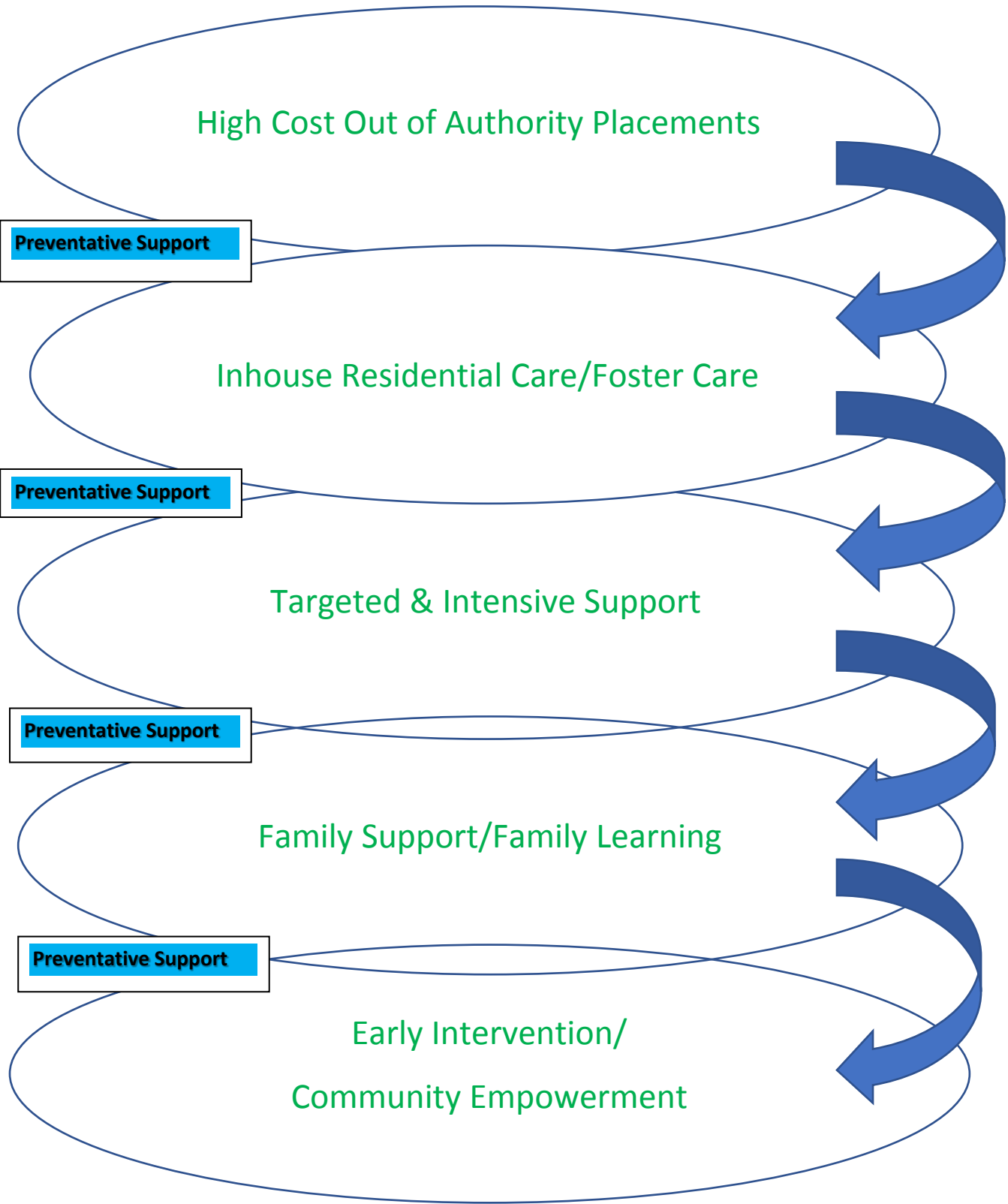Appendix 1 – Shifting the balance of care.

11. REPORT AUTHOR CONTACT DETAILS

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Shifting the Balance of Care

High Cost Out of Authority Placements

Preventative Support

Inhouse Residential Care/Foster Care

Preventative Support

Targeted & Intensive Support

Preventative Support

Family Support/Family Learning

Preventative Support

Early Intervention/

Community Empowerment

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Children's Learning in an Empowered System
REPORT NUMBER	OPE/19/415
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1, 5 and 6

1. PURPOSE OF REPORT

1.1 In January 2019 the Education Operational Delivery Committee requested a report on how effectively schools are able to meet the needs of those with Additional Support Needs

1.2 This report provides Elected Members with an overview of a consultation undertaken with staff to determine the effectiveness of current approaches and makes recommendations on how to further strengthen the system as we work towards an empowered system.

2. RECOMMENDATIONS

That Committee:-

2.1 note the consultation undertaken with staff and the broad messages fed back as part of this consultation exercise, and instruct the Chief Operating Officer to work with staff in schools and Trade Unions to address the key themes emerging from the consultation in order to build a stronger universal, targeted and specialist provision; and

2.2 as part of the above engagement with colleagues, instruct the Chief Operating Officer to review the current provision of targeted and specialist support to

ensure that it is reshaped to meet current and future demand; and report on progress at the March meeting of this Committee.

3.   **BACKGROUND**

3.1.1   A presumption of mainstreaming was fully implemented across Aberdeen City from August 2014. In keeping with the national best practice at the time, this led to a presumption that all schools would work to ensure that appropriate provision was made for those in need of additional support. A consequence of this was that more children continued to access their local school rather than be transported to other settings unless their needs were of a particularly complex nature.

3.1.2   The policy change came as difficulties in recruitment were escalating. Recruitment challenges saw some Support for Learning staff having to be deployed as mainstream class teachers to provide a universal service in keeping with the Scottish Negotiating Committee for Teachers' requirements. This decision, although necessary at the time, undoubtedly impacted on the advice and guidance available to class teachers to build teacher agency and empower the system.

3.1.3   Levels of vacancy are now reducing and it is a timely opportunity to review the impact of current approaches on the strength of our universal, targeted and specialist provision and plan next steps.

3.2.1   Current Demand

3.2.1   There have been significant changes in the needs of children and young people across the City. The changes are seen nationally and are not limited to Aberdeen.

3.2.2   In 2014 most children in need of additional support may have had a diagnosis including Autism Spectrum Disorder, Dyslexia, Dyscalculia, English as a Second Language, or mild to moderate learning difficulties. This list is not comprehensive but gives an indication of the needs being met by schools and services at the time. A relatively small number of children were recognised as having Foetal Alcohol Syndrome Disorder and other needs associated with past trauma.

3.2.3   As childhood mental health and the impact of trauma have become better understood, an increasing number of children and young people who are recognised as having very different needs present requiring a very different type of adaptation to be successful in school.

3.2.4   The Aspire Service was developed to help schools respond positively to children and young people with mental health needs but colleagues don't feel that the service is yet ideally placed to meet their needs. Work is currently underway to align the work of Aspire with that of Craigielea and Westburn to ensure that similar services across Integrated Children and Family Services are aligned to maximise their impact. Completion of this will allow the service to consider unmet needs and plan accordingly.   Central to this work is working

with Community Planning Partners to consider how best to respond as a whole system to mental health needs.

3.2.5 This disconnect between demand and provision provides clear evidence that there are improvements to be made in how we support the full range of additional support needs. This is reinforced by the marginal increase in the number of Tribunal Cases.

3.2.6 It is important that we rectify this gap in provision quickly to ensure that children and young people have access to the right support at the right time and that we fully comply with our legal and statutory duties, in particular The Education (Additional Support for Learning) (Scotland) Act 2004.

3.3.1 Consultation with Staff

3.3.2 In collaboration with Teaching Trade Unions and our Educational Psychology Service, a survey was developed for all staff in schools entitled *Supporting Children's Learning in Aberdeen City.* This approach is important as we work towards as empowered system where those supporting children and young people take a leading role in shaping improvement and Authority responses.
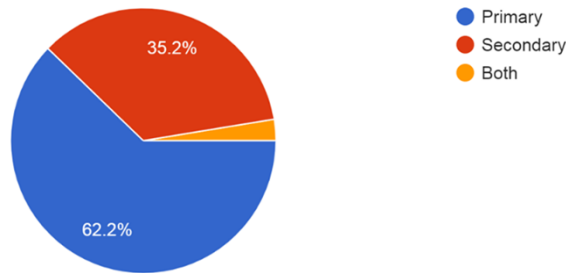
3.3.3 For clarity, staff were asked to respond with how confident they felt in meeting the needs of children at a universal, targeted or specialist level and to provide a justification for their answer. This open approach to consultation was thought to be best to elicit detailed responses from staff and give us a sound indication of how effectively our current system meets the needs of a wide range of learning needs.

3.3.4 In addition feedback was sought around the use of the SEEMiS wellbeing App which aims to support staff in monitoring and planning the wellbeing of those with an additional support needs. Comments were invited on the effectiveness of current approaches to planning through the App.

3.3.5 An electronic survey was disseminated with responses invited from Senior Leaders, teaching staff, Pupil Support Assistants, the Central Team, Senior Early Years Practitioners and Early Years Practitioners. Trade Unions helpfully also encouraged participation in the survey.

3.4.1 Responses to the survey

In total 540 responses were received with the majority (336 responses) being from staff in primary schools. 35% (190) responses came from the secondary sector with 14 responses (3%) from colleagues representing both sectors. Around a quarter of all staff working in Aberdeen City Council schools responded.

Legend:
- Primary
- Secondary
- Both

35.2%
62.2%

3.4.2 Responses were received from the full range of staff working across the Education Service.

Legend:
- Member of Senior Leadership Team
- Teacher
- Pupil Support Assistant
- Central Team
- Early Years

17.7%
55.4%
21%
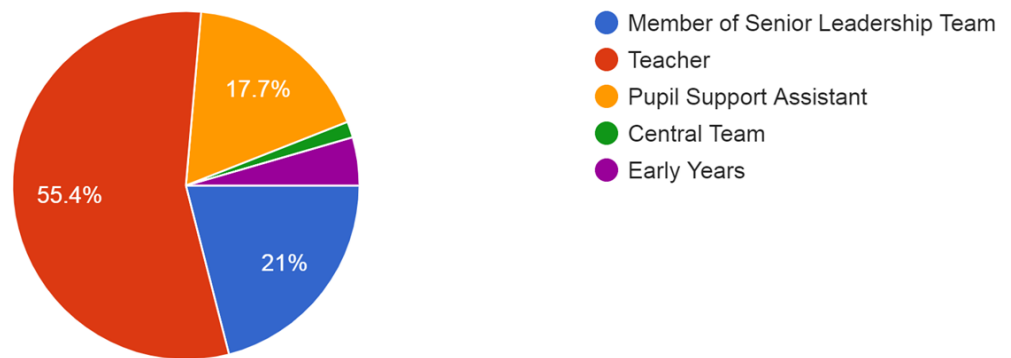
3.4.3 Responses illustrated a strong desire from all staff to get it right for the children and young people of Aberdeen City but acknowledged that the needs of children are changing and that our current provision is not shaped around current need.

UNIVERSAL SUPPORT

3.4.4 When asked how confident they felt about meeting the needs of children and young people at the universal stage, most staff expressed confidence. Given that universal support is the responsibility of individual teachers this is an encouraging response.

Legend:
- Very Confident
- Confident
- Quite Confident
- Not at all Confident

17.2%
59.4%
18.7%
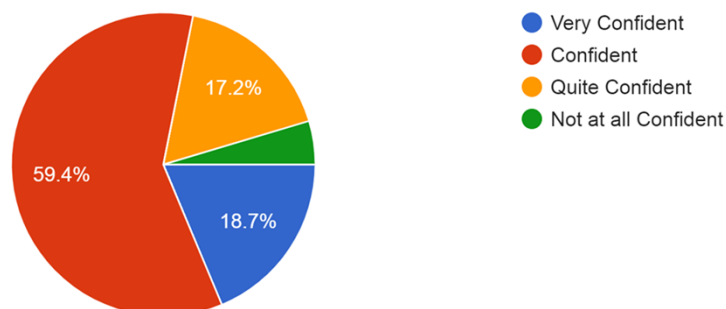
3.4.5   Staff who responded that they did not feel confident were asked to provide more information and some valuable learning can be elicited from these responses. Staff expressed frustration at not being consistently able to access professional learning due to staff shortages and expressed a desire to access training on a number of conditions and impairments. Many respondents expressed a need to tighten up approaches to differentiation whilst also seeking to reduce levels of bureaucracy to enable staff to invest time in developing resources appropriate to need.

3.4.6   Concerns were raised about the levels of literacy of some children entering S1 and the need to address this area as a partnership, interestingly this need can be tracked back to levels of literacy on entry to pre-school and primary education. Lack of engagement from some agencies was noted as unhelpful and limited the ability of staff to effectively support with one member of staff reporting that, *'the right people in the right place at the right time is not always possible.* A planned partnership event in October designed to explore how best to work as a partnership Integrated Children's Service should support this area.

3.4.7   In light of this feedback it is proposed to:
- Review processes to minimise bureaucracy in keeping with the National Improvement Framework Plan;
- Continue to embed robust Quality Improvement approaches to provide rigour around curriculum, learning and teaching and wellbeing;
- Work with the partnership to explore how best to integrate Children's Services to maximise outcomes for children and young people;
- Clarify expectations of staff through the development of a Learning and Teaching policy supported by professional learning;
- Build leadership capacity to drive and support teacher agency;
- Develop and deliver professional learning on differentiation to clarify expectations; and
- Develop a programme of professional learning on the conditions and impairments noted in the survey.

TARGETED SUPPORT

3.5.1   Staff confidence decreased slightly when working with children in need of targeted support, this support can be delivered by school staff but could also include working with other colleagues across the education service and may include a number of professionals working with children. 11.6% of staff reported that they are not at all confident and 29% noting that they are quite confident
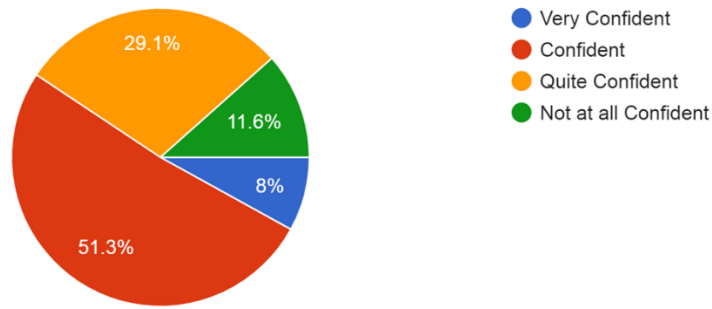
3.5.2   Staff were again asked to provide the rationale for their response and again, there is key learning for the service. Many references were made to a lack of staff and difficulties accessing services due in part to complex processes but also to the availability of staff to support particular cohorts of learners.   Easy access to information on appropriate strategies for different groups was noted as an action for the Local Authority.

3.5.3   The lack of Support for Learning staff was identified as a vulnerability as well as a feeling that there was a need for a preventative social work support. This supports plans to reshape the working practices of the team of Educational Social Workers. Advice and guidance in developing plans (Individual Education Plans and Child's Plans) was a consistent theme for development and our Microsoft partner is currently working with us on this area.

3.5.4   There were references to how staff with low resilience find it hard to support children and young people who are complex and a request for advice and guidance on how to support learners who are operating many years out with expected levels of attainment.

3.5.5   In light of this feedback the Service intends to build a stronger targeted provision by:
  • Reviewing the GIRFEC multi-agency guidance to address areas of vulnerability with regard to our partnership working and consider a consistent approach to the provision of family support so that we maximise our collective partnership offering;
  • Continue to work with People and Organisation to support staff to develop personal resilience;
  • Ensure the review of the Devolved School Management scheme enables schools to flexibly use resource to meet local need;
  • Further develop Partnership Forums to widen the supports immediately available across a locality;
  • Develop clear information on the services available and how to access them and determine any gaps in provision to inform planning;
  • Develop a comprehensive professional learning programme for staff working in Support for Learning to supplement the programme being made available to support staff this year
  • Ensure that both learning and wellbeing needs are planned for within the school estate strategy;
  • Review the role and remit of the Education Social Work team to ensure they help offer preventative support to children, young people and families; and

- Develop training materials to support the development of plans for children and continue to work with Microsoft to develop a streamlined and digital solution.

SPECIALIST SUPPORT

3.6.1 When asked about levels of confidence in supporting those with the most complex needs, confidence levels dropped further with nearly 30% reporting that they don't feel at all confident. Many children and young people with very complex needs have a significant multi-agency package of support and a learning pathway which may look very different to their peers.
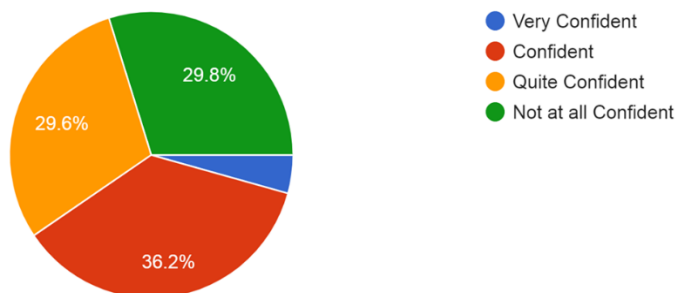
3.6.2 Staff reported that there is a need for further training in specific conditions and coordination of more complex plans like Coordinated Support Plans and a need for specialist services to support the changing needs of our children and young people. One colleague noted that, **'the expertise is within schools but the manpower is not'** and a desire for more flexibility in finance to enable schools and localities to more effectively meet needs.

3.6.3 Behaviours associated with trauma were noted as the most challenging to support and staff are keen for further advice, guidance and intervention in this area.

3.6.4 Staff who use the Wellbeing App were generally happy with being asked to use the App but feel that the approach could be simplified. A number of staff commented that it can be cumbersome and asked that we review advice and guidance to improve the staff experience.

3.6.5 In light of this feedback it is important to now look to:
- Develop staff understanding of trauma;
- Continue to develop specialist learning pathways by working with a range of partners to offer a comprehensive senior phase with clearly understood roles and remits and governance framework;
- Review the current structure of targeted and specialist services to ensure that the needs of all children can be adequately and effectively supported at the earliest opportunity and within current budget; and
- Consider further devolvement of resource to local partnerships to empower multi-agency partners to take action as soon as needs escalate where appropriate.

