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ABERDEEN
CITY COUNCIL

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

Town House,
ABERDEEN, 9 May 2019

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **THURSDAY, 16 MAY 2019 at 10.00 am**.

PLEASE NOTE THE CHANGE OF VENUE

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

1.1   There are no items of urgent business

DETERMINATION OF EXEMPT BUSINESS

2.1   There are no items of exempt business

DECLARATIONS OF INTEREST

3.1   Declarations of Interest (Pages 5 - 6)

DEPUTATIONS

4.1   There are none at this time

MINUTES OF PREVIOUS MEETINGS

5.1   Minute of Previous Meeting of 14 March 2019 (Pages 7 - 10)

NOTICES OF MOTION

6.1   There are none at this time

COMMITTEE PLANNER

7.1   Committee Business Planner (Pages 11 - 14)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

8.1   There are none at this time

PERFORMANCE

9.1   Annual Committee Effectiveness Report - GOV/19/237 (Pages 15 - 34)

9.2   Educational Improvement Journey - OPE/19/251 (Pages 35 - 64)

GENERAL BUSINESS

10.1   School Holiday Pattern - OPE/19/254 (Pages 65 - 90)

10.2   Lochside Academy - Transport and Safe Routes to School - Annual Update 2019 - PLA/19/235 (Pages 91 - 100)

10.3   Free School Meals - OPE/19/250 (Pages 101 - 122)

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, 14 March 2019. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. <u>Present</u>:- Councillor Wheeler, <u>Convener</u>; Councillor Malik, <u>Vice-Convener</u>; and Councillors Al-Samarai, Bell (as substitute for Councillor Lesley Dunbar), Boulton (as substitute for Councillor Jennifer Stewart, the Depute Provost), Donnelly, Flynn (as substitute for Councillor Catriona Mackenzie), Greig, Henrickson, Imrie, Macdonald, McLellan and Nicoll. <u>External Members</u>:- Mrs Stephanie Brock (Third Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Anthony Rafferty (Parent Representative (Secondary Schools)) 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.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 17 January 2019 for approval.

<u>The Committee resolved</u>:-
(i) in respect of article 3 (Committee Business Planner), to note that Councillor Jennifer Stewart's name had been omitted from the list of Members who were included in the seven who had voted for the amendment;
(ii) in relation to article 5 (Lochside Academy – Road Safety Update) to request that the report which was to be submitted to the Operational Delivery Committee later in the day be circulated to the External Members for information; and
(iii) to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

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

<u>The Committee resolved</u>:-
(i) in respect of item 12 (St Peter's Long-Term Educational Provision), to request that officers circulate information to Members on the budget process in respect of St Peter's, to include detail of the timing of any approvals at other committees; and

EDUCATION OPERATIONAL DELIVERY COMMITTEE
14 March 2019

(ii)   to otherwise note the updates provided.

SCHOOL ESTATES REVIEW SCOPING REPORT - RES/19/199

4.   With reference to article 3 of the minute of its previous meeting, the Committee had before it a report by the Director of Resources which set out the intended scope, aims and principles of the planned 2019 School Estate Strategy document; and also sought approval of proposed updated primary school capacity figures.

The report recommended:-
that Committee –
(a)   notes the planned scope, aims and principles and findings so far from the development of the 2019 School Estate Strategy, which would be presented to Committee for approval in September 2019; and
(b)   approves the adoption of revised pupil capacity figures for primary schools in Aberdeen, as detailed at Appendix 1 to the report, with the revised figures to be used in the next and all future editions of Aberdeen City Council's school roll forecasts, in order to inform the further development of the School Estate Strategy.

The Convener, seconded by Councillor Greig, moved:-

That Committee –
(a)   approves recommendation 2.1 as set out in the report; and
(b)   notes the revised pupil capacity figures that replaced those previously approved by Committee.