3.7.1 General learning

Responses show the level of commitment shown to children and young people with additional support needs and a strong desire to get it right.

3.7.2   Staff have provided a clear agenda to drive forward with regard to improving their ability to meet the needs of children and young people in need of a strong universal or targeted offer. Central officers agree that the proposals are necessary and likely to strengthen and empower the system.

3.7.2   The provision of specialist support is more complex and will require close partnership working to maximise impact. Historical approaches have involved requesting additional resource in order to meet the needs of new groups but this approach is unsustainable given the level of financial commitment in this area. There is a need to look at where current resource is allocated and review these allocations based on current and future demand.

3.7.3   The approach to determining the improvements necessary was welcomed by colleagues. This transparent approach to service planning should be replicated when key strategic developments are being shaped.

3.8.1   Proposal for moving forward

It is proposed that a group comprising members of the central team, teaching staff, school leaders and Trade Union representatives be established to consider and implement the necessary actions from the consultation. The group would be empowered to make the changes deemed necessary to ensure that we have a system well placed to support the current and future range learning and wellbeing needs. It is proposed that progress be shared with Elected Members within two committee cycles.

4.   FINANCIAL IMPLICATIONS

4.1   There are no direct financial implications arising from the recommendations of this report. Any redesign will make use of existing budgets.

5.   LEGAL IMPLICATIONS

5.1   The Local Authority has many legal duties including those of:

- The Education (Additional Support for Learning) (Scotland) Act 2004
- The Children (Scotland) Act 1995
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

6.   MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Risk of not having sufficient resource to meet the costs of OOA Placements	L	Mitigated by realigning services to better meet the needs of our young people in Aberdeen City today.
Legal	Non-compliance with legislation, financial claims and legal challenge (tribunals)	M	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need
Employee	Staff are overwhelmed which leads to low morale as staff feel unable to meet the needs of vulnerable young people.	L	Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004
Customer	Risk of not achieving outcomes for children and young people.	L	Potential changes to our provision will enable primary prevention and early intervention thereby reducing potential risk.
Reputational	Risk of not effectively meeting the needs of all learners.	L	Services realigned to better meet the needs of our young people in Aberdeen City.

7.   OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Ensuring the children and young people realise their potential will help achieve the two stretch aims: • 10% increase in employment across priority and volume growth sectors by 2026. • 90% of working age people in Living Wage employment by 2026.
Prosperous People	Four of the children's stretch aims are particularly relevant to this report: • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026

	• 85% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.
Prosperous Place	90% of the population in Aberdeen will feel environmentally and socially resilient in their communities by 2026.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The activities undertaken to date and the planned next steps promote an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them.
Organisational Design	Improved use of resource in the system.
Governance	Overseen by Chief Officers and by the Education Operational Delivery Committee.
Workforce	Ongoing clarity of expectations and statutory duties.
Process Design	Monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Technology	The plan includes improvement in the use of technology to deliver the most effective service and makes use of wider partnership support when appropriate.
Partnerships and Alliances	Significant partnership work is key to addressing the needs of our learners and the team is committed to building on existing relationships.

8.   IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Not required

Data Protection Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Not applicable

9.   BACKGROUND PAPERS

None

10.   APPENDICES

None

11.   REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Early Learning and Childcare Admissions Policy 2020
REPORT NUMBER	OPE/19/416
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Louise Beaton
TERMS OF REFERENCE	General Delegation 7.1

1. **PURPOSE OF REPORT**

1.1 The aim of the Early Learning and Childcare Admissions Policy is to give clear guidance to staff and parents/carers on the admissions process and procedures for local authority ELC settings.

1.2 This report seeks Committee approval of the new Early Learning and Childcare Admissions (ELC) Policy which takes account of Early Learning and Childcare Expansion and Aberdeen City Council's commitment to deliver the increased entitlement of up to 1140 hours funded ELC provision by August 2020.

2. **RECOMMENDATION**

That the Committee:-

2.1 Approve the revised Aberdeen City Council Early Learning and Childcare Admissions Policy 2020, and instructs the Chief Operating Officer to implement the policy with effect from 1 December 2019.

3. BACKGROUND

The National Context

3.1 A Blueprint For 2020: The Expansion of Early Learning and Childcare, published in March 2017, outlined the Scottish Government commitment to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours by 2020.

3.2 Currently all three and four-year olds, and eligible two-year olds, receive 600 hours of funded ELC per year. Under the new plans, this will almost double by August 2020. This means more funded hours, more choice of where children can go to access their ELC entitlement and more flexible models of ELC.

3.3 The guiding principles which underpin Early Learning and Childcare expansion are:

- Quality
- Flexibility
- Affordability
- Accessibility

The Local Context

3.4 The Aberdeen City: Early Learning and Childcare Delivery Plan was approved by Aberdeen City Council Education and Children's Services Committee on 16 November 2017. This set out the Council's plan to provide local, flexible ELC which is accessible, affordable and of high quality.

3.5 Each local offer will be designed around the needs of families in each locality. The provision of universally accessible and high quality ELC will play a vital role in helping to close the poverty-related attainment gap.

3.6 Parents will have the choice to apply for the additional hours, up to 1140 hours per year. There is no legal requirement nor expectation for parents or carers to take up their full entitlement. Families can choose what works best for them.

3.7 In keeping with initial plans approved by Committee, Aberdeen City Council will offer a range of flexible models in each locality / Associated School Group (ASG):

- Full day provision
- Half day provision – morning or afternoon
- Blended provision – a combination of local authority and funded provider / childminder provision.

3.8 School settings and funded providers, including private nursery settings and childminders (when in partnership), will be offering the additional hours. Continued partnership working is important. A significant number of children use funded providers and we would like to ensure additional hours can continue to be used in a range of settings.

3.9 All settings delivering 1140 hours are required to meet the National Standard (Grade 4 or above) to ensure a high quality ELC service is being delivered to the children of Aberdeen. This extends to local authority settings as well as private nurseries and childminders in partnership with the Council.

Early Learning and Childcare Admissions Policy

3.10 The previous Early Learning and Childcare Admissions Policy was approved by the Education and Children's Services Committee on 28 January 2016 and amended by delegated powers in November 2018.

3.11 The Policy gives clear guidance to staff and parents/carers about Aberdeen City Council's Early Learning and Childcare admissions process and procedures for local authority ELC settings. It also outlines all Early Learning and Childcare options available via Associated School Group (ASG). For the first time this will include Funded Providers and Childminders, which will give parents more information, choice and flexibility about accessing their ELC entitlement to meet their needs.

3.12 The Policy is structured in two sections:

1. Policy – for example, our statutory duties, entitlement, eligible 2's and Additional Support Needs provision and criteria for admissions.
2. Guidance – for example, application procedure, guidelines for induction and class composition.

3.13 It is proposed the Criteria for Early Learning and Childcare Admission is changed from Primary School Zone to Associated School Group (ASG) Zone to reflect the range of flexible models which will be offered in each locality / Associated School Group (ASG).

3.14 All children continuing in an ELC setting, where the model offered there meets their needs, will be guaranteed a place. For all new Local Authority applications, ELC places will be allocated according to the following list of criteria:

1. All children looked after or assessed as 'in need' defined in the Children (Scotland) Act 1995. A Professional Support for Application to ELC form must be completed to determine whether a child meets the criteria.
2. All applications for children who are currently attending an Eligible 2's place. A limited number of places may be reserved for Eligible children who will turn 2 during the school session.
3. All applications for children in the Associated School Group (ASG) zone, oldest first. In the event of there being more applications than places at a

setting, priority will be given to children living in the Primary School Zone in which the setting is based.

4. All applications for children who have a sibling in the school parents are applying for, in accordance with section 23(3A) of the Education (Scotland) Act 1980. The sibling criteria will only come into effect when children have a sibling in ELC or Primary 1-6 at the time of the application. Siblings from the same family, although not living together at the same address, can apply under this criteria.

5. All other applications from children resident in the City. Places will be allocated in the first instance to children who have childcare in the ASG zone and then to children who live out of ASG zone, oldest first.

6. Children who are resident outwith the City. For children resident outwith the city boundary, not including children with a sibling (as they will come under band 4), the address of a childminder or carer within the city does not entitle the child to an ELC place. Places will be allocated oldest first.

3.15 Cross boundary arrangements are currently being developed at Northern Alliance Level. Proposals will be accepted to come forward and the policy will be revised accordingly in line with annual review.

3.16 The list of all Early Learning and Childcare settings by Associated School Group (ASG) has been updated to include all Local Authority and Funded Provider settings. (Appendix B) This reflects the 'provider neutral' approached underpinned by the National Standard as part of Funding Following the Child which places choice into the hands of parents and carers.

Consultation

3.17 The following people have been consulted during the process of drafting the Early Learning and Childcare Admissions Policy:

- Aberdeen City Council Early Years Team
- Aberdeen City Council Head Teachers
- Aberdeen City Council Early Years Practitioners
- Aberdeen City Council Chief Officer – Integrated Children's and Family Services
- Aberdeen City Council Chief Education Officer
- Aberdeen City Council Chief Operating Officer
- Funded Providers, e.g. Private Nurseries
- Parents
- Aberdeen City Council Assurance Manager
- Aberdeen City Council Chief Officer Digital and Technology
- Aberdeen City Council Data Protection Officer
- Finance Partner
- Legal Services Manager

3.18 Four Focus Groups were held in September to discuss the Policy with key stakeholders and to seek their views. The majority of stakeholders were in agreement with the proposals on the Policy and the criteria for ELC admissions.

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3.19 An Early Learning and Childcare Expansion Consultation is currently underway seeking the views of parents, carers and parents-to-be on the increased ELC entitlement and uptake and to shape the ELC offer in each Locality. The consultation opened on 30 September and has had over 800 responses. It closes on 1 November 2019.

3.20 The Consultation will give us the following information:

- If parents and carers would use the increased 1140 hours?
- What parents and carers would use the additional hours for? For example, to work, to study, for family support etc.
- What model parents and carers would most likely use?
- What factors are important when choosing Early Learning and Childcare? For example, close to home, close to work, close to other services etc.

4. FINANCIAL IMPLICATIONS

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

4.2 Aberdeen City Council, as primary guarantor of quality and key enabler of flexibility and choice, is currently funded by a specific grant from the Scottish Government to deliver Early Learning and Childcare which will increase from 600 hours to 1140 hours from August 2020. This will continue in 2020/21. Officers have worked with finance colleagues to ensure that our plans realise a sustainable Early Learning and Childcare provision. The funding will form part of the Grant Aided Expenditure (GAE) from 2021/22 but the level of funding has not yet been confirmed.

5. LEGAL IMPLICATIONS

5.1 The expansion of Early Learning and Childcare (ELC) will bring a number of duties on the Local Authority under the Children and Young People (Scotland) Act 2014:

- Aberdeen City Council will retain the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city This entitlement will increase from 600 hours to 1140 hours in August 2020.
- Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for families in the city.

6. MANAGEMENT OF RISK

6.1 This report is brought to the November meeting of the Education Operational Delivery Committee in order to have the Policy approved in time for the commencement of the Admissions Process for August 2020 in January 2020.

6.2 Any delay in commencing the Early Learning and Childcare Admissions process, could cause risks to customer, employee and reputation. For example, applications not being processed, and places not being allocated in time.

6.3 The following risks have been considered as part of the overall Early Learning and Childcare Expansion Delivery Programme:

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Risk of building a financially unsustainable model	Low	Care has been taken to redesign ELC around improving quality rather than simply doubling to reflect the additional hours.
Legal	Risk of not meeting statutory obligations around 1140 hours	Low	Mitigated by the work of the ELC Programme Board and associated projects
Employee	Risk of not attracting enough new practitioners into the workforce	Low	Mitigated through the activities being undertaken as approved in Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare approved by Education Operational Delivery Committee on 6 September 2018.
Customer	Risk of not designing an offer around the needs of our customers	Low	Mitigated through consultation with communities and the creation of Early Learning and Childcare Locality Leader Officer Posts which support Early Learning and Childcare in each Locality.
Environment	N/A		
Technology	N/A		
Reputational	Risk of not delivering on legal obligations by 2020	Medium	Mitigated by the work of the ELC Programme Board and associated projects

7.   OUTCOMES

7.1   Early Learning and Childcare can make a significant positive contribution to a child's development. The expansion of ELC can reduce the poverty-related attainment gap and improve long term outcomes for children and families.

7.2   The expansion of ELC will also support parents and carers to return to work or study and enable them to better support their children and contribute positively to a prosperous city.

7.3   The delivery of Early Learning and Childcare is one of the main drivers in ensuring that all children have the best start in life, delivering on the ambitions set out in the Local Outcome Improvement Plan (LOIP), the Children's Services Plan (CSP) and our National Improvement Framework (NIF).

7.4   The Early Learning and Childcare Admissions Policy 2020 is of interest to parents and carers with young children.

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The Expansion of Early Learning and Childcare will have an extremely positive impact on this priority theme and will help to deliver the LOIP Improvement Project Aim 'to increase the number of people employed in growth sectors by 5% by 2021. Example 1: The proposals within this report support the delivery of LOIP Stretch Outcome 1 – 10% increase in employment across priority and volume growth sectors by 2026. The workforce needs to increase significantly in order to deliver the increase in ELC provision. 29 Aberdeen City Council employees have recently retrained as Early Years Practitioners. A further 30 are currently undergoing training with another cohort of 30 due to start re-training in early 2020. There will be more Modern Apprenticeship opportunities available with the introduction of a Modern Apprenticeship role in Local Authority ELC settings for the first time, providing a positive destination and career pathway for approximately 50 young people per 2 years.

	The provision of 1140 hours of funded Early Learning and Childcare will enable many families, who were previously unable to access affordable provision, the opportunity to return to training or employment.
Prosperous People	The provision of high quality ELC will have an extremely positive impact on this priority theme. Equity of access to universal provision, will support families to provide the best care they can for their children. The provision of universally accessible and high quality ELC will play a vital role in helping to close the poverty-related attainment gap.
Prosperous Place	The provision of high quality ELC will have a positive impact on this priority theme. Example 2: The proposals within this report support the delivery of LOIP Stretch Outcome 13 – No one in Aberdeen will go without food due to poverty by 2026. For those children receiving the 1140 hours they are entitled to a funded meal if their session is longer than four hours. Furthermore, this will also support families who experience 'holiday hunger' as Early Learning and Childcare will be delivered outwith school term-time in some settings in each Associated School Group (ASG).

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The proposed approach is designed around the needs of each community.
Organisational Design	The central team structure is more collaborative and focussed on the needs of the customer.
Governance	Clear governance arrangements for Early Learning and Childcare Expansion are in place through the Programme Board.

	Governance arrangements for the Early Learning and Childcare Admissions Policy is via the Education Operational Delivery Committee.
Workforce	Aberdeen City Council is investing in and empowering the current and future workforce in line with the Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare approved by Education Operational Delivery Committee on 6 September 2018.
Technology	Aberdeen City Council will implement a new national Management Information System for Early Learning and Childcare Admissions in August 2020.
Partnerships and Alliances	The model of delivery is founded on effective GIRFEC practice which requires close partnership working to improve outcomes for children and families.

8.   IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	EHRIA completed.
Data Protection Impact Assessment	Not required.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

9.   BACKGROUND PAPERS

None

10.   APPENDICES

Appendix A - Aberdeen City Council Early Learning and Childcare Admissions Policy 2020 (Draft)

Appendix B - Early Learning and Childcare Settings in Aberdeen City Listed by Associated School Group (ASG)

11.   REPORT AUTHOR CONTACT DETAILS

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Early Learning and Childcare Admissions Policy

**Approved by Education Operational Delivery Committee on
12 November 2019 (tbc)
with an implementation date of 1 December 2019**

Document Control

Approval Date	12 November 2019 (tbc)
Implementation Date	1 December 2019
Policy Number	P
Policy Author(s) and Owner	Service Manager – Early Years and Chief Education Officer
Approval Authority	Education Operational Delivery Commit
Scheduled Review	November 2020
Changes	

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1. Purpose Statement

1.1   The aim of the Early Learning and Childcare Admissions Policy is to give clear guidance to staff and parents/carers on the admissions process and procedures for local authority ELC settings.

1.2   Aberdeen City Council is committed to expanding the provision of funded early learning and childcare (ELC) for eligible 2 year olds and all 3 and 4 years olds, in line with Scottish Government Blueprint for 2020: Expansion of Early Learning and Childcare. This expansion will increase the entitlement from 600 hours each year to 1140 hours in August 2020 and will include the provision of meals.

The expansion prioritises a high quality experience for each child, recognising the significant contribution that universally accessible ELC can make to a child's development.

1.3   Aberdeen City Council will offer choice and flexibility to families so that they can choose the options which best suits their family. A number of flexible models will be available within each Associated School Group (ASG).

2. Application and Scope Statement

2.1   This Policy applies to all Early Learning and Childcare Admissions for Aberdeen City Council.

2.2   The Children and Young People (Scotland) Act 2014 places a duty on local authorities to secure Early Learning and Childcare for all eligible children. In addition, they also have a duty to provide an additional year of funded Early Learning and Childcare for children with a birthday in January and February where their parents request it.

2.3   Aberdeen City Council has a duty to secure Early Learning and Childcare (ELC) for all parents who would like to access a place for their child. However, the 1140 hours is an entitlement and there is no obligation for parents to take up the full entitlement.

3. Responsibilities

3.1   Overall responsibility for managing this policy is held by the Chief Education Officer.

3.2   Any instances of non-compliance with the policy should be reported to Chief Education Officer.

3.3   Feedback on the policy should be communicated to the Chief Education Officer.

4. Policy Statement/s

4.1   Criteria for Early Learning and Childcare Admission

4.1.1   The Criteria for Early Learning and Childcare Admission will change from Primary School Zone to Associated School Group (ASG) Zone to reflect the range of flexible models which will be offered in each locality / Associated School Group (ASG).

4.1.2   All children continuing in an ELC setting, where the model offered there meets their needs, will be guaranteed a place.