Councillor Al-Samarai, seconded by Councillor McLellan, moved as an amendment:-

That Committee –
(a)   regrets the decision taken at the Council Meeting of 5 March 2019 to remove the cap on Primary 1 class sizes;
(b)   notes the planned scope, aims, principles and findings so far from the development of the 2019 School Estate Strategy;
(c)   prior to approving the revised pupil capacity in Primary Schools, instructs the Chief Officer – Corporate Landlord to report back to the Committee within the next Committee Cycle on:-
     a.   the current class room and general-purpose capacity respectively in each of the Schools together with the planning capacity and anticipated working capacity;
     b.   the anticipated school rolls for the next 5 years for the Primary School Estate;
     c.   the schools which presently have additional temporary accommodation in place to deliver educational provision, including a list of schools which may require additional temporary accommodation and of schools which may

EDUCATION OPERATIONAL DELIVERY COMMITTEE
14 March 2019

need temporary accommodation as result of school roll forecast, together with any proposed alternative to such a provision; and

d. the impact of any delay in building new educational provision on existing school roll forecasts, noting that no reference has been made to educational provision as part of the zoning provisions at Countesswells or Grandholme or the new school provisions for Tillydrone, Torry and Milltimber and the proposed relocation of St Peters RC School.

On a division, there voted:- for the motion (10) – the Convener; the Vice Convener; Councillors Bell, Boulton, Donnelly, Greig, Imrie and Macdonald; and Mrs Stephanie Brock and Mr Anthony Rafferty; for the amendment (7) – Councillors Al-Samarai, Flynn, Henrickson, McLellan and Nicoll; and Mr John Murray and Miss Pamela Scott.

The Committee resolved:-
(i) to note the planned scope, aims and principles and findings so far from the development of the 2019 School Estate Strategy which will be presented to Committee for approval in September 2019; and
(ii) to note the revised pupil capacity figures for primary schools as detailed at Appendix 1 of the report which replaced those previously approved by Committee.

COMMITTEE MEMBERSHIP

5. The Convener advised Members that Reverend Hutton Steel had tendered his resignation from the Committee and that information was awaited from the Church of Scotland as to his replacement. The Convener thanked Reverend Steel for his valid contributions at Committee and added that he had enjoyed working with him. He sought agreement from Committee to write to Reverend Steel on their behalf to express their thanks.

Finally, the Convener advised that at the recent Council meeting it had been agreed that Councillor Malik would replace Councillor Lesley Dunbar as Vice Convener of the Committee. The Convener expressed his gratitude to Councillor Dunbar for her support during her tenure as Vice Convener.
- **COUNCILLOR JOHN WHEELER, <u>Convener</u>**