4.1.3   For all new Local Authority applications, ELC places will be allocated according to the following list of criteria:

1. All children looked after or assessed as 'in need' defined in the Children (Scotland) Act 1995. A Professional Support for Application to ELC form must be completed to determine whether a child meets the criteria.

2. All applications for children who are currently attending an Eligible 2's place. A limited number of places may be reserved for Eligible children who will turn 2 during the school session.

3. All applications for children in the Associated School Group (ASG) zone, oldest first. In the event of there being more applications than places at a setting, priority will be given to children living in the Primary School Zone in which the setting is based.

4. All applications for children who have a sibling in the school parents are applying for, including those not resident in the City, in accordance with section 23(3A) of the Education (Scotland) Act 1980. The sibling criteria will only come into effect when children have a sibling in ELC or Primary 1-6 at the time of the application. Siblings from the same family, although not living together at the same address, can apply under this criteria.

5. All other applications from children resident in the City. Places will be allocated in the first instance to children who have childcare in the ASG zone and then to children who live out of ASG zone, oldest first.

6. Children who are resident outwith the City. For children resident outwith the city boundary, not including children with a sibling (as they will come under band 4), the address of a childminder or carer within the city does not entitle the child to an ELC place. Places will be allocated oldest first.

PLEASE BE AWARE: Even though an ELC place may be offered based on a sibling being at the same school, this WILL NOT guarantee a place for Primary 1. A school placing request for out of zone children will still be required and no priority will be given to out of zone children who have attended ELC.

5. Supporting Procedures & Documentation

Policy

5.1   Age of children for enrolling

5.1.1 The Provision of Early Learning and Childcare (Specified Children) (Scotland) Order 2014, refers to three school terms namely, autumn, spring and summer.

5.1.2 Children who are age 4 are entitled to a full year of Early Learning and Childcare (ELC). Children who are turning 3 are entitled to an ELC place for the following number of terms if their birthday falls within the following dates. *(Pro rata)*

Child's Date of Birth	ELC Entitlement	Duration
1 Mar 2017 to 31 Aug 2017	Three terms	From Term 1 August to December
1 Sep 2017 to 31 Dec 2017	Two terms	From Term 2 January to March
1 Jan 2018 to 28 Feb 2018	One term	From Term 3 April to July

5.2   Early Learning and Childcare for Eligible 2-year old children

5.2.1   All Local Authorities in Scotland also offer ELC provision for eligible 2-year old children who are Looked After, subject to a Kinship Care Order or Parent Appointed Guardianship or whose families are in receipt of certain benefits.

5.2.2   Eligible 2-year old children are also entitled to up to 1140 hours of funded ELC. This is from the term after their 2nd birthday until the term after their 3rd birthday when they are entitled to universal Early Learning and Childcare.

5.2.3   Provision includes: Local Authority ELC settings and Children's and Family Resource Centres; Registered Childminders; and Funded Provider settings. This enables us to offer choice and flexibility to families in respect of location, type and hours of provision.

5.2.4   Children will be entitled to an Eligible 2's place if their family is in receipt of the following benefits:

- Income Support
- Job Seekers Allowance (income based)
- Any income related element of Employment and Support Allowance
- Incapacity or Severe Disablement Allowance
- State Pension Credit
- Child Tax Credit (CTC), but not Working Tax Credit and your income is less than £16,105
- Child Tax Credit and Working Tax Credit and your income is under £6,841
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit and your household take-home pay, is £610 or less.

Or if the child is age 2 or over and is or, since they turned 2 has been (in terms of legal status):

- Looked After by a local council;
- The subject of a Kinship Care Order; or
- The subject of a Guardianship Order.

5.3   Early Learning and Childcare for children with additional support needs

5.3.1   Aberdeen City Council has a policy of inclusion and where possible children will be supported to attend their local ELC setting. Parents may choose to have their child attend his/her local school ELC setting or Funded Provider. The Local Authority or Funded Provider will advise the parents as to their ability to meet the child's needs.

5.3.2   Orchard Brae School in Howes Road is an Aberdeen City Council setting for children with severe and complex additional support needs. The school has a 40 place developmental Early Learning and Childcare provision.

5.3.3   Parents who wish their child to attend mainstream provision should follow the general Early Learning and Childcare Admission process. With parental permission, Early Learning and Childcare staff can consult with the Educational Psychologist regarding meeting a child's additional support needs in the mainstream setting.

5.3.4   Access to specialist Early Learning and Childcare provision is made by application through a Child's Plan to a multi-disciplinary assessment panel that includes the NHS Child Development Team, a Health Visitor, an Educational Psychologist, and a Service Manager (Education). The panel meets three times per year.

5.3.5   An Early Learning and Childcare place will be offered that is considered the most appropriate available, to meet the needs of the child. **If the parent does not wish to accept the offer, it is open to the parent of a child with additional support needs to make a placing request to attend ELC provision including Funded Provider provision and special provision.**

5.4   Targeted Support

5.4.1   Aberdeen City Council has a range of services and expertise to support children in need of additional support. Given the wide range of additional support needs, the individual circumstances of the child have to be considered when determining how best to support. ELC teams are well placed to design interventions to support children in the first instance. In addition, advice and guidance can be sought from the Early Years Team who will help identify partners across the service or partnership best placed to support.

5.5   Deferred entry to Primary One

5.5.1   Early Learning and Childcare (ELC) provision in Aberdeen City is designed to offer children a continuum of early learning experiences from ELC into Primary 1. However, for a few children it may be beneficial to have an additional year in ELC.

5.5.2   Children who are 4 in January or February, whose parents request that their entry to primary school is deferred, are entitled to an additional year of publicly funded Early Learning and Childcare. No deferred entry request form is required, parents simply need to apply in the usual way for an ELC place.

5.5.3   Children who turn 5 between the start of the school year and the last day of December may request a deferred place but this is at the discretion of the Local Authority.

5.5.4 Parents considering deferred entry will be given a copy of the Deferred Entry leaflet. The deferred entry request form has been expanded to accommodate more detailed narrative.

5.5.5 The decision to apply for a deferred place should be a **joint** decision between parents and staff at the school. Where staff at the school do not support the parents' request, reasons must be shared with parents and given on the request form.

5.5.6 To ensure a consistent approach is taken throughout the city, decisions regarding deferred entry places are made by a multi-agency panel who meet each year in February. A decision to agree a deferred entry will only be made when the panel are certain that a deferred entry will be beneficial to the child. **In every case, where a parent wishes to request deferred entry, schools and ELC setting must work with the parent and submit a form on their behalf.**

5.6 Early entry to Primary One

5.6.1 Children start Primary 1 aged between 4 and a half and 5 and a half depending on when the child's birthday falls. This is a matter of law. Some parents/carers whose child has a birthday after this date can request if their child can be admitted early. e.g. starting school the previous August. For those wishing to apply for Early Entry enrolment, application should be made in writing to the Head Teacher of the school you wish your child to attend, no later than 28th February of the year you wish your child to start school.

5.6.2 This is known as an Early Entry Request. It is not the same as a Placing Request as you cannot request in law that your child start early in a school other than your local catchment school.

5.7 Right of Appeal

5.7.1 There is no right of appeal against a decision of Aberdeen City Council not to offer an Early Learning and Childcare place at a specified mainstream Early Learning and Childcare (ELC) provision. Section 28A of the Education (Scotland) Act 1980 sets out the Local Authority duty to comply with placing requests to schools but specifically states 'not nursery schools or nursery classes in a primary school'.

5.7.2 As parents cannot make a placing request for a mainstream ELC place they have no right of appeal. The School Placings and Exclusions Appeals Committee therefore has no power to hear any appeals for mainstream ELC provision.

5.7.3 The Education (Additional Support for Learning) (Scotland) Act 2004 as amended does allow the parents of children with additional support needs to make placing requests for ELC. Where that ELC provision falls within the definition of a special school, any appeal against the refusal of a placing request is to the First Tier Tribunal for Scotland (Health and Education Chamber).

5.8   Non Attendance

5.8.1 Aberdeen City Council encourages parents/carers to take up the entitlement for Early Learning and Childcare. If an ELC place has been accepted and the child does not turn up on the expected date it is the responsibility of the Head Teacher/ELC Manager to contact the parent/carer as soon as possible. The Head Teacher/ELC Manager will consider if appropriate to make use of the Children Missing from Education Policy (see section 5.9). If the child has failed, or is failing to attend ELC, then it is the responsibility of the Head Teacher/ELC Manager to follow up non attendance and be assured that the child is safe.

5.8.2 If contact cannot be made with the parent/carer by phone/email then the Head Teacher/ELC Manager should send a letter to the home address, with a deadline for response, advising that if they do not respond by that date then the decision may be taken to withdraw the place. If the parent/carer fails to get back in touch by that date, then please discuss with the Early Years Team. If the evidence suggests that the parent/carer is not intending on taking up the offer then consideration will be given to withdrawing the place. Parents/carers can reapply at a later date if circumstances change.

5.8.3 For children who have enrolled and are attending regularly but whose families decide not to use the ELC place for family or holiday reasons, the authority will hold a place for **maximum period of 4 weeks**. If the parent/carer has not made contact with the school or Early Years Team, or the child has not returned to ELC within this 4 week period, the place may be withdrawn. The Head Teacher/ELC Manager has the discretion to extend this timescale based on individual family circumstances. Consideration should also be given to the need to apply the Aberdeen City Council Children Missing from Education policy if required.

5.8.4 **If the parents/carers have not made contact regarding explanation for non-attendance at ELC the advice below relating to Children Missing from Education should be followed.**

5.9   Non Attendance and Children Missing from Education

5.9.1   If a child has failed, or is failing to attend ELC, with no explanation from the parent/carer then it is the responsibility of the Head Teacher/ELC Manager to contact the family and other professions supporting the child to determine if the child is safe.

5.9.2   When determining the welfare of the child and family proves impossible over a three day period **Aberdeen City Council's Children Missing from Education Policy** should be applied**.** When there are ongoing concerns for a child or young person's wellbeing action must be taken immediately. Where a child is open to Social Work the Lead Professional should always be contacted.

5.9.3   If attempts remain unsuccessful, the school should complete the Children Missing from Education (CME) and send it to the Authority CME Co-Ordinator. The CME Co-ordinator will undertake a further local search before linking with partners and national organisations.

Guidance

5.10   Class Composition

5.10.1 The composition of ELC classes is **not** solely to be determined by children's chronological age.

5.10.2 It is the Head Teacher/ELC Manager's responsibility to compose classes taking account of the needs of all children. The following factors will also be considered when composing class groups:

- Achieving a balance of gender, age, children with additional support needs;
- Children's existing friendships/peer groups;
- Previous assessment information used to create learning groups; and
- Parental preference.

5.11   Guidelines for Induction

5.11.1   Aberdeen City Council is committed to providing induction programmes that will ensure the happy and safe transition to ELC and which will support children to become confident, eager and enthusiastic learners.

5.11.2   Principles of induction

- Children need social and emotional support to help them cope with changes i.e. the people, the setting, the approach and the curriculum.
- Parents need to be well informed and involved.
- ELC staff must welcome each child and help them develop independence and a sense of belonging to the ELC setting and the wider school.
- Recognition should be given to children's previous experiences.

5.11.3   Processes of induction

- Induction is the educational process through which the child and the parents are introduced to the ELC setting and welcomed into the wider school community.

5.11.4 The special nature of induction at the Early Learning and Childcare stage

The following factors should be taken into account when planning ELC induction:

- **Parents** have a critical role to play as they are the children's prime educator in their early years. They provide the constant element in the child's experience of transition from one setting to another. Their in-depth knowledge of the child needs to be shared with the ELC staff.

- **Young children** have to learn to cope with people and settings outside their family. For this to be a positive process they require the social and emotional support from both parents and ELC staff to enable them to adjust to:

    - the temporary separation from the family;
    - the new social context; and
    - the range of learning experiences they encounter.

- **Early Learning and Childcare staff members** have a crucial role to play in welcoming parents and children by creating a safe and stimulating environment that will broaden and develop the children's learning experiences. They will promote genuine partnerships with parents to provide the best opportunities to discuss the child's achievements to date, which will help support programmes for learning.

5.11.5 Management of induction to Early Learning and Childcare

Schools should ensure that all ELC staff and parents are familiar with Aberdeen City Council's Policy on Early Learning and Childcare Admissions.

5.11.6 All classes should:

- Have an agreed procedure for induction;

- Provide a prospectus/handbook that sets out the aims and information about Early Learning and Childcare and the curriculum in a clear and comprehensive manner;

- Organise a pre-entry visit and allocate time for **individual contact** with every parent and child. Discuss intake arrangements and explain the rationale behind this;

- Give due consideration to the order in which children are admitted e.g. whether children with additional support needs or twins are admitted first or join an established group;

- Consider children's previous early learning and childcare experiences and family circumstances when deciding on the induction pattern;

- Liaise with any other agencies involved with the child with agreement from families;

- Phase pre-school and deferred entry year children into the setting for a full session over a 3-week period. It would be expected that ante pre-school year children would attend a full session by the end of the fifth week or sooner. The Local Authority is required to provide a minimum of 38 weeks of Early Learning and Childcare;

- Involve parents in the settling process, welcoming their presence if they wish, until their child is confident with the ELC staff;

- Organise opportunities for parents to find out about the curriculum and how children learn e.g. open days, meetings, workshops and information pamphlets. This should be continued within the arrangements for reporting to parents which could take the form of an early October/November meeting to discuss the child's emotional, personal and social development and an end of year meeting to report on the child's progress and achievement; and

- Review induction procedures annually in the light of parental and staff comment and taking account of the particular circumstances of the incoming group.

General enquiries about the Early Learning and Childcare Admissions Policy should be directed to:

Early Years Team
2nd Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB
01224 764654

6. Definitions

ACC :   Aberdeen City Council

ELC :   Early Learning and Childcare

Customer :   All 3 and 4 year old children and eligible 2 year old children who access an Early Learning and Childcare Place, and their parents, carers and families.

Funded Provider :   Any Registered Early Learning and Childcare setting which delivers ELC in partnership with ACC. For example, Private Nursery, Playgroup, Childminder.

ASG :   Associated School Group (Secondary School Zone)

7. Risk

7.1   This policy aims to ensure that all families in Aberdeen have access to ELC provision, in line with statutory duties, set out in the Children and Young People (Scotland) Act 2014, and that allocations are made in a lawful and consistent way.

7.2   This will be achieved through the consistent implementation of this policy. Implementation of this policy will be monitored by the Early Years Team with any emerging risks escalated to the Chief Education Officer for action.

8. Policy Performance

8.1   Early Learning and Childcare admissions can be measured by the total number of places allocated per setting and by the percentage of places allocated by choice.

9. Design and Delivery

9.1   The policy is aligned to supporting the delivery of the Target Operating Model :

Customer Service: The Policy will help ensure a customer centred approach offering a range of flexible models which will be offered in each locality / Associated School Group (ASG).

Organisational Design: Admissions will be managed by a central team, with a streamlined digital solution anticipated in 2021 to allow a more efficient Admissions process.

Governance: The policy on all Early Learning and Childcare Admissions will ensure a fair and consistent approach and ensure choice and flexibility for our customers. Day to day responsibility for the policy will be held by the Chief Education Officer

Processes : The Policy is designed to reflect the range of flexible models which will be offered in each locality / Associated School Group (ASG) to provide choice for families.

10. Housekeeping and Maintenance

10.1   This Policy replaces all other policies relating to Early Learning and Childcare Admissions. The Policy will be reviewed annually with relevant dates updated. The guidance documents which support this Policy will also be reviewed and updated on an annual basis to reflect any changes to dates, settings, national best practice and learning from implementation of this policy.

11. Communication and Distribution

11.1   The policy will be shared and communicated via Local Authority Early Learning and Childcare Settings, Funded Providers, Aberdeen City Council website and The Zone.

12. Information Management

12.1 Data relating to Early Learning and Childcare Admissions will be collected via the Early Learning and Childcare Admissions system, and is processed, stored and managed in accordance with the Council's Corporate Information Policy. A separate Data Protection Impact Assessment is available.