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	A	B	C	D	E	F	G	H	I
1	**EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER** The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	**Report Title**	**Minute Reference/Committee Decision or Purpose of Report**	**Update**		**Chief Officer**	**Directorate**	**Terms of Reference**	**Delayed or Recommended for removal or transfer, enter either D, R, or T**	**Explanation if delayed, removed or transferred**
3	**16 May 2019**								
4	Educational Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Deivery 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.		Reyna Stewart	Business Intelligence and Performance Management	Commissioning	Purpose 1 and 3		
5	School Holiday Pattern	To provide Committee with feedback from the consultation and to provide a recommendation on the school holiday pattern (school sessions 2020-21 to 2024-25)		Derek Samson	Integrated Children's and Family Services	Operations	Purpose 1 / Remit 5		
6	Lochside Academy – Transport and Safe Routes to School – Annual Update 2019	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year). EOD Committee - 19/04/18 - The Committee resolved to request that officers look to report back to Committee in April 2019 as previously agreed, rather than August 2019 as outlined in the planner. EOD Committee - 17/01/19 - The Committee resolved to instruct the Chief Officer Operations and Protective Services to undertake a survey of children crossing Wellington Road at lunchtime and outwith school hours and to bring a report back in May 2019 detailing any necessary measures to improve road safety, with the report to include the ongoing work being undertaken by the school in respect of road safety education.		Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations	Place / Operations	Purpose 1		
7	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Rob Polkinghorne	Operations	Operations	GD 7.4		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
8	Free School Meals	(1) FP&R Committee 01/02/18 - To instruct the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme to supply free school meals during school holidays. (2) EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year.		(1) Neil Carnegie (2) Caroline Johnstone	(1) Early Intervention and Community Empowerment (2) Integrated Children's and Family Services	Operations	Purpose 1		
9			**14 September 2019**						
10	St Peter's Long-Term Educational Provision	EOD Committee 06/11/18 - (i) to note the options as outlined in the appended Business Case in exempt Appendix 1; (ii) to agree to consult on the proposal to relocate St Peter's RC School to the current Riverbank School building which relocation will take place once the new Riverbank replacement primary school becomes operational; (iii) subject to approval of recommendation 2.2 above, to note that the Chief Officer – Integrated Children's and Family Services shall carry out the consultation process required by the Schools (Consultation) (Scotland) Act 2010; (iv)subject to approval of recommendation 2.3 above, instructs the Chief Operating Officer to submit the proposal to change the site of St Peter's RC School in terms of the above to the Scottish Ministers for their consent in accordance with section 22D of the Education (Scotland) Act 1980; and (v) to refer the proposals for improving the Riverbank School building to the budget process.	To report back on outcome of statutory consultation in September 2019.	Maria Thies	Corporate Landlord	Resources	5		
11	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.	Delayed from January 2019 - further work is required to complete the review	Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 3.1, 5 and 6		
12	Pupil Equity Fund	EOD Committee 06/11/18 - The Committee resolved to request that the item remain on the business planner and to note that officers would bring a report to Committee in September 2019 with a review of the full year spend.		Caroline Johnstone	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**
13	ACC National Improvement Framework Plan	EOD Committee 06/09/18 - The Committee resolved to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the ACC National Improvement Framework Plan through a service update in January 2019 and formally report on progress in September 2019.			Eleanor Sheppard	Integrated Children's and Family Services	Operations	Purpose 1		
14			**12 November 2019**							
15	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		
16	Out of Authority 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 - exact wording of purpose of report to be confirmed			Graeme Simpson	Integrated Children's and Family Services	Operations	TBC		
17	Inclusion Review	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.			Graeme Simpson	Integrated Children's and Family Services	Operations	TBC		
18	Educational Improvement Journey - Key Performance Indicator 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.			Reyna Stewart	Business Intelligence and Performance Management	Commissioning	3.1, 3.2 and 6		
19			**2020 onwards**							
20	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.	To be reported April 2020 TBC			Integrated Children's and Family Services	Operations	Purpose 1		
21										
22										
23										

Page 14

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 May 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Education Operational Delivery Committee Annual Effectiveness Report
REPORT NUMBER	GOV/19/237
DIRECTOR	Rob Polkinghorne
REPORT AUTHOR	Stephanie Dunsmuir
TERMS OF REFERENCE	GD 7.5

1. **PURPOSE OF REPORT**

1.1 The purpose of this report is to present the annual report of the Education Operational Delivery Committee.

2. **RECOMMENDATION**

That Committee:-

2.1 note the annual report.

3. **BACKGROUND**

Annual Reports on Committee Terms of Reference

3.1 The Governance Review of 2017/18 was initiated as part of the Council's work with the Chartered Institute of Public Finance and Accountancy (CIPFA) and the aim to secure that organisation's accreditation in governance excellence. As part of CIPFA's interim assessment of the Council's governance arrangements, CIPFA recommended that each Committee should annually review its effectiveness, including its information and reporting needs, to help ensure that it is following its Terms of Reference, is operating effectively and to identify any training needs or improvements to the Council's decision-making structures. When approving the new Terms of Reference in March 2018, the Council agreed that each Committee would be required to review their own effectiveness against their Terms of Reference through an annual report and approved the proposed template for those reports.

3.2   CIPFA reviewed the approved template and in general terms stated:

A committee effectiveness report has the potential to support the improvement journey by accounting for the ways that committees support a quality improvement culture with quality assurance of services and feedback loops. A template that goes beyond tick box and more clearly offers the opportunity to address some current and historic issues and, importantly give a clear signal that good governance is taken seriously. It could therefore provide support to a number of the developments that Aberdeen City Council seeks in its journey towards achieving the excellence in governance mark.