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Contact details for Early Years Team to be added - LB

Appendix B

Early Learning and Childcare Settings in Aberdeen City
Listed by Associated School Group (ASG)

ABERDEEN GRAMMAR SCHOOL			
Local Authority Setting	Address	Telephone (01224)	Provision
Ashley Road School	45 Ashley Road Aberdeen AB10 6RU	588732	Operating hours and model of delivery tbc
Gilcomstoun School	Skene Street Aberdeen AB10 1PG	642722	
Gaelic Nursery @ Gilcomstoun School	Skene Street Aberdeen AB10 1PG	642722	
Mile End School	Midstocket Road Aberdeen AB15 5LT	498140	
St Joseph's RC School	3-5 Queens Road Aberdeen AB15 4YL	322730	
Skene Square School	61 Skene Square Aberdeen AB25 2UN	630493	
Funded Provider Setting	Address	Telephone (01224)	Provision
Albyn School	17-23 Queens Road Aberdeen AB15 4PB	322408	Fully Flexible Model
The Bruce Nursery	65 Osborne Place Aberdeen AB25 2BX	646836	Fully Flexible Model
Great Western Pre-School	356-358 Great Western Road Aberdeen AB10 6LX	311949	Fully Flexible Model
Queen's Cross Nursery	Queen's Cross Church Albyn Place, Aberdeen AB10 1YN	624721	Fully Flexible Model

Robert Gordon's College	Schoolhill Aberdeen AB10 1FE	646758	Fully Flexible Model
Midstocket Playgroup	Rosemount Centre Belgrave Terrace Aberdeen AB25 2NS	07752532958	Operating hours and model of delivery tbc
Summers Nursery	44 Victoria Street Aberdeen AB10 1XA	628862	Fully Flexible Model
Summers Nursery	50 St Swithin Street Aberdeen AB10 6XJ	209966	Fully Flexible Model
Little Acorns Nursery**	Royal Cornhill Hospital 26 Cornhill Road Aberdeen AB25 2ZT	557457	**Workplace Nursery
The Kindergarten Nursery	196 Westburn Road Aberdeen AB25 2LT	633803	Fully Flexible Model

BRIDGE OF DON ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Braehead School	Braehead Way Bridge of Don Aberdeen AB22 8RR	702330	Operating hours and model of delivery tbc
Scotstown School	Scotstown Road Bridge of Don Aberdeen AB22 8HH	703331	
Funded Provider Setting	Address	Telephone (01224)	Provision
The Bridges Pre School Nursery	Silverburn Lodge Claymore Drive Bridge of Don Aberdeen AB23 8GD	826508	Fully Flexible Model
Stompers Childcare Services	Campus 3 Science & Technology Park Bridge of Don Aberdeen AB22 8GW	**478997**	Fully Flexible Model

BUCKSBURN ACADEMY			
Local Authority Setting	**Address**	**Telephone (01224)**	**Provision**
Brimmond School	Netherhills Place Bucksburn Aberdeen AB21 9DF	719930	Operating hours and model of delivery tbc
Kingswells School	Kingswells Avenue Kingswells Aberdeen AB15 8TG	740262	
Stoneywood School	Stoneywood Road Stoneywood Aberdeen AB21 9HY	712720	
Funded Provider Setting	**Address**	**Telephone (01224)**	**Provision**
Great Western Pre School	The Village Centre Kingswells Aberdeen AB15 8TG	745364	Fully Flexible Model
Kingswellies	Prime 4 Business Park Kingswells Causeway Kingswells Aberdeen AB15 8PU	07595447596	Fully Flexible Model
Childminder	**Address**	**Telephone**	**Provision**
Kerry Morrison	Bucksburn	07809229070	Operating hours and model of delivery tbc

CULTS ACADEMY			
Local Authority Setting	**Address**	**Telephone (01224)**	**Provision**
Culter School	22 School Road Peterculter Aberdeen AB14 0RX	733197	Operating hours and model of delivery tbc
Cults School	Earlswells Road Cults Aberdeen AB15 9RG	869221	

Milltimber School	Monearn Gardens Milltimber Aberdeen AB13 0DX	732517	
Funded Provider Setting	**Address**	**Telephone (01224)**	**Provision**
Amber Kindergarten	Camphill Schools Bieldside Aberdeen AB15 9EN	865893	Operating hours and model of delivery tbc
Broomhill Nursery @ Cults	397 North Deeside Road Cults Aberdeen AB15 9SX	868608	Fully Flexible Model
Craigton Lodge Nursery School	5/7 Craigton Crescent Peterculter Aberdeen AB14 0SB	733980	Fully Flexible Model
Culter Playgroup	Village Hall North Deeside Road Peterculter Aberdeen AB14 0UD	733289	Operating hours and model of delivery tbc
Cults Playgroup	North Hall 1 Quarry Road Cults Aberdeen AB15 9EX	868182	Operating hours and model of delivery tbc
St Devenicks Playgroup	St Devenicks Church Hall Baillieswells Road Bieldside Aberdeen AB15 9AP	07931223545	Operating hours and model of delivery tbc

DYCE ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Dyce School	Gordon Terrace Dyce Aberdeen AB21 7NF	772220	Operating hours and model of delivery tbc
Funded Provider Setting	Address	Telephone (01224)	Provision
J Puddleducks Childcare	162 Victoria Street Dyce Aberdeen AB21 7DN	722212	Fully Flexible Model
Bright Horizons at Dyce	1 Aberdeen International Business Park Dyce Drive Dyce Aberdeen AB21 0BR	729272	Fully Flexible Model

HARLAW ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Broomhill School	Gray Street Aberdeen AB10 6JF	315487	Operating hours and model of delivery tbc
Ferryhill School	Caledonian Place Aberdeen AB11 6TT	586755	
Hanover Street School	Beach Boulevard Aberdeen AB24 5HN	569880	
Kaimhill School	Pitmedden Terrace Aberdeen AB10 7HR	498150	
Funded Provider Setting	Address	Telephone (01224)	Provision
Broomhill Nursery @ Fonthill	36 Fonthill Road Aberdeen AB11 6UJ	588898	Fully Flexible Model

Great Western Pre School	323 Broomhill Road Aberdeen AB10 7LR	319530	Fully Flexible Model
The Nursery at St Margaret's School	15-17 Albyn Place Aberdeen AB10 1RU	584466	Fully Flexible Model
Treehouse Early Education & Care Centre	Robert Gordon's University Garthdee Campus Garthdee Road Aberdeen AB10 7AQ	861840	Fully Flexible Model
Childminder	**Address**	**Telephone**	**Provision**
Colleen Castillo	Garthdee area	07740985137	Operating hours and model of delivery tbc

HAZLEHEAD ACADEMY			
Local Authority Setting	**Address**	**Telephone (01224)**	**Provision**
Airyhall School	Countesswells Road Aberdeen AB15 8AD	498050	Operating hours and model of delivery tbc
Fernielea School	Stronsay Place Aberdeen AB15 6HD	318533	
Hazlehead School	Provost Graham Avenue Aberdeen AB15 8HB	498120	
Kingsford School	Kingsford Road Aberdeen AB16 6PQ	693554	
Funded Provider Setting	**Address**	**Telephone (01224)**	**Provision**
First Class Nursery	Cunningham Building Macaulay Drive Aberdeen AB15 8QW	321199	Fully Flexible Model
Woodend Nursery**	Glenburn Wing Cottages Woodend Hospital Aberdeen AB15 6XS	556008	**Workplace Nursery

LOCHSIDE ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Abbotswell School	Faulds Gate Kincorth Aberdeen AB12 5QX	872714	Operating hours and model of delivery tbc
Charleston School	Charleston Road Cove Aberdeen AB12 3FH	249349	
Kirkhill School	Cairngorm Gardens Kincorth Aberdeen AB12 5BS	874439	
Loirston School	Loirston Avenue Cove Aberdeen AB12 3HE	897686	
Tullos School	Girdleness Road Aberdeen AB11 8FJ	876621	
Walker Road School	Walker Road Torry Aberdeen AB11 8DL	879720	
Funded Provider Setting	Address	Telephone (01224)	Provision
Altens Nursery**	102 Hillview Road Altens Aberdeen AB12 3GZ	883911	**Workplace Nursery
Beech House Nursery	34 Balnagask Road Aberdeen AB11 8HR	871411	Fully Flexible Model
Cove Bay Kindergarten	Cove Road Cove Bay Aberdeen AB12 3NX	249234	Fully Flexible Model
Childminder	Address	Telephone	Provider
Helen Ford	Cove area	07539735525	Operating hours and model of delivery tbc

NORTHFIELD ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Bramble Brae School	Cummings Park Drive Aberdeen AB16 7BL	692618	Operating hours and model of delivery tbc
Heathryburn School	Howes Road Aberdeen AB16 7RW	788180	
Holy Family RC School	Summerhill Terrace Aberdeen AB15 6HE	316446	
Manor Park School	Danestone Circle Aberdeen AB16 7YB	812060	
Muirfield School	Mastrick Drive Aberdeen AB16 6UE	694958	
Quarryhill School	Birkhall Parade Aberdeen AB16 5QT	692390	
Westpark School	Cruden Crescent Northfield Aberdeen AB16 7JD	692323	
Funded Provider Setting	Address	Telephone (01224)	Provision
Angels & Co	St Clements Church Mastrick Drive Aberdeen AB16 6UF	684015	Fully Flexible Model
Middlefield Community Project	The Hub Manor Avenue Aberdeen AB16 7UR	697000	Operating hours and model of delivery tbc

OLDMACHAR ACADEMY			
Local Authority Setting	**Address**	**Telephone (01224)**	**Provision**
Danestone School	Fairview Brae Danestone Aberdeen AB22 8ZN	825062	Operating hours and model of delivery tbc
Forehill School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	820904	
Glashieburn School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	704476	
Greenbrae School	Greenbrae Crescent Bridge of Don Aberdeen AB23 8NJ	704447	
Middleton Park School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	820873	
Funded Provider Setting	**Address**	**Telephone (01224)**	**Provision**
Oldmachar Community Pre School	Oldmachar Community Association Hall Jesmond Drive Bridge of Don Aberdeen AB22 8UR	706690	Operating hours and model of delivery tbc

ST MACHAR ACADEMY			
Local Authority Setting	**Address**	**Telephone (01224)**	**Provision**
Ashgrove Children's Centre	Gillespie Place Aberdeen AB25 3BE	482293	Operating hours and model of delivery tbc
Cornhill School	Cornhill Drive Aberdeen AB16 5BL	483234	Operating hours and model of delivery tbc
Kittybrewster School	Great Northern Road	484451	

	Aberdeen AB24 3QG		
Riverbank School	Dill Road Tillydrone Aberdeen AB24 2XL	483217	
Seaton School	Seaton Place East Aberdeen AB24 1XE	277920	
Sunnybank School	Sunnybank Road Aberdeen AB24 3NJ	261700	
Woodside School	Clifton Road Aberdeen AB24 4EA	484778	
Funded Provider Setting	**Address**	**Telephone (01224)**	**Provision**
Aberdeen Lad's Club Community Project	Dill Road Tillydrone Aberdeen AB24 2XL	492672	Operating hours and model of delivery tbc
Donview Nursery	431 Clifton Road Aberdeen AB24 4EB	681276	Fully Flexible Model
Fersands Family Centre	Woodside Fountain Centre Marquis Road Aberdeen AB24 2QY	276487	Operating hours and model of delivery tbc
The Rocking Horse Nursery**	49 College Bounds Aberdeen AB24 3DY	273400	**Workplace nursery
Childminder	**Address**	**Telephone**	**Provision**
Melanie McAllion	Linksfield	07846841007	Operating hours and model of delivery tbc

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Orchard Brae
REPORT NUMBER	OPE/19/426
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1

1.   PURPOSE OF REPORT

1.1   To provide Elected Members with further information on the range of support being afforded to Orchard Brae following their inspection by Education Scotland and the Care Inspectorate which was published on 2 July 2019.

2.   RECOMMENDATIONS

That Committee:-

2.1   note the contents of this report; and

2.2   instruct the Chief Operating Officer to continue to support the school to address the recommendations made by Education Scotland.

3.0   BACKGROUND

3.1.1   Orchard Brae School was opened in August 2017 to replace the previous Hazlewood, Woodlands and Pre-School provision for children with severe and complex needs. The £18.5 million investment in a new building enabled children and young people from across the City with the most complex needs to access an environment with all of the facilities and services they require in one location.

3.1.2 The new school represents a significant investment in children and families with additional support needs and was welcomed by the community. Significant work was undertaken prior to the move to the new building in order to shape services around the needs of children and families and ensure that transition plans were effective. Significant time was also invested in developing strong partnerships with parents, carers and partners to ensure that all parties and agencies were well placed to effectively support the complex wellbeing needs of learners.

3.1.3 Amalgamating two schools is challenging and the challenge of amalgamating three cannot be underestimated. Unfortunately, the amalgamation of the three schools also came at a time when difficulties in recruiting staff were most pronounced and at times the school has managed up to 20 vacancies a day over the past two years.

3.2.1 Quality Assurance

3.2.2 Quality Assurance visits by the central team had confirmed that improvements were required in several areas. As a result of these visits many key approaches had been established, such as the development of a Quality Assurance Calendar, although these were early in their development at the time of the inspection by Education Scotland.

3.3.1 Inspection by Education Scotland and the Care Inspectorate

3.3.2 A team of inspectors from Education Scotland and the Care Inspectorate visited Orchard Brae School and Nursery Class in May. During their visit they talked to parents and carers, children and young people and worked closely with the headteacher and staff.

3.3.3 The inspection team found the following strengths in the school's work.
- Children and young people have benefited from a well-planned transition to their new nursery and school and have responded positively to the learning environment.
- The school has developed important partnerships with a range of professionals and organisations. These partnerships are benefiting children, young people and their families.
- Parents feel welcomed by staff and are proactive in supporting the work of the school and each other through workshops and events.

3.3.4 The staff team are pleased that these strengths were identified given the investment of time to establish a clear vision for the school and drive work towards that vision.

3.4.1 Areas for Improvement from Education Scotland

3.4.2 The following areas for improvement were identified by Education Scotland:

(1) Senior leaders and staff should implement approaches to evaluating the work of the nursery and school that accurately identify what needs to be improved. All staff need to be more involved in school improvement.

(2) There is a need to increase planned learning opportunities to ensure there is high quality learning and teaching for all children and young people across the school and nursery.

(3) Review and develop curriculum frameworks in all subject areas, starting with literacy, numeracy and health wellbeing.

(4) There needs to be a greater focus on improving the wellbeing of all learners. Approaches to safeguarding and child protection need to be improved and follow education authority guidance.

(5) Raise attainment and achievement across the school and nursery and increase expectations of what children and young people can achieve.

3.4.3 Education Scotland gave the following evaluations based on their 6 point evaluation scale.

School	Grade
Leadership of Change	Weak
Learning, Teaching and Assessment	Unsatisfactory
Raising Attainment and Achievement	Weak
Ensuring Wellbeing, Equality and Inclusion	Weak

Early Learning and Childcare	Grade
Leadership of Change	Weak
Learning, Teaching and Assessment	Weak
Raising Attainment and Achievement	Unsatisfactory
Ensuring Wellbeing, Equality and Inclusion	Weak

3.4.4 The full inspection report published in July 2019 is available in Appendix A.

3.4.5 A robust action plan was immediately put in place to address the fourth recommendation above with a robust calendar of professional learning put in place for the day after the inspection. This work was tailored for both school and the Early Learning and Childcare Setting.

3.4.5 The School Leadership Team (SLT) have worked with the central team to plan how to address the other areas for improvement. This early plan has now been built into the School Improvement Plan to ensure that the school works to one plan for ease, a copy of which is available in Appendix B.

3.5.1 Areas for Improvement from the Care Inspectorate

3.5.2 The Care Inspectorate make evaluations based on the Health and Social Care Standards. The evaluations given are:

Health and Social Care Standards	Grade
Quality of care and support weak	Weak
Quality of environment	Weak
Quality of staffing	Weak
Quality of management and leadership	Weak

3.5.3 In addition, the Care Inspectorate made a number of requirements and recommendations which are detailed in the letter of inspection findings in Appendix A.

3.5.4 All recommendations and inspection findings were considered with a robust short-term plan put in place. Outstanding actions from the short-term plan have now been transferred into the School Improvement Plan for ease.

3.6.1 Early Progress

3.6.2 The SLT and staff worked tirelessly to address the fourth recommendation from Education Scotland and regularly discussed progress and next steps with central officers and with the Care Inspectorate. The team felt it was important to provide assurance in this area at the earliest opportunity. The Chief Education Officer and Chief Officer Integrated Children and Family Services were both involved in evaluating the impact of changes made in order to align procedures across the school to provide a more consistent approach by the end of the summer term. This change took place very quickly and was complete before publication of the report in July.

3.6.3 Much SLT time is taken up with fairly operational tasks and it was decided that making better use of the resource available in the school office would enable the leadership team to support improved learning and teaching. The Customer function has supported the service to evaluate working practices in the office and has a plan in place to address these issues.

3.6.4 The Chief Education Officer spent time with staff in June to look at expectations around leadership in an empowered system. This session was important to guide understanding of the Quality Indicator Leadership of Change which relies on all members of the school community collectively leading and driving improvement.

3.6.5 A plan to improve the quality of learning and teaching has been put in place. This plan will see partners such as Education Scotland and external professional learning providers support the staff over the coming months and years.

3.7.1 Return Inspection in September
Education Scotland and the Care Inspectorate returned to Orchard Brae to check progress in September.

3.7.2 Education Scotland noted the significant progress made, particularly in relation to recommendation 4, and plans to return to the school within 12 months. The school await official publication of their findings.

3.7.3 The Care Inspectorate completed a full return inspection with the report available in Appendix C. The organisation noted that all requirements and recommendations had been met and that the evaluations have significantly improved.

Health and Social Care Standards in September 2019	Grade
Quality of care and support weak	Very good
Quality of environment	Good
Quality of staffing	Very good
Quality of management and leadership	Good

3.7.4 Both inspection teams noted the significant progress made in a short period of time.

3.7.5 The SLT and staff team have worked exceptionally hard to address the findings of the inspection report and will continue to do so. The central team will continue to support the school to ensure that these early gains are built upon.

4.   FINANCIAL IMPLICATIONS

4.1   There are no financial implications from this report.

5.   LEGAL IMPLICATIONS

5.1   The Standards In Scotland's Schools Etc. Act 2000 placed an obligation on Local Authorities to secure improvement in all schools whilst the Education (Additional Support for Learning)(Scotland) Act 2004 requires adequate and efficient provision to be made for such additional support as is required for children and young people with additional support needs.

6.   MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	N/A		There are no financial risks arising from the recommendations in this report.
Legal	Failure to deliver on legal duties	L	Actions and proposed actions satisfy these legal duties.

Employee	Risk of employees feeling overwhelmed by the many improvements required.	L	Support in place from the Local Authority Education Service
Customer	Potential for children or young people to be disadvantaged by not having access to a quality educational experience.	L	Close monitoring of progress by the Education Service
Reputational	Risk of reputational damage for school and service	M	This report will provide some assurance that plans being implemented are effective

7.   **OUTCOMES**

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Children who have their learning and wellbeing needs well met are more able to contribute to a prosperous economy
Prosperous People	Children and young people who have their learning and wellbeing needs met are more to have fulfilling and more independent lives.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Promotes an understanding of the circumstances of individual children and young people to ensure that personalised support in available to them.
Organisational Design	Seeks to ensure the best use of resource in the system.
Governance	Overseen by Chief Officers and by the Education Operations Committee.
Workforce	Ensures that colleagues in schools have clarity around their roles and responsibilities and supports joined up working across departments and agencies.
Process Design	Revised monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.

Technology	Supports increased use of technology to improve outcomes for children and young people.
Partnerships and Alliances	Promotes and makes use of wider partnership support as appropriate.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

None.

10. APPENDICES

- Appendix A   Inspection Report of 2 July 2019
- Appendix B   School Improvement Plan for session 19/20
- Appendix C   Care Inspectorate Report of September 2019

11. REPORT AUTHOR CONTACT DETAILS

Eleanor Sheppard
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2 July 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Orchard Brae School and Nursery Class. During our visit, we talked to parents/carers, children and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Children and young people have benefited from a well-planned transition to their new nursery and school and have responded positively to the learning environment.

- The school has developed important partnerships with a range of professionals and organisations. These partnerships are benefiting children, young people and their families.

- Parents feel welcomed by staff and are proactive in supporting the work of the school and each other through workshops and events.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council.

- Senior leaders and staff should implement approaches to evaluating the work of the nursery and school that accurately identify what needs to be improved. All staff need to be more involved in school improvement.

- There is a need to increase planned learning opportunities to ensure there is high quality learning and teaching for all children and young people across the school and nursery.

- Review and develop curriculum frameworks in all subject areas, starting with literacy, numeracy and health wellbeing.

- There needs to be a greater focus on improving the wellbeing of all learners. Approaches to safeguarding and child protection need to be improved and follow education authority guidance.

- Raise attainment and achievement across the school and nursery and increase expectations of what children and young people can achieve.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? (4th edition)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Orchard Brae School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	**weak**
Learning, teaching and assessment	**unsatisfactory**
Raising attainment and achievement	**weak**
Ensuring wellbeing, equality and inclusion	**weak**
Descriptions of the evaluations are available from: [How good is our school? (4th edition), Appendix 3: The six-point scale](#)	

Quality indicators for the nursery class	Evaluation
Leadership of change	**weak**
Learning, teaching and assessment	**weak**
Securing children's progress	**satisfactory**
Ensuring wellbeing, equality and inclusion	**weak**
Descriptions of the evaluations are available from: [How good is our early learning and childcare? Appendix 1: The six-point scale](#)	

Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	**weak**
Quality of environment	**weak**
Quality of staffing	**weak**
Quality of management and leadership	**weak**

Requirements and recommendations made by Care Inspectorate for the nursery class

Requirements

Care and support-Requirement 1

To ensure children are safeguarded, the provider must ensure the manager and staff have the skills, knowledge and experience necessary to protect children from harm, appropriate for the role in which they are employed. To achieve this, the provider must ensure:

- The manager and staff are competent in and knowledgeable about national, local and the service's own child protection procedures and GIRFEC.
- The manager and staff are competent in completing chronologies and use these to assess the level of risk to children and that any identified action is taken timeously.
- Effective procedures to assess the manager and staff competency of child protection and GIRFEC are implemented and used on an ongoing basis.

By 20 May 2019.

This ensures care and support is consistent with the Health and Social Care Standards which state, 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' (HSCS 3.20).

It also complies with Regulation 4 (1) (a) (Welfare of users), Regulation 7 (2) (c) (Fitness of managers) and Regulation 9 (2) (b) (Fitness of employees) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

The provider, manager and staff may find the following documents useful to support them in meeting this requirement:

https://hub.careinspectorate.com/media/1280/national-guidance-for-child-protection-in-scotland-2014.pdf

https://hub.careinspectorate.com/media/1581/practice-guide-to-chronologies-2017.pdf

Environment- Requirement 1

To ensure children's health and wellbeing, the provider must ensure the environment is relaxing, peaceful and free from intrusive noise and that children have enough physical space to meet their needs.
By 20 May 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which states, 'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells." (HSCS 5.18) and 'I have enough physical space to meet my needs and wishes.' (5.20)

It also complies with Regulation 10 (2) (b) (Fitness of Premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Staffing-Requirement 1

To ensure children are kept safe and their health needs are met, the provider must ensure there are sufficient staff with a current paediatric first aid certificate working with each group of children at all times.
By 24 May 2019.

This ensures care and support is consistent with the Health and Social Care Standards which state 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)
It also complies with Regulation 9 (2) (b) (Fitness of Employees) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Management and leadership-Requirement 1

To ensure children are kept safe, their wellbeing needs are met and they received high quality early learning and childcare, the provider must ensure they comply with their conditions of registration.
By 6 May 2018.

This ensures care and support is consistent with the Health and Social Care Standard 4.23 which state 'I use a service and organisation that are well led and managed.'

It also complies with Section 64(1) (b) and (3) (Cancellation of Registration) of the Public Services Reform (Scotland) Act 2010.

Management and leadership-Requirement 2

To ensure children receive high quality early learning and childcare, are kept safe and their wellbeing needs are met, the provider must:

- implement a robust and effective quality assurance process.
- promote a culture of continuous improvement.

By 20 August 2019

This ensures that care and support is consistent with the Health and Social Care Standards which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).
It also complies with Regulation 3 (Principals) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Recommendations

Care and support-Recommendation 1

To ensure children's health needs are met, the provider should ensure effective systems are in place to support the safe administration of medication.

This ensures that care and support is consistent with the Health and Social Care Standards which state, 'My care and support meets my needs and is right for me.' (HSCS 1.19)

The document Management of medication in day care of children and childminding services should be used to support this. This can be found at: https://hub.careinspectorate.com

Care and support-Recommendation 2

To support children's health and wellbeing, the provider should ensure children are presented with healthy snacks and are provided with opportunities to be independent according to their stage of development.

This ensures that care and support is consistent with the Health and Social Care Standards which state, 'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning.' (HSCS 1.33)
'I am empowered and enabled to be as independent and as in control of my life as I want and can be.' (HSCS 2.2)

The guidance Setting the Table and Food Matters should be used to support this.
These can be found at: https://hub.careinspectorate.com

Environment-Recommendation 1

To help keep children safe and well, the provider should ensure all blind cords are safely secured.

This ensures care and support is consistent with the Health and Social Care Standards which state, 'My environment is safe and secure.' (HSCS 5.17)

Environment-Recommendation 2

To ensure children are included and are supported to progress and achieve, the provider should ensure all children are able to access a range of experiences and resources which stimulate their curiosity, imagination and creativity.

This ensures that care and support is consistent with the Health and Social Care Standards which state that, 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

Staffing-Recommendation 1

To ensure children are having fun and are involved in stimulating activities and experiences that will support their learning the provider should ensure staff engage in positive and supportive interactions.

This ensures care and support is consistent with the Health and Social Care Standards which state, 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
https://education.gov.scot/inspection-reports/aberdeen-city/1004140

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Aberdeen City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within three months of the publication of this letter. We will discuss with Aberdeen City Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Monica McGeever
HM Inspector

Lorraine Hendry
Care Inspector

Standards and Quality Report 2018-2019
Improvement Plan 2019-2020

| School: Orchard Brae |
| Head Teacher: Caroline Stirton |

Together we grow

Orchard Brae as described by pupils

🌐 www.orchardbraeschool@aberdeencity.gov.uk

f https://en-gb.facebook.com/orchardbraeschoolaberdeen

🐦 OrchardBraeSchool@aberdeencity

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- School Context; School Vision, Values and Aims

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- Key Priorities informing Improvement Planning - National, Local and Service / School 2019-20

- School Improvement Plan 2019-20 Action Plans

- Pupil Equity Fund Rationale and Planned Expenditure 2019-2020

- Professional Learning QI 1.2 Leadership of Learning 2019-2020

Context of the school:

Orchard Brae School is an all through free standing special school for pupils age 3-18 with profound, multiple and complex needs. Orchard Brae opened on 21st August 2017. The school Is a citywide provision and is situated in the north of Aberdeen City. It is the amalgamation of 3 specialist provisions – Woodlands School, Hazlewood School (both 5-18 free standing provisions) and the Preschool ASN Service, all of which are now closed.

Orchard Brae is a purpose-built facility which has been specially designed to meet the needs of the children and young people who attend. It has a range of fully accessible specialist teaching areas that accommodate the sensory requirements of pupils. There are tracking hoists throughout and specially widened doors and corridors. There are 3 distinct areas all of which are equipped with sensory, soft play, therapy and general-purpose rooms. The whole school facilities include: a multi-purpose hall, deck level trampoline, swimming pool, hydro pool, HE and art rooms. The outdoor learning space is varied and large, with a good range of fixed play equipment as well as creative landscaping which lends itself to future development. The nursery, sensory, wildlife and growing gardens are also in the early stages of development.

The school has a roll of 122 children with an additional 40 place nursery; the school roll is predicted to remain constant for the foreseeable future. The school has a management team of an Executive Head Teacher, Three Head of Areas – Head of Secondary, Head of Primary and Head of Early Learning and Child Care and four Principal Teachers, one of whom leads the Autism Outreach Service. There are 18 classes, 4 nursery classes (2 of which are based within Ashgrove Children's Centre) 2 citywide outreach services – Autism Outreach Service and MOVE/Moving and Handling. The full-time equivalent teaching staff is 40.12fte, Early Years Practitioner 23.94Fte and Pupil Support Assistant staff is 52Fte.

The school has a large and very committed staff team which includes teachers, Early Years Practitioners, PSAs and Escorts who are allocated according to pupils needs. This can be very fluid at times with staff sometimes working in various classes over the day/week depending on pupil and staff absences.

We have extended our outreach to other establishments which has allowed members of our team to support pupils and colleagues across the city. This remains an area for development as this has proved challenging given the significant staffing demands throughout this session. We have facilitated a number of staff from school across the city to spend time in classes to learn strategies and techniques that they can then use in their own classrooms.

An extended team of NHS Professionals work with us on a weekly basis, ensuring individualised plans and strategies for pupils are identified and implemented. The school continues to benefit from a range of specialists; Music therapy, Art and Music instructor, Drama instructor, Sounds Light Sensory and an Active Schools Assistant who delivers a full range of activities (including lunchtime clubs and in the evening clubs) every week. This is funded through devolved budgets. We also receive support from our Social Work colleagues in the Children with Disability Service who are co-located with us at Orchard Brae. During the holiday periods a holiday fun club is available free of charge for all pupils who attend Orchards brae and their families. This has been funded from the PEF budget. This offered targeted pupils and their families a range of sports and expressive arts activities.

Parental engagement and family learning are identified key drivers of our improvement journey. Parents, carers and families are encouraged to be fully involved in the life of the school and their child's learning and development. Our parents are very supportive of the school and our

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Parent Council, Orchard Brae Connect and our charitable body, Friends of Orchard Brae, are very active and supportive of the school.

Pupils have many opportunities to be involved in the work and life of the school. These include our Pupil Council, Rights Respecting School and Eco School groups. This year we achieved our Green Flag status. We had 6 senior pupils achieve their Bronze Duke of Edinburgh awards and a number of secondary pupils gained wider achievement awards through the John Muir Trust. Many personal and group achievements have been celebrated throughout our first year.

The ethos of the school is one of a welcoming, friendly and flexible environment with a pupil centered focus and positive atmosphere. This is commented on frequently by visitors to the school. The staff are committed to working well together and reflecting on practice to provide a high-quality experience for our pupils. The school has established close links with the community and agencies in the community. The school is part of the Northfield ASG (Primary Schools and Secondary School) and we are building close links with all of the schools in the ASG. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events.

Free school meal entitlement excluding P1-P3 is 26% in P4-S6.

SIMD Statistics:
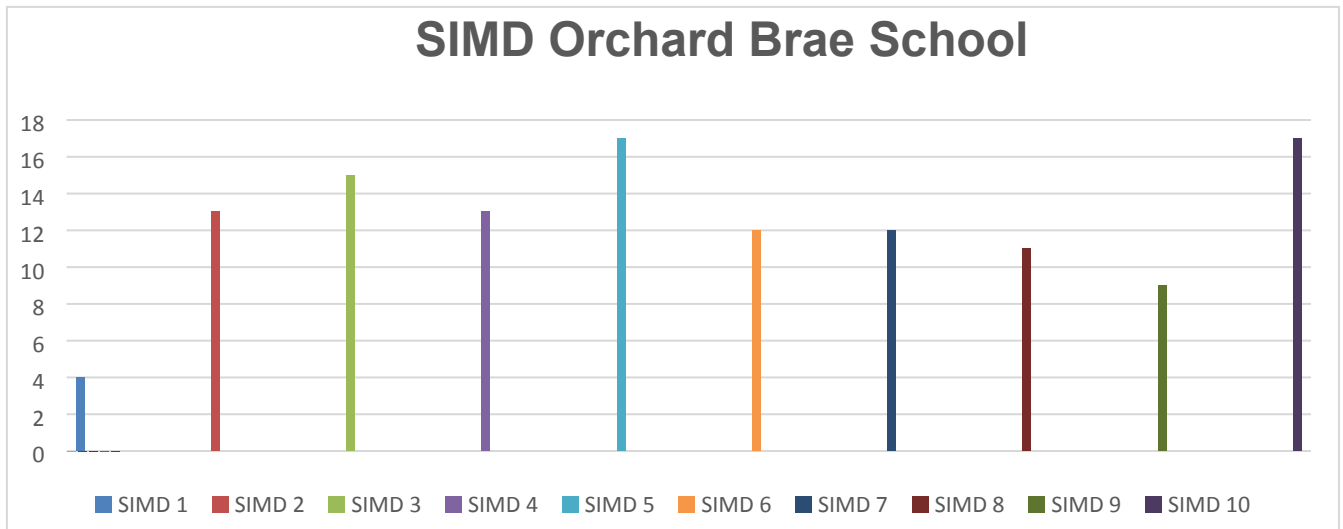
Aberdeen City vision statement:

Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:

- **Offers nurturing, relevant learning opportunities for all**

- **Strengthens the resilience of all**

- **Celebrates aspiration, ambition and innovation with all**

School vision statement:

We are passionate in our shared commitment to provide a learning environment where each pupil experiences a personalised pathway, enabling them to be as functionally independent as possible, achieving their potential as successful learners, effective contributors, responsible citizens and confident individuals and therefore fully equipped to achieve lifelong success in positive destinations, within communities who respect diversity.

School values and aims:

Orchard Brae School

Our motto:
Together we grow

Our values:
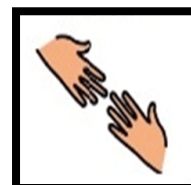
| Equity | Positivity | Respect | Kinship | Nurture | Honesty |

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Our shared vision:

We are passionate in our shared commitment to provide a learning environment where each pupil experiences a personalised pathway, enabling them to be as functionally independent as possible, achieving their potential as successful learners, effective contributors, responsible citizens and confident individuals and therefore fully equipped to achieve lifelong success in positive destinations, within communities who respect diversity.

Our aims and objectives We will learn together

We aim to provide an inclusive, nurturing and appropriately stimulating learning environment in which people are; valued and connected through a strong sense of belonging, understanding the benefits of learning together and enabling everyone to give of their best.
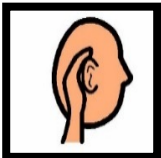
We will listen carefully to each other
We aim to actively listen to our school community as a Rights Respecting School. Pupil voice is particularly valued by embracing inclusive communication and technological advances, to ensure opinions are encouraged, valued and used to influence change.

We will participate in our personalised curriculum
We aim to encourage every pupil to fully participate and engage in their learning journey by providing a personalised curriculum that is relevant but challenging. This curriculum engages the benefits of family learning, uses the knowledge of professional partners and actively seeks community partnerships, to increase life
chances for all our learners.
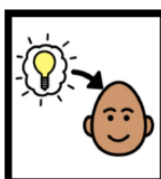
We will engage in learning that is fun and challenging
We aim to deliver high quality and enjoyable learning; by gathering and using our knowledge of learners, responding to their needs and motivations through innovative and evidence-based practice, respecting

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risk whilst focusing on appropriate challenge and empowering pupils to develop their curiosity, independence and resilience.

The school aims were created during session: 2017-2018

The school aims will be reviewed during session:2019-2020

Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
NIF Priority	**NIF Driver**
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• School leadership • Teacher professionalism Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

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Impact and Evidence:

- Feb '19 Consultation events with staff, pupils, parents and partners held before finalising and publishing Vision, Values and Aims. These are now integral to the work of the school and support the school ethos and school improvement.
- Curriculum Rationale has been developed and encompasses the school's vision, values and aims. As a result, all teaching staff are becoming increasingly familiarity with our Curriculum rationale which will help us work together to improve outcomes for children and young people.
- Curriculum progression frameworks covering Early to Second levels are in place, with Es and Os and Benchmarks. There is an inconsistency in the use of progression frameworks, resulting in a lack of cohesive planning from pre early to senior phase and a lack of clarity for staff. This lack of consistency is thought to be due to the fact that staff were not fully involved in their development. This area will be further developed over session 2019-2020.
- Target setting arrangements were established; however, scrutiny of individual achievements indicates that these arrangements are not supporting sufficient progress for individuals. Arrangements will be reviewed in line with current guidance and best practice.
- Tracking wider achievement has helped staff to identify potential barriers to participation and led to a wider offer of certificated courses and experiences outside the classroom.
- APEC training was completed by a further 18 staff during session 2018-19. ***insert number. Staff have now successfully completed the 4-day comprehensive APEC certificated training. Staff report this training supports them to better plan and meet the needs of pupils.
- In partnership with our NHS Speech and Language Therapy Team the school has continued to promote the use of Makaton through the introduction on new signs every fortnight. SaLT report more consistent use of Makaton throughout the school by both staff and pupils and increasing numbers of children and young people engaging with the Makaton choir.
- Following a review of the use of ILD electronic portfolios it has been identified that a lack of clear progression frameworks is impacting on the quality of information uploaded onto the system. The decision was taken to not share the ILD with families within the school at this point and to explore how electronic sharing could be better aligned to refined curriculum frameworks.
- All nursery pupils have regular opportunities to participate in learning in the outdoor environment. Staff are now working to understand how different outdoor contexts can positively impact on children's health and wellbeing to help inform the outdoor offer as we move forwards. Ashgrove nursery has successfully implemented Wee Green Spaces and will support Howes Road staff to utilise this approach.

Next Steps

- Plan for improved learning experiences across the curriculum in nursery and school through a focus on:
    a) High quality teaching and learning;
    b) planning for progression by utilising clear curricular progressions;
    c) effectively utilising tracking and monitoring; and
    d) effective assessment and moderation

- Improve consistent use of total communication through:
    a) Gaining an accurate baseline through QA visits to classes focussing on communication;
    b) Identifying APEC Ambassadors to help drive and share good practice;
    c) Taking account of APEC progression within the literacy and communication framework;
    d) Further development and use of Makaton; and
    e) Ensuring that all children have a clear communication plan which is consistently followed by all staff.