3.3   The first annual report for 2018/2019 is appended for the Committee's consideration. Following consideration by the Committee, the report will be submitted to Council on 24 June 2019 for noting.

4.   FINANCIAL IMPLICATIONS

4.1   There are no direct financial consequences from the recommendation.

5.   LEGAL IMPLICATIONS

5.1   There are no direct legal implications arising from the recommendation of this report.

6.   MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	None	N/A	N/A
Legal	None	N/A	N/A
Employee	None	N/A	N/A
Customer	None	N/A	N/A
Environment	None	N/A	N/A
Technology	None	N/A	N/A
Reputational	None	N/A	N/A

7.   OUTCOMES

Design Principles of Target Operating Model	
	Impact of Report
Organisational Design	The report reflects recognition of the process of organisational design and provides assurance through scrutiny of committee effectiveness. The review of the Committee will support the redesign of the organisation and ensure that the Committee discharges its role in accordance with the Scheme of Governance.
Governance	The committee effectiveness report enhances transparency and understanding of the Committee as well as help to address any areas for improvement.

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

10.1   Education Operational Delivery Committee Annual Effectiveness Report 6 March 2018 to 29 April 2019.

11.   REPORT AUTHOR CONTACT DETAILS

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Education Operational Delivery Committee Annual Effectiveness Report

ABERDEEN
CITY COUNCIL

Contents

1. INTRODUCTION

1.1   I am pleased to present the first annual effectiveness report for the Education Operational Delivery Committee. As Members will be aware, as part of their interim assessment of the Council's governance arrangements in 2016, CIPFA recommended that Committees review the extent to which they had operated within their Terms of Reference, through an annual report. This has been an aspiration for some time, representing good practice in governance terms and evidencing the Council's progress towards achieving CIPFA accreditation and I am glad to see the first report for the Education Operational Delivery Committee presented.

1.2   This first annual report is a good mechanism for the Committee to support the Council's improvement journey by demonstrating the ways that the Committee supports the principles of the Target Operating Model and contributes to the Local Outcome Improvement Plan, whilst also providing the opportunity to reflect on the business of the Committee over the past year and to look to the Committee's focus for the year ahead.

1.3   Throughout the first year, the Committee has worked collectively to approve and monitor the in-house delivery of educational services, scrutinise performance and make improvements to those services. In addition, the Committee has helped to ensure improvement to the Council's public performance recording data, in line with outcomes and intentions set.

1.4   Officers have supported the Committee's external members through hosting regular briefing sessions which have focused on topics of interest suggested by the external members. The sessions also enable external members to ask officers questions about any aspect of education along with seeking clarity on reports within the committee business planner. This approach has strengthened the role of external members and encouraged scrutiny through questioning at Committee.

Councillor John Wheeler
Convener, Education Operational Delivery Committee

2. THE ROLE OF THE COMMITTEE

2.1   The role of the Committee is to approve and monitor the in-house delivery of internal educational services, scrutinise performance and make improvements to those services and to ensure improvement to the Council's Public Performance Recording data, in line with outcomes and intentions set, for educational services.

2.2   The previous Terms of Reference for the Committee as approved by Council on 5 March 2018 are appended to the report.