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
NIF Priority 1. Improvement in attainment, particularly in literacy and numeracy	**NIF Driver** • School leadership • Teacher professionalism

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2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS?4 QIs

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

Pupil Equity Fund 2018-2019 Budget £62,500

Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):

Lunchtime Activity Clubs
- An Active Schools assistant was employed specifically to focus on the establishment of lunch time activity clubs as well as to focus on the introduction of evening activities. Data from active schools shows that pupils have engaged in a wide range of activities through lunch time clubs, including basketball, boccia, yoga and dance
- Data shows an 80% increase in activity from 4/25 to 20/25 from the targeted group participating in lunch time activity clubs.

Evening Activities for pupils to attend with a parent/carer
- 57% of parents and carers responded to a survey seeking feedback on evening activities. Almost all respondents thought the clubs had positively impacted on families. Qualitative and quantitative data will be gathered over 2019-2020 session to inform future planning.
- Data from attendance sheets shows that 30 different families have engaged with the evening activities. One pupil and his father had 100% attendance at the drumming workshop. Activities on offer included swimming, drumming, music and boccia. One mum said it was the first time she had been able to take her 16-year-old daughter swimming since she was 3 years old. A number of parents have asked if the sessions could be extended to siblings to support family wellbeing and cited the difficulties with childcare as a challenge to them. As a result all evening and holiday clubs are now open to all family members.

Family Summer School
- During Session 2017-2018, parents and carers expressed an anxiety about how they would cope over the 6 week summer break due to the lack of assessable activities for their child. A Family Summer School was arranged with 12 families attending. Feedback was positive and this was repeated in Easter 2019. This proved very successful with 29 families attending and feedback was very positive.
- In Summer 2019, the number of families attending increased to 30. This showed an increase of 150% from Summer 2018.
- The children attending have been tracked and data will now inform those who may be missing out

- Sustainable funding from DEM has now been identified and this will be used to fund the whole programme of activities, Easter and Summer Schools, lunch clubs as well as our Active Schools Assistant. This will ensure sustainability in the longer term.
- Details can be found in the Summary Report.

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Next Steps:

- Gather qualitative and quantitative data on the impact of wrap around activities on families to inform the future offer
- Measure data of children and young people attending session to track and identify those who may be missing out
- Look at ways of increasing the uptake in the nursery and secondary sector
- Look at ways to increase the uptake of female children and young people attending the Camps
- Look at the range of activities on offer and what else could be offered that may impact on participation
- Continue to ensure that the improvements made in the booking system are maintained
- Look at ways in which the opinions of the children and young people themselves can be gathered in a range of ways

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Improvement Priority 3: Improvement in children and young people's health and wellbeing	
NIF Priority	**NIF Driver**
1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 **Improvement in children and young people's health and wellbeing** 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:

- Through planned workshop sessions there has been increased parental awareness of learning opportunities for parents/families across the school. This has included parental workshops run in partnership with Orchard Brae Connect chair: Behaviour management, moving and handling, access to social work, first aid for parents, guardianship. Chair of Orchard Brae Connect and Friends of Orchard Brae facilitated a parent information stall at parents' night. Attendance has been steady, particularly during the afternoon sessions as a result and a programme will continue to run through the 2019-2020 session
- The appointment of an Active Schools Assistant has enabled a wider range of physical and functional activities for pupils in Nursery and School, which therapists tell us has increased participation and functional movement.
- A H&WB Leadership group of staff has been formed to review and improve the H&WB curriculum. This has included forming links with other establishments. The group has identified specific areas that required immediate attention leading to identifying targeted pupils in senior phase. In addition, the group has identified potential links to SQA units and investigated the potential of using ASDAN across S1-S6 to further enhance the health and wellbeing curriculum.
- Targeted pupils in the senior phase have experienced bespoke programmes of study in health and wellbeing specific to relationships, emotions and personal safety. This has had a positive impact on pupils achieving H&WB targets.
- An audit of resources resulted in the purchasing of a wider range of resources to support delivery of sexual health/parenting/relationship training. In addition, two teachers have attended sexual health/parenting/relationship training. This is having a positive impact on the quality of the learning and teaching of sexual health/parenting/relationships.
- 41 staff attended a CAMHS lead sensory integration workshop in Nov 2018. Staff evaluation feedback indicates an increased awareness and knowledge of sensory integration and how it can impact on pupils. The impact of this training led to the formation of the Sensory Leadership Group which subsequently is developing individualised pupil sensory profile format and toolkit.

Next Steps:

- Further develop links with other establishments and widen the range of professional learning to support the teaching of the H&WB curriculum.
- Whole school framework for H&WB to be developed.
- PSE teacher to be recruited internally to enable more confident delivery.
- Agree and implement a programme of planned learning that takes cognisance of the specific needs of the children and young people and review by Dec 2019.

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- The Sensory Leadership Group to complete individual sensory profile document and toolkit and implement across the whole school.
- The Sensory Leadership Group to complete the "Regulating My Senses" core progression.

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

NIF Priority	NIF Driver
1. Improvement in attainment, particularly in literacy and numeracy	• School leadership
2. Closing the attainment gap between the most and least disadvantaged children	• Teacher professionalism
3. Improvement in children and young people's health and wellbeing	• Parental engagement
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• Assessment of children's progress
	• School Improvement
	• Performance Information

HGIOS?4 QIs

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

Impact and Evidence:

- A person-centred planning tool was introduced into senior phase classes to identify curriculum pathway and IEP targets. This resulted in a more focused approach to identifying and meeting individual learning needs and will be built upon further in session 2019-2020.

- A flexible timetabling package that accommodates pupil choice introduced for senior phase based around learning for leisure and sporting activities. This has resulted in most young people in S4-S6 experiencing increased opportunities to choose pathways that enhance their engagement and participation in developing skills for learning, life and work.

- Focussed development sessions and professional dialogue with senior phase teaching teams have increased staff awareness and knowledge of world of work agenda. This has resulted in improved planning, resourcing and facilitating of work placements for all targeted S5 and S6 pupils.

- An increased range of work placements with a focus on relevant social and personal skills in IEP targets have been planned with almost all young people participating in a work placement in S5 and S6. Careful alignment with work placements with SQA units and the interests of young people have enabled an increase in college applications. Feedback from placement providers evidenced that the young people have increased their levels of independence and interaction skills.

- A successful Futures Event held for parents, had a direct impact on parental knowledge and ambition for their young person.

- A DYW Leadership group has been formed and has formulated an action plan to help ensure that the Broad General and Senior Phase curriculum fully capitalises on opportunities to prepare young people for a life beyond Senior Phase.

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Next Steps:
- Further expansion of the Wider Achievement programme required to include a range of certificated courses and awards throughout the school from P1-S6.
- To continue to expand work placements to include a wider range of pupils.
- Build upon the successful Futures Event to continue to increase ambition for children and young people
- Build on the person-centred planning tool developed in session 19/20 to ensure learning is relevant, progressive and meets the needs of all pupils

Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

School

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	2
2.3 Learning, teaching and assessment	1
3.1 Ensuring wellbeing, equity and inclusion	2
3.2 Raising attainment and achievement	2

ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	2
2.3 Learning, teaching and assessment	2
3.1 Ensuring wellbeing, equity and inclusion	2
3.2 Securing Children's Progress	3

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

Capacity for continuous improvement statement
Our overall evaluation of the school's capacity for continuous improvement: * We are confident in our capacity for continuous improvement ☒ * We have a few concerns about our capacity for continuous improvement ☐

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Comment: SLT roles and responsibilities have been realigned and staffing is beginning to improve. This has resulted in the school being in a stronger position to continue to improve and deliver excellence and equity for all learners during session 2019-2020.

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IMPROVEMENT PLAN 2019-2020

Orchard Brae School

PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)

| National Priorities	Local Authority Priorities
Cross cutting themes	• Expand Early Learning and Childcare by 2020. • Establish Aberdeen as a UNICEF Child Friendly City. • Implement the recommendations of the child protection inspection • Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026
NIF Priority 1: **Improvement in attainment, particularly in literacy and numeracy**	• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. • Senior phase /Learner Pathways • Increase data literacy at all levels of the system
NIF Priority 2: **Closing the attainment gap between the most and least disadvantaged children.**	• Close the Gap through effective multi-agency working • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
NIF Priority 3: **Improvement in children and young people's health and wellbeing.**	• Improve mental health services and understanding of the effects of trauma • Reduce youth crime • Increase pupil participation • 85% of children and young people will report that they feel mentally well by 2026.
NIF Priority 4: **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	• Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Overview

NIF Priority	NIF Driver
1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people's health and wellbeing** 4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
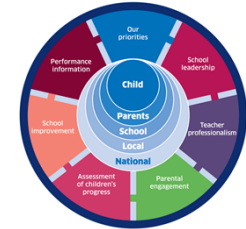
LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:	**The ICS primary drivers have guided the formation of 4 key priorities for action:**
• Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving	• Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment

HGIOS?4 QIs

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

Curriculum for Excellence – Entitlements for all children and young people

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

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Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

HMIE Recommendations:

- **There is a need to increase planned learning opportunities to ensure there is high quality learning and teaching for all children and young people across the school and nursery.**
- **Review and develop curriculum frameworks in all subject areas, starting with literacy, numeracy and health wellbeing.**
- **Raise attainment and achievement across the school and nursery and increase expectations of what children and young people can achieve**

Lead Responsible:

Partnership Forum (where appropriate):

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

1. **By June 2022 a consistency of approach in learning and teaching for all pupils in nursery to senior phase.**
2. **By June 2022 improved attainment in literacy, numeracy and Health and Wellbeing through consistent delivery of high-quality learning and teaching for all pupils -Starting with Literacy in 2019/20**
3. **By June 2022 share, review and embed the curriculum rationale to ensure that a relevant and progressive curriculum is in place for all learners - Starting with sharing in 2019/20**
4. **By June 2022, all pupils experience a progressive and relevant learning pathway in literacy, numeracy and HWB through planned learning, linking with skills   - Starting with Literacy 2019/20**
5. **By June 2022, there will be an increase in the use of digital technologies to support and access learning across the curriculum - Starting 2020/21**

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track / Behind Schedule / Not Actioned
• Professional dialogue linked to learning, teaching and assessment policy leading to improved self-evaluation and quality of lessons • Improved staff confidence in effective pedagogy and use	1.3 2.3	**Learning and Teaching** • Develop a shared understanding of what constitutes excellent learning and teaching at Orchard Brae **(Years 1, 2 & 3)** • Engage with Osiris to offer a coaching and mentoring approach to help develop the confidence of staff in	SLT Management Time Inset Days CLPL	Osiris £2000	SLT All Staff Education Scotland Senior	June 2022 June 2020	

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of AiFL strategies measured through staff Google surveys and monitoring • Pre and post data linked to VERP outcomes		delivering high quality learning and teaching **(Year 1)** • Develop an aspirational learning, teaching and assessment policy **(Year 1)**	Meetings (May 19 – June 20)		Development Officer	June 2020	
		• Initial whole staff workshop to be held on November inset.**(Year 1)**	SLT Management Time		Exe HT All Staff	Nov 2019	
		• Review and embed the consistent use of AiFL strategies to plan and structure lessons to clarify what is to be learned, how it is to be achieved for learners and identify next steps. **(Year 1)**	Inset Days		Education Scotland Senior Development Officer	June 2020	
		• Establish a programme of Video Enhanced Reflective Practice (VERP) to support improved practice and professional reflection **(Year 1 & 2)**	CLPL Meetings (May 19 – June 21)		Head of Primary	June 2021	
• Leuven Wellbeing, Involvement and Engagement Scales evidences improvement • Monitoring of planning and professional dialogue • Classroom Monitoring • Focused Professional Dialogue / Self-Evaluation – QI 2.3	1.1 2.3	**Planning for Learning** • Review and develop 'planning for learning' formats to ensure 'planned learning' focuses on enabling pupils to make progress, with built-in systems for assessment (**Year 1**) and moderation **(Year 2)** • Develop planning (Nursery to S6), (**Year 1)** to ensure learning is personalised with appropriate pace and challenge **(Year 2)**	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 22)		Planning Leadership Group All Staff Education Scotland Senior Development Officer	June 2021 June 2021	

		• Ensure planning reflects the school aims,(**Year 1**) and learning activities including technologies are: fun; differentiated; relevant; challenging and matched to the needs and interests of learners (Personalised Learning Planning) **(Years 2&3)**				June 2022	
		• Ensure school timetables link clearly to planned learning across the curriculum with a specific focus on literacy, numeracy and HWB. (**Year 1**)				June 2020	
• Robust QA process ensures increased professional dialogue through regular planned tracking and planning meetings to inform targets	1.1 2.3 3.2	**Quality Assurance / Monitoring** • Establish a robust calendar of monitoring and professional dialogue – planning linked to data (Nursery – S6) and share with staff **(Year 1)**	May – September 2019		SLT All Staff	September 2019	
• Classroom monitoring – increased quality of teaching and learning in lessons observed • Increase in direct teaching time – measured through planned learning planning and SLT / Peer monitoring • Improved pupil engagement in learning based on Leuven Wellbeing, Involvement and Engagement scales of engagement		• Arrange staff visits to each other's classes (**Year 1**) as well as opportunities to visit other schools (**Year 2**) to develop a better understanding of high-quality learning and teaching that meets the needs of all learners. (Nursery – S6) • SLT – Classroom Monitoring during Session 2019-2020 as per QA Calendar (Nursery – S6) **(Year 1)**	QA Calendar During Sessions 2019-2021		All staff	June 2021 June 2020	

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• Parent Survey • Leuven Wellbeing, Involvement and Engagement Scales – improved pupil engagement • Planning and monitoring evidences increased number and quality of lessons involving digital technologies to support learners • Improved attainment / targets	1.1 2.3 3.2	**Digital Technologies** • Create a Digital Technologies Leadership Group with support from ACC Technologies Support Team **(Year 1)** • Review and increase the use of digital technologies and interactive technology being used to make learning more appropriate, engaging and exciting for children and young people. (Nursery – S6) **(Year2 & 3)**	CLPL Meetings (May 19 – June 22)		Digital Technologies Leadership Group ACC Digital Technologies	June 2020 June 2022	
• Self-Evaluation QI 2.3 • Improved use of electronic tracking system impacts on supporting attainment and achievement • Improved and consistent quality of targets (Nursery – S6) • Improved progress and attainment in literacy, numeracy and HWB of pupils (Nursery – S6)	2.3 3.1	**Tracking and Target Setting** • Review the tracking system to include achievement and attainment data into a single electronic system, ensuring this captures the impact of the curriculum across the school. (Nursery – S6) **(Year 1 & 2)** • Use data to set relevant and aspirational targets (Nursery – S6) **(Year 2& 3)** • Review the use of Interactive Learning Diaries (Nursery-S6) and establish whether an alternative resource i.e. B Squared - 'Small Steps to Excellence' would be more appropriate. **(Year 1)** • Review target setting **(Year 1)** as part of planning for learning to ensure these are relevant and are accurately assessed and recorded consistently within Child's Plans (Nursery – S6) (**Year 2& 3)**	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 22)	BSquared – Small Steps to Excellence PEF £7,500	SLT Heads of Department All Staff	June 2021 June 2022 June 2020 June 2022	

		• Ensure assessment information is used to review and refresh targets for learners (Nursery – S6) **(Year 2 & 3)**				June 2022	
• Self-Evaluation QI 2.3 • Numeracy progression consistent across the school • Classroom monitoring • Leuven Wellbeing, Involvement and Engagement indicators • Professional dialogue • Robust moderation process • Improved attainment in numeracy (Nursery – S6)	1.1 2.2 2.3 3.2	**Numeracy and Mathematics** • Review and develop the learning and teaching of numeracy skills, including progression across the nursery and school to ensure the frequency and content of numeracy and mathematics learning is robust **(Year 2)**	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 21)		SLT Heads of Department All Staff	June 2021	
• Self-Evaluation QI 2.3 • Literacy progression consistent across the school • Classroom monitoring • Leuven Wellbeing, Involvement and Engagement indicators • Professional dialogue • Robust moderation process • Improved attainment in numeracy (Nursery – S6)	1.1 2.2 2.3 3.2	**Literacy and Communication** • Review and develop the learning and teaching of literacy skills, including progression across the nursery and school to ensure the frequency and content of literacy and English learning is robust **(Year 1)** • Improve consistent use of total communication and extend opportunities for pupils to use their communication systems through: APEC Ambassadors; APEC progressions; Makaton skills' progression and clear communication plans for all pupils **(Year 1)**	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 20)		SLT Heads of Department All Staff	June 2020 June 2020	

• Self-Evaluation QI 2.3 • Health and Wellbeing progression consistent across the school • Classroom monitoring • Leuven Wellbeing, Involvement and Engagement indicators • Professional dialogue • Robust moderation process • Improved wellbeing based on assessment and tracking of wellbeing indicators	1.1 2.2 3.1 3.2	**Health and Wellbeing** • Review and develop the learning and teaching of HWB skills, including progression across the nursery and school to ensure the frequency and content of HWB learning is robust **(Year 1 & 3)**	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 22)		SLT Heads of Department All Staff	June 2022	
• Leuven Wellbeing, Involvement and Engagement indicators • Classroom monitoring • Professional dialogue • Evidence of transfer of skills	1.1 2.2 3.2	**IDL / Contexts for Learning** • Review the approach to IDL ensuring relevance to learners' needs and application of skills across the curriculum (**Year 2**) • Identify local 'connections' and opportunities for relevant learning across the nursery and school (**Year 3**)	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 22)		Head of Primary All Staff	June 2021 June 2022	
• Self-Evaluation QI 2.3 / 2.2 • Classroom observations • Professional dialogue informing curriculum rationale • Pupil focus groups	2.2	**Curriculum Rationale** • Review and continue to develop a shared understanding of the curriculum rationale (**Year 1**) to ensure it informs learning experiences across the nursery and school (**Year 2**) in delivering the high aspirations set for learners within the school's vision, values and aims	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 21)		Head of Primary All Staff	June 2021	

• Improved learning environment audit / Self-Evaluation QI 2.3 / 2.2 • Staff confidence questionnaire • Parent surveys • Leuven Wellbeing, Involvement and Engagement Scales measuring engagement • Improved planning for learning	1.1 2.2 2.3	• In nursery, use the rationale to plan a progressive approach to children's development and learning to ensure an increased and shared understanding of learning and teaching across the curriculum **(Year 1& 2)** • In nursery, develop further an enabling environment that will support literacy and numeracy across the curriculum with increased opportunities to promote independence, curiosity, enquiry and creativity. **(Year 1& 2)**	SLT Management Time Inset Days CLPL Meetings (May 19 – June 21		Head and PT of ELC All Nursery Practitioners ACC EYs Dev Officer Creative Star Learning	June 2021 June 2021
• Self-Evaluation • Professional Dialogue – increased understanding of progression • Monitoring and tracking - improved planning and progress in learning • Improved pupil engagement – Leuven Wellbeing Involvement and Engagement Scale	1.1 2.2 2.3	**Progression Pathways** • Establish a Curriculum Leadership group **(Year 1)** • Review and develop progression pathways in **literacy** to support the delivery of the broad general education and senior phase (**Year 1)**	SLT Management Time Inset Days CLPL Meetings (May 19 – June 20)		Curriculum Leadership Group	June 2020 June 2020
		• Review and develop progression pathways in **numeracy** to support the delivery of the broad general education and senior phase **(Year 2)**	SLT Management Time Inset Days CLPL Meetings (May 20 – June 21)		Curriculum Leadership Group	June 2021
		• Review and develop progression pathways in **health and wellbeing** to support the delivery of the broad general education and senior phase • Link to Plan 3 **(Year 3)**	SLT Management Time Inset Days CLPL Meetings (May 21 – June 22)		Curriculum Leadership Group	June 2022
		• Review the focus for interdisciplinary learning ensuring staff develop a clearer understanding of interdisciplinary learning to ensure appropriate progression in learning **(Year 1)**	SLT Management Time Inset Days CLPL Meetings (May 19 – June 20)		Curriculum Leadership Group	June 2020

• Staff Questionnaire – Self-Evaluation • Increased time pupils learn outdoors • Leuven Wellbeing, Involvement and Engagement Scales • Monitoring of learning	1.1 2.2 2.3	**Outdoor Learning** • Develop outdoor learning to ensure pupils have increased opportunities to learn outdoors in a planned and progressive way (Nursery – S6) **(Year 2 & 3)**	SLT Management Time Inset Days CLPL Meetings (May 20 – June 22)		Curriculum Leadership Group	June 2022	
Monitoring Progress and Evaluating Impact *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*							
Impact and Evidence:							

Pupil Equity Fund Budget Allocation April 2019 - £25,900

Pupil Equity Fund Rationale 2019-2020
'All our work to interrupt the cycle of deprivation and its impact on children's progress'.

Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation
Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

Analysis of data indicates Pupil Equity Funding will be used to provide additional resources to support gaps in: Pupil engagement and participation in physical activity during lunchtime, evening and holiday periods.

- Looking to target literacy and numeracy for targeted pupils and families
- Support disadvantaged families within our lowest SIMD deciles
- Improve tracking of all pupils but in particular those who are most at risk of being affected by poverty to ensure interventions are well matched to their needs.
- Those that are at risk of missing out have opportunities to engage in personalised learning opportunities through award bearing wider achievement programmes. Data will be used to monitor pupil progress and participation.

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people	Expected Outcome(s) for whom, by when, by how much?
Lead Responsible: SLT and Leadership Groups **(See PEF Spending Plan for details)** **Partnership Forum (where appropriate):**	- By June 2021 an increased access to a library resource from nursery to S6. - By June 2020 the Orchard Brae Uniform bank will support targeted pupils and their families to have access to appropriate school clothing. - By June 2021 a digital tool will be implemented within the school to increase the ability to track the progress of pupils who are most disadvantaged – starting with procurement and training in 2019/20 - By June 2020 have refreshed numeracy resources to ensure that they reflect the diverse learning needs of pupils – starting with an audit in 2019/20

| | | | | By June 2020 an increased award bearing wider achievement programme will be established to ensure that pupils achievement is recognised and celebrated. | | | | |

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale By When?	Progress
			Time Resource	PEF £	Who?		On Track / Behind Schedule / Not Actioned
• Teachers' planning and assessment • Progress and Attainment data • IEPs	3.2	• Monthly analysis of attainment and progress tracking data of identified children and young people. Link with IEPs, Literacy, Numeracy and Health and Wellbeing Interventions **(Year 1)** .	SLT Management Time Staff Professional Dialogue Meetings (May 19 – June 20		SLT Heads of Department All Staff	June 2020	
• Pupil Engagement (Leuven) • Data – success of Enterprise • Parental Feedback Questionnaire • Pupil Feedback	2.3 3.1 2.7	• Poverty Proofing – Uniform Bank (Senior Phase Enterprise) – Links with Literacy and Numeracy / IDL **(Year 1)** • Partnership work with Orchard Brae Connect Target identified pupils **(Year 1)**		£200	Senior Phase Staff Senior Pupils	June 2020 June 2020	
• Increased opportunities engagement in literacy – reading by all pupils • Increased progress and attainment in reading • Parental questionnaire • Pupil Feedback	2.2 2.3 3.1 2.7	• Library Refurbishment – Resources **(Year 1)** • Whole School – Individual Classroom libraries / resources **(Year 1)** • Launch library with a focus on whole school literacy **(Year 1)** • Develop family lending library **(Year 2)**	SLT Management Time CLPL (Sep 2019 – June 2021)	£10,000	Literacy / Library Leadership Group Orchard Brae Connect Parents	June 2020 June 2020 June 2020 June 2021	
• Professional dialogue / Staff Questionnaire • Data shows improved progress of pupils		• BSquared – Small Steps to Excellence **(Year 1)** • Tracking system to record progress of all pupils, identifying gaps to plan interventions and identify targets **(Year 1 & 2)**	SLT Management Time CLPL (Sep 2019 –	£7,500	SLT Heads of Department	June 2020 June 2021	

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		Jun 2021)		All Staff		
• SLT Pre and Post Leadership Evaluations / Confidence Questionnaires • Coaching and mentoring – positive impact on staff leading to improved outcomes for children and young people	• Osiris – Leadership Programme **(Year 1)** • SLT to engage with Osiris on a coaching and mentoring approach to help develop the confidence of staff in delivering high quality learning and teaching and improving outcomes for children and young people **(Year 1 & 2)**	SLT Management Time (Oct 2019 – Jun 2021)	£2,000	SLT	June 2020 June 2021	
• Tracking of individual pupil engagement • Data shows improved engagement and opportunities for identified pupils • Pupil Feedback	• Jass Wider Achievement Awards Programme **(Year 1)** • ASDAN **(Year 1)** • Duke of Edinburgh **(Year 1)** • John Muir Award **(Year 1)** • Provide opportunities for children and young people who may miss out to engage in wider achievement activities **(Year 1)**	(Oct 2019 – Jun 2020)	£1,000 £3,000 £500	Head of Primary Head of Secondary All Staff	June 2020	
Monitoring Progress and Evaluating Impact *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*						
Impact and Evidence:						

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Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
Literacy		
Reading	Library Refurbishment / Resources / Whole School – Individual Classroom	£10,000
Writing		
Listening and Talking		
Numeracy		
Numeracy	Refresh Numeracy resources	£2,000
HWB		
HWB	Poverty Proofing – Uniform Bank (Senior Phase Enterprise)	£200
Digital Technologies	BSquared – Small Steps to Excellence and Evisense	£7,500
Learning and Teaching	Osiris Leadership Programme	£2000
Wider Achievement	Jass Wider Achievement Awards Programme ASDAN John Muir Award Duke of Edinburgh	£1,000 £3,000 £500
Staffing		
Additional		
	Total	£26200

Improvement Priority 3: Improvement in children and young people's health and wellbeing

HMIE Recommendations:

- **There needs to be a greater focus on improving the wellbeing of all learners**
- **Approaches to safeguarding and child protection need to be improved and follow education authority guidance**

Lead Responsible:

Partnership Forum (where appropriate):

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

1. **By September 2019, Safeguarding and Child Protection procedures will be robust and ensure all children and young people are safe**
2. **By September 2019 all children and young people will experience an improved experience linked to food and nutrition**
3. **By June 2021 all pupils will experience a planned and progressive Health and Wellbeing programme – Starting with online safety and sexual health in 2019/20 in Secondary department.**

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track / Behind Schedule / Not Actioned
• All staff understand and follow Safeguarding and Child Protection procedures • All children and young people are safe • Improved and robust procedures and record keeping	3.1	**Safeguarding and Child Protection (Reference – separate action plan)** Review and improve approaches to safeguarding and child protection: • Policy updated and shared • Staff Training in CP Procedures • Pupil records updated and recorded on SEEMiS • Pastoral Notes – SEEMiS training for staff and procedure followed • Flow Chart ensuring staff are clear on procedures • Procedures and Recording – clear for staff with updated documentation	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – Sep 19)		Lead Child Protection Officer SLT Heads of Department All Staff	By September 2019	

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		• Safe storage and administration of medicines – Reviewed to ensure policies are adhered to and monitored **(All actions Year 1)**				
• Teacher planning and assessment • Classroom Monitoring – consistency and quality of learning and teaching of HWB curriculum • Self-Evaluation QI 2.2 / 3.1	3.1	**Behaviour** • Review, collate and analyse incidents of challenging behaviour to support trying to reduce the number of incidents of challenging behaviour **(Year 1 & 2)** • Review learning and teaching, curriculum, targets, supports and challenges to support a reduction in behaviour incidents (refer to Plan 1) **(Year 2)** • Ensure a behaviour plan exists for all children **(Year 1)**	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 21		SLT Heads of Department All Staff	June 2021 June 2021 June 2020
• Data - Reduction in number of behaviour incidents • Improved wellbeing measured against the Leuven wellbeing indicator data	2.2 3.1	**HWB Progression** • Develop a progressive health and wellbeing curriculum which caters for the particular needs of the children at Orchard Brae (Reference - Plan 1) **(Year 3)** • Further develop links with other establishments and widen the range of professional learning to support the teaching of the H&WB curriculum. **(Year 3)** • The Sensory Leadership Group to complete the "Regulating My Senses" core progression. Group to complete individual sensory profile toolkit and implement across the whole school **(Year 1)** • Develop further the use of the wellbeing indicators (Nursery – Senior Phase) to support pupils to develop an understanding of the wellbeing indicators to communicate their own feelings and needs. **(Year 2 & 3)**	SLT Management Time Inset Days CLPL Meetings (May 19 – June 22		SLT Heads of Department All Staff Sensory Leadership Group HWB Leadership Group	June 2022 June 2022 June 2020 June 2022
• Improved learning environment • Self-Evaluation QI 2.2 • Professional Dialogue	3.1	**Nursery Environment** • Create a calm, engaging and enabling environment. **(Year 1)**	Head and PT ELC Management Time CLPL Meetings		Head and PT ELC All Nursery Practitioners ACC EYs Dev Officer	Jan 2020

• Parent Survey Data				(May 19 – Jan 20)			

• Improved food and nutrition leading to a consistent approach
• Professional dialogue
• Self-Evaluation QI 3.1
	3.1	**Food and Nutrition**
		• Nursery to S6, review opportunities to support children and families in learning about healthy eating through daily routines and support children to develop healthy eating habits. **(Year 1)**
		    Healthy Eating in Schools Supplementary Guidance on Diet and Nutrition for Children and Young People with Additional Support Needs
		    Food Matters
		    Setting the Table
		
		• Review and improve approaches to food and nutrition in the school and ensure all children and young people have access to healthy food and drinks. **(Year 1)**
		• Develop a whole school policy on food and health and plan learning experiences around the policy **(Year 2)**
				SLT Management Time
				
				Head of Department Meetings
				
				CLPL Meetings (May 19 – June 21
						SLT
						
						Healthy Eating Leadership Group
						
						All staff
							June 2020
							
							Oct 2019
							
							June 2021

• Improved dining experience for pupils • Staff, pupil and parent surveys • Evaluations • Self-Evaluation QI 3.1	1.1 3.1	• Implement a formal approach to planning the dietary needs of children with catering staff **(Year 1)** • Review approaches to the provision of snack and lunches to ensure that all opportunities support the development of skills and provide a social time and challenge children and young people **(Year 2)**		Exe HT / SLT Management Time		Exe HT ACC Catering Team Catering Supervisor – Orchard Brae	September 2019 June 2021

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)
Impact and Evidence:

Improvement Priority 4:	Expected Outcome(s) for whom, by when, by how much?
Improvement in employability skills and sustained, positive school-leaver destinations for all young people **Lead Responsible:** **Partnership Forum (where appropriate):**	1. By June 2022, pupils engage in increased curriculum activities linked to World of Work and DYW - starting with implementation of the I Can statements in 2019/20 2. By June 2020, senior pupils engage in increased opportunities to gain qualifications and awards across the curriculum

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	**School Budget Resource £**	**Who?**	**By When?**	<table><tr><td style="background:green;color:white">On Track</td></tr><tr><td style="background:orange;color:white">Behind Schedule</td></tr><tr><td style="background:red;color:white">Not Actioned</td></tr></table>
• Professional Dialogue – evaluation of curriculum development and impact on learners	1.1 3.2	**Curriculum Development – DYW (Career Education Standards (3–18))** • Through Curriculum Development work and Career Education Standards (3–18) ensure opportunities for DYW and the World of Work are embedded across learning for all pupils (Nursery – S2) **(Year 2 & 3)** • In Senior Phase develop further the person-centred planning tool developed during session 19/20 to ensure learning is relevant, progressive and meets the needs of all pupils **(Year 1)** • Build upon the successful Futures Event to continue to increase ambition for children and young people **(Year 1 & 2)**	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 20)		Heads of Department DYW Leadership Group All Staff	June 2022 June 2020 June 2021	

	3.2						
• Data indicates an increased number of choices pupils are engaging in • Pupil dialogue • Attainment and Achievement data	3.2	**Qualifications** • Provide more opportunities for all young people to gain qualifications and awards across the curriculum. **(Year 1)** • Increase the range of accredited awards available for young people to achieve. **(Year 1)** • Further expansion of the choices programme required to include wider achievement and certificated courses throughout the school from P1-S6. **(Year 1 & 2)**	Primary/ Secondary Department Meetings (May 19 – June 21)		Head of Secondary All Staff	June 2020 June 2020 June 2021	
• Data indicates an increased number of pupils engaging in work placements • Evaluation of experience of work experience and impact on pupils	3.2	• To continue to expand work placements to include a wider range of pupils. **(Year 1, 2 & 3)** • Teachers in senior phase will have an increased awareness and knowledge in planning, resourcing and facilitating work placements for all targeted S5 and S6 pupils. **(Year 1 & 2)**	Secondary Department Meetings (May 19 – June 22)		Head of Secondary Secondary Staff	June 2022 June 2021	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)
Impact and Evidence:

Improvement Priority 5: Leadership of Change	Expected Outcome(s) for whom, by when, by how much?
HMIE Recommendation **Senior leaders and staff should implement approaches to evaluating the work of the nursery and school that accurately identify what needs to be improved.** **All staff need to be more involved in school improvement.** **Lead Responsible:** **Partnership Forum (where appropriate):**	• By June 2020, quality assurance activities evidence improvement in Quality Indicator evaluations • By June 2021, all staff will have opportunities to be more involved in driving school improvement, leading to a positive impact for pupils – starting with establishment of Leadership groups in improvement priority areas. • By June 2021, all staff will have increased opportunity to look inwards and outwards leading to increased skills and knowledge – Starting in 2020 • By 2022, pupils will have increased opportunities for leadership, leading to increased responsibility and development of skills - Starting with Young Inspectors Initiative in 2019/20

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			<table><tr><td>On Track</td></tr><tr><td>Behind Schedule</td></tr><tr><td>Not Actioned</td></tr></table>
• Gap in vision and reality is reduced • Evidence that data directly informs improvement • Evidence that distributed leadership is driving improvement	1.1 1.3	**Self-Evaluation / Quality Assurance** • Create a robust Quality Assurance programme for nursery and school with clear and consistent approaches to self-evaluation and quality assurance activity with opportunities for effective staff feedback to inform improvement and develop staff skills **(Year 1)** • Collate data from quality assurance activity and information to inform progress and plan next steps **(Year 1 & 2)** • Explore access to digital tools to aid our work to	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 22)		SLT Heads of Department ACC Data Business Intelligence ad Performance Management	June 2020 June 2021	

		become more data literate. This may include the use of Power BI as an alternative to the data observatory in recognition of the need for better systems to enable more effective use of data **(Year 1 & 2)** • Align staff professional learning and training with improvement priorities **(Year 1, 2 & 3)** • Ensure teaching staff engage fully with the General Teaching Council for Scotland Professional Standards. **(Year 1, 2 & 3)**		All Staff	June 2021 June 2022 June 2022	
• Data records 100% of staff undertaking a programme of induction	**1.3**	• Ensure new school and nursey staff engage in specific induction training. **(Year 1)**	Throughout Session 2019-2020		Exe HT & Heads of Department	June 2020	
• Professional Dialogue • Staff, pupil and parent questionnaires • Evaluation evidences improvement measurement against aims with aims embedded across the nursery and school	**1.1** **1.3**	**Vision, Values and Aims** • Staff to develop and implement extended aims **(Year 1)** in order to ensure aims are embedded in day to day practice and result in positive outcomes for pupils. **(Year 2)**	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 21)		Heads of Department All Staff	June 2021	
• Record of staff engagement in leadership evidences an increase • Evaluation of QIs	**1.3**	**Leadership Development** • Develop distributive leadership, ensuring staff at all levels in nursery and across the school have opportunities to develop leadership skills **(Year 1)** and take increasing responsibility for implementing change and improvement. **(Year 2 & 3)**	SLT Management Time Head of Department Meetings CLPL Meetings		Heads of Department All Staff – Leadership Groups	June 2022	

indicate improvement in performance and impact on learners				(May 19 – June 22)			
	1.3	• Arrange staff visits to schools and nurseries to develop their knowledge and skills **(Year 2 & 3)**	CLPL Throughout Session 2019-2022		Heads of Department All Staff	June 2022	
	1.3	• EXE HT to visit Calaiswood School, Dunfermline on 16 September 2019 **(Year 1)**	Exe HT Management Time		Exe HT	Sep 2019	
• Data evidences an increased number of pupils engaging in leadership activity • Pupil dialogue evidences impact of leadership on learning and skill development	1.3	• Develop our Young Leaders of Learning further through the Young Inspectors Programme, focusing on school improvement **(Year 1 & 2)** • Further develop pupil participation groups to include a focus on developing opportunities for children and young people to develop leadership skills and take responsibility for implementing improvements across the school **(Year 2 & 3)**	Planned Time during Session 2019-2022		Secondary Pupil Council Leader Primary Pupil Council Leader Pupil Participation Groups	June 2021 June 2022	
• Increased staff knowledge and skills, leading to increased involvement and engagement for pupils.		• Design Nursery specific CPD planner. **(Year 1)** • Implement Nursery CPD planner. **(Year 1 & 2)** • Nursery specific QA Calendar to be developed **(Year 1)** and embedded into the whole school Management and QA Calendar. **(Year 2)** • Keyworker remit to be reviewed to include leadership responsibilities. **(Year 1)** • Embedding an induction process based on the national induction resource. **(Year 1 & 2)**	Head of ELC Management Time CLPL Meetings (May 19 – June 21)		Head of ELC PT ELC All Nursery Practitioners Head of ELC and Exe HT All Nursery Staff Head and PT ELC And SEYPs	June 2020 June 2021 June 2021 June 2020 June 2021	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)
Impact and Evidence:

QI 1.2 Leadership of Learning 2019-20 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	**Leader(s) - Promoted and Unpromoted Staff**
Literacy and Communication Coordinator Numeracy Coordinator HWB Coordinator	PT Primary Amy Dunnett PT Secondary Clare Russell Head of Secondary Elaine Thomson
Curriculum Development STEM Citizenship	Head of Primary Karen Gebbie-Smith Head of Secondary Elaine Thomson Head of Primary Karen Gebbie-Smith
Pupil Equity	Exe HT Caroline Stirton
My World of Work - DYW	Head of Secondary Elaine Thomson and Teachers Llinos Smith and Sally Stuart
Positive Behaviour Management MOVE	Head of Secondary Elaine Thomson Exe HT Caroline Stirton
Lead Child Protection Officer Safeguarding	Head of Secondary Elaine Thomson Exe HT and Heads of Schools
1 + 2 Languages	PT Primary Amy Dunnett
Pupil Council Primary and Secondary Period Poverty	Teachers Alex Polanska and Jenny Gray Teacher Llinos Smith
Nursery and Early Years	Head of ELC Niki Anderson
Rights Respecting School Eco Schools	PT Primary Amy Dunnett PT Primary Amy Dunnett

Autism Training
Digital Technologies: Website
                Facebook
                Google Drive
	PT Autism Outreach Lesley Parker
	Head of ELC Niki Anderson and PTs Amy Dunnett and Clare Russell
	PT Primary Amy Dunnett
	Head of ELC Niki Anderson

Date uploaded onto website:

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Orchard Brae Nursery
Day Care of Children

Orchard Brae School
Howes Road
Aberdeen
AB16 7RW

Telephone: 01224 788950

Type of inspection:
Announced (short notice)

Completed on:
10 September 2019

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Service no:
CS2011298689

HAPPY TO **TRANSLATE**

About the service

Orchard Brae, formally known as the Pre-School ASN Service, was previously registered and transferred its registration to the Care Inspectorate on 1 April 2011. It is registered as a day care of children to provide a care service to a maximum of 22 children aged from 3 years to those not yet attending primary school as follows:
12 children at Orchard Brae nursery
10 children at Ashgrove Children's Centre.

The service operates from two separate sites within Aberdeen city. The nursery at Howes Road is located within Orchard Brae School. There is a large purpose-built playroom with integral toilets and changing facilities. There is direct access to a fully enclosed outdoor area. The nursery at Ashgrove is located within Ashgrove Children's Centre. The playroom has an integral kitchen area and separate toilet area. The large outdoor area is shared with the other groups accommodated within the building. This can be directly accessed from the playroom.

The aims of the service include being committed to, "work in partnership with parents, respecting their knowledge of their child, and to provide support to families."

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

For this inspection we spoke to three parents and carers.

Responses indicated that parents were very happy with the service, commenting positively about the brilliant staff and the care and support their child was given. Parents told us they felt reassured their children were safe and well looked after.

Parents' comments included:

"It's a great service. My child attended another setting which wasn't the right place for them. Now they are so excited to come."

"The ladies are lovely. We had an initial meeting to find out about my child's likes and dislikes. They have really taken their ideocracies on board. There are always their favourite toys out in the morning."

"The staff are brilliant. Niki, the head teacher came out to say hello to me the other day. I thought that was lovely and so reassuring that she knows my child."

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Staff were very passionate and motivated to do the best for the children. They had worked very closely with parents and other agencies and were very knowledgeable about the children's care needs. As a result, the support for the children was individual and tailor made. This contributed to very positive outcomes for children.

Children's personal plans had undergone recent changes and were more organised with clear and detailed information. This meant staff were well informed on how best to meet children's needs. The good use of the well-being indicators made it easy to get an overview of how children were being kept safe, well and nurtured and staff took account of targets agreed with parents and recorded any progress made. The effective key worker system meant that staff knew the children very well and were able to meet the complex needs of some of the children attending.

Staff supported children with warmth, kindness and compassion and children responded with smiles and happy gestures. Very good use of communication strategies and tools supported children to make choices and to make their feelings known. This meant children were listened to and their opinions valued.

Effective systems and procedures were in place to support the safe administration of medication. Children with food intolerances and preferences were well catered for. This helped keep children safe and well.

Robust systems and procedures had been developed to safeguard and protect children. All staff had attended child protection training and their knowledge was regularly assessed to ensure they were competent. They were confident in GIRFEC (getting it right for every child), to help children feel loved, safe and respected. Any significant events in the child's wider world were recorded and reported to the relevant agencies if needed.

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Snack was a lovely, unhurried experience. The documents Setting the Table and Food Matters had been used successfully to improve the snack options and experience for the children. The involvement in the whole school working group to further improve the snack experience was ongoing. Ways forward included developing a rolling snack experience and more opportunities to develop the children's independence.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Changes to the nursery environment at Howes Road included increasing the size and scope of the playroom. The larger space allowed for children to move about and explore freely, helping more able children make informed choices. More space meant children were better supported when transitioning into specialised equipment, especially at drop off and at home time. As a result, they spent more time in the playroom with their friends and their play was less interrupted. Staff were able to move easily and support children with complex needs. This contributed to improved staff interactions with children who giggled, smiled and were engaged with activities.

Staff at the Howes Road setting had participated in outdoor training and had worked with professionals to develop the outdoor area. This helped their understanding of how to adapt the environment to meet the needs of additional support needs children and those using equipment Crates and pallets had been used creatively to introduce height, allowing children independent access to resources and suspended voiles and light weight fabrics supported sensory play. A wild garden area meant children were able to explore a natural environment, supporting their understanding of the world around them. Staff discussed how they hoped to develop the outdoor area further with more opportunities for sensory, imaginative and creative play.

The Ashgrove setting was attractive, welcoming and supportive to children's needs. Children enjoyed music resources, making sounds and dancing. The role play corner was well resourced with some real-life materials, enabling children to explore their emotions and learn through familiar play. Children were able to free flow between indoors and outdoors, supporting their health and well-being. The attractive garden provided opportunities for water play, movement and exploration.   This supported their physical skills and cognitive development.

The positive use of visiting specialists and other agencies contributed to good outcomes for children. Children responded very positively to light ,sound and music sessions and some children were supported to ride specialised bicycles in a safe environment. Robust risk

assessments had been completed for each child to identify possible hazards and help keep them safe.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff were very committed and motivated to do their very best for the children.   At Howes Road, the changes made after inspection, had resulted in a change of ethos. Staff felt more supported, valued and listened to, and changes to the environment meant they were more able to support play and look after the children. They were working together and as a result the outcomes for the children had improved.

Experienced and skilled staff knew the needs of the children well. Their interactions with the children were very kind, caring and animated. Exceptional practice during together times supported children to follow routines and contributed to children learning and having fun. The mix of skills in the staff team contributed to improved outcomes for children. Some staff were very skilled in caring for children with complex needs and had attended specialist training contributing to the children's safety and well-being.

The key worker system supported staff to form close attachments to children. They were responsible for updating children's personal plans, ensuring the information remained current and up to date. This meant children were cared for by staff who knew their needs well, helping children to feel safe and loved.

Staff had attended core training in first aid, food hygiene and child protection. As a result, they were confident in what to do in the event of a minor accident and how best to keep children safe when preparing food. Staff had a very good understanding of their responsibilities in relation to safeguarding children. This helped keep children safe and well.

Staff had been involved in self-evaluation to improve the nursery. They had a good knowledge of best practice documents and had used Building the Ambition when reviewing and making changes to the environment. As a result, the environment was more enabling and supportive to the needs of the children attending.

Staff were very keen to support improvement to the service. They were involved in various working groups such as improving food and nutrition and developing the new personal plan format. This led to an improved ethos with children at the heart of the provision.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The manager was hard working and dedicated to making improvements to the service and ensuring the well-being of the children. They had worked very closely with the Care Inspectorate and the local authority to bring about changes that had resulted in improvements in all areas of the provision. Their commitment and diligence had resulted in developing a team that worked well together. This helped ensure the children had the best possible experiences.

The recent recruitment of a senior practitioner at Howes Road had been very successful in providing support to the manager and ensuring the smooth running of the service. Staff told us they felt very clear about their roles and responsibilities and that they felt valued and listened to. This contributed to a very positive ethos with everyone working together.

The management team had worked very hard to establish robust safeguarding systems. This meant children were protected from harm and abuse.

A range of policies relevant to the service had been developed to support staff practice and inform parents. This helped keep children safe and well.

A quality assurance calendar provided the manager with a clear focus on priorities for development. These included undertaking focussed observations, 1-2-1 supervisions, time for feedback and reflections. Audits of medication, accidents and incidents and staff knowledge of child protection had been introduced. A plan for staff's continued professional learning further developed their knowledge and skills to ensure best possible outcomes for children. We discussed ensuring the already implemented quality assurance systems are fully embedded into practice to support sustained development of the service.

An improvement plan had been developed since the previous inspection based on the requirements and recommendations made. There was clear evidence of progress made and of improved outcomes for children. The manager was in the process of creating a new improvement plan with areas the service had identified themselves. We discussed using best practice documents and self-evaluation to help support the best possible experiences for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

To ensure children are safeguarded the provider must ensure the manager and staff have the skills, knowledge and experience necessary to protect children from harm, appropriate for the role in which they are employed. To achieve this, the provider must ensure:
a. The manager and staff are competent in and knowledgeable about national, local and the service's own child protection procedures and GIRFEC.

b. The manager and staff are competent in completing chronologies and use these to assess the level of risk to children and that any identified action is taken timeously.

c. Effective procedures to assess the manager and staff competency of child protection and GIRFEC are implemented and used on an ongoing basis.

Timescale - by 20 May 2019.

This ensures care and support is consistent with the Health and Social Care Standards which state "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities." (HSCS 3.20).

It also complies with Regulation 4 (1) (a) (Welfare of users), Regulation 7 (2) (c) (Fitness of managers) and Regulation 9 (2) (b) (Fitness of employees) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

The provider, manager and staff may find the following documents useful to support them in meeting this requirement:
https://hub.careinspectorate.com/media/109557/sg-national-child-protection-guidance.pdf
http://hub.careinspectorate.com/media/468617/practice-guide-to-chronologies-2017.pdf

This requirement was made on 3 July 2019.

Action taken on previous requirement
Robust systems and procedures had been developed to safeguard and protect children. All staff had attended child protection training and their knowledge was regularly assessed to ensure they were competent. They were confident in GIRFEC (getting it right for every child), to

help children feel loved, safe and respected. Any significant events in the child's wider world were recorded and reported to the relevant agencies if needed.

Met – within timescales

Requirement 2

To ensure children's health and wellbeing, the provider must ensure the environment is relaxing, peaceful and free from intrusive noise and that children have enough physical space to meet their needs by 20 May 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which states, "My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells. (HSCS 5.18) and "I have enough physical space to meet my needs and wishes." (5.20).

It also complies with Regulation 10 (2) (b) (Fitness of Premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

This requirement was made on 3 July 2019.

Action taken on previous requirement
Changes to the nursery environment at Howes Road included increasing the size and scope of the playroom. The nursery no longer shared the space with another class, and as a result it was a calmer and more peaceful environment. The larger space allowed for children to move about and explore freely, helping more able children make informed choices. More space meant children were better supported when transitioning into specialised equipment especially at drop off and at home time.

Met – within timescales

Requirement 3

To ensure children are kept safe and their health needs are met, the provider must ensure there are sufficient staff with a current paediatric first aid certificate working with each group of children at all times by 24 May 2019.

This ensures care and support is consistent with the Health and Social Care Standards which state "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

It also complies with Regulation 9 (2) (b) (Fitness of Employees) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

This requirement was made on 3 July 2019.

Action taken on previous requirement
Staff had attended core training in first aid. As a result, they were confident in what to do in the event of a minor accident

Met – within timescales

Requirement 4

To ensure children are kept safe, their wellbeing needs are met and they received high quality early learning and childcare, the provider must ensure they comply with their conditions of registration.

timescale - By 6 May 2018.

This ensures care and support is consistent with the Health and Social Care Standards which state "I use a service and organisation that are well led and managed." (HSCS 4.23)

It also complies with Section 64(1)(b) and (3) (Cancellation of Registration) of the Public Services Reform (Scotland) Act 2010.

This requirement was made on 3 July 2019.

Action taken on previous requirement
The provided fully complied with their conditions of registration. Immediatealy after inspection, regular sessions at Howes Road attended by the children from the Ashgrove setting were stopped.

Met – within timescales

Requirement 5

To ensure children receive high quality early learning and childcare, are kept safe and their wellbeing needs are met, the provider must:
- implement a robust and effective quality assurance process
- promote a culture of continuous improvement.

Timescale - By 20 August 2019.

This ensures that care and support is consistent with the Health and Social Care Standards which state "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19)

It also complies with Regulation 3 (Principals) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

This requirement was made on 3 July 2019.

Action taken on previous requirement
A quality assurance calendar provided the manager with a clear focus on priorities for development. These included undertaking focussed observations, 1-2-1 supervisions, time for feedback and reflections. Audits of medication, accidents and incidents and staff knowledge of child protection had been introduced. A plan for staff's continued professional learning further developed their knowledge and skills to ensure best possible outcomes for children. The manager should ensure already implemented quality assurance systems are fully embedded into practice to support sustained development of the service.

Met – within timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

To ensure children's health needs are met, the provider should ensure effective systems are in place to support the safe administration of medication.

This ensures that care and support is consistent with the Health and Social Care Standards which state" My care and support meets my needs and is right for me." (HSCS 1.19)

This recommendation was made on 3 July 2019.

Action taken on previous recommendation
Effective systems and procedures were in place to support the safe administration of medication. A reviewed policy provided detailed information to help keep children safe and well. New recording formats, storage facilities and systems for children taking medication into the service daily had been introduced. Children with food intolerances and preferences were well catered for. This helped keep children safe and well. Therefore, this recommendation had been met.

Recommendation 2

To support children's health and well being, the provider should ensure children are presented with healthy snacks and are provided with opportunities to be independent according to their stage of development.

This ensures that care and support is consistent with the Health and Social Care Standards which state, "I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning" (HSCS 1.33) and "I am empowered and enabled to be as independent and as in control of my life as I want and can be." (HSCS 2.2)

The guidance Setting the Table and Food Matters should be used to support this.
These can be found at: www.hubcareinspectorate.com

This recommendation was made on 3 July 2019.

Action taken on previous recommendation
Snack was a lovely, unhurried experience in both settings. The documents Setting the Table and Food Matters had been used successfully to improve the snack options and experience for the children. Most children were new to the setting and required support to feel comfortable and at ease during snack. Staff explained how they hoped to provide more opportunities for independence as the children grew in confidence. Therefore, this recommendation had been met.

Recommendation 3

To help keep children safe and well, the provider should ensure all blind cords are safely secured.

This ensures care and support is consistent with the Health and Social Care Standards which state, "My environment is safe and secure." (HSCS 5.17)

This recommendation was made on 3 July 2019.

Action taken on previous recommendation
All blind cords were safely fastened and secured to the window. Therefore, this recommendation had been met.

Recommendation 4

To ensure children are included and are supported to progress and achieve, the provider should ensure all children are able to access a range of experiences and resources which stimulate their curiosity, imagination and creativity.

This ensures that care and support is consistent with the Health and Social Care Standards which state that, " As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

This recommendation was made on 3 July 2019.

Action taken on previous recommendation
The increased space at the Howes Road setting, meant children were more able to access a range of resources that stimulated their curiosity, imagination and creativity. Children were able to access water and sand play, and the addition of a role play corner meant children were able to play together using familiar materials found in the home. The outdoor had undergone some development and crates and pallets had been used creatively to introduce height, allowing children independent access to resources. This recommendation had been met. Staff should continue to develop the environment to meet the individual needs, interests and preferences of the children.

Recommendation 5

To ensure children are having fun and are involved in stimulating activities and experiences that will support their learning the provider should ensure staff engage in positive and supportive interactions.

This ensures care and support is consistent with the Health and Social Care Standards which state "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

This recommendation was made on 3 July 2019.

Action taken on previous recommendation
Staff morale had significantly improved and they were more supportive of each other and worked well as a team. As a result, they were happier in their roles and more animated when communicating with the children. The increased space in the playroom meant that they were able to interact and play with children using equipment. The manager had introduced staff monitoring as part of quality assurance and was developing a professional learning programme to support staff's skills and knowledge. Therefore, this recommendation had been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
2 May 2019	Announced (short notice)	Care and support Environment Staffing Management and leadership	2 - Weak 2 - Weak 2 - Weak 2 - Weak
22 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
6 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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