3. MEMBERSHIP OF THE COMMITTEE DURING 2018/2019

3.1   The Education Operational Delivery Committee has 13 Elected Members and 7 External Members and the composition is presented below. The 7 External Members are 1 Church of Scotland representative, 1 Roman Catholic representative, 1 Third Religious representative, 2 Teacher representatives and 2 Parent representatives.
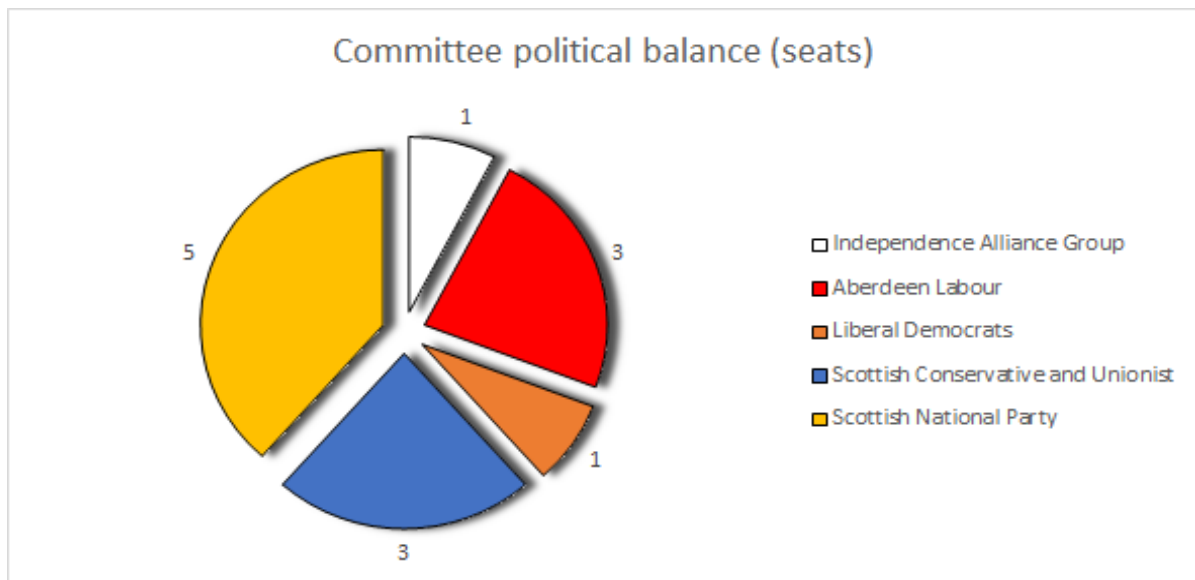
4. MEMBERSHIP CHANGES

4.1 Councillor Lesley Dunbar was Vice Convener to the Committee from its inception in March 2018 to February 2019. At its meeting of 4 March 2019, Council appointed Councillor Malik as Vice Convener to the Committee. Reverend Hutton Steel resigned as Church of Scotland representative in February 2019, and details of his replacement are awaited.

5. MEMBER ATTENDANCE

Member	Total Anticipated Attendances	Total Attendances	Nominated Substitute
Councillor Wheeler	6	4	2 – Councillors Houghton and Lumsden
Councillor Lesley Dunbar	6	5	1 – Councillor Bell
Councillor Al-Samarai	6	6	
Councillor Donnelly	6	5	1 – Councillor Duncan
Councillor Greig	6	6	
Councillor Henrickson	6	6	
Councillor Imrie	6	5	1 – Councillor Hunt
Councillor Macdonald	6	6	
Councillor Catriona Mackenzie	6	5	1 – Councillor Flynn
Councillor Malik	6	6	
Councillor McLellan	6	6	
Councillor Nicoll	6	6	
Councillor Jennifer Stewart	6	5	1 – Councillor Boulton
Mrs Stephanie Brock	6	6	
Mrs Louise Bruce	6	5	
Mr John Murray	6	6	
Mr Colm O'Riordan	6	5	1 – Mr Tony Rafferty
Mr Mike Paul	6	3	
Miss Pamela Scott	6	6	
Reverend Hutton Steel	5	4	

6. MEETING CONTENT

6.1 During the 2018/2019 reporting period (6 March 2018 to 29 April 2019), the Committee had 6 meetings and considered a total of 18 reports.

6.2 **Terms of Reference**

Of the 18 reports received the following table details how the reports aligned to the Terms of Reference for the Committee.

4

Terms of Reference

Category	Value
General Delegations To Committees - 7.4	1
Remit - 6	3
Remit - 5	2
Remit - 4	6
Remit - 3	2
Remit - 1.3	1
Remit - 1.2	5
Remit - 1.1	12
Purpose of Committee 1	5

(x-axis: 0, 2, 4, 6, 8, 10, 12, 14)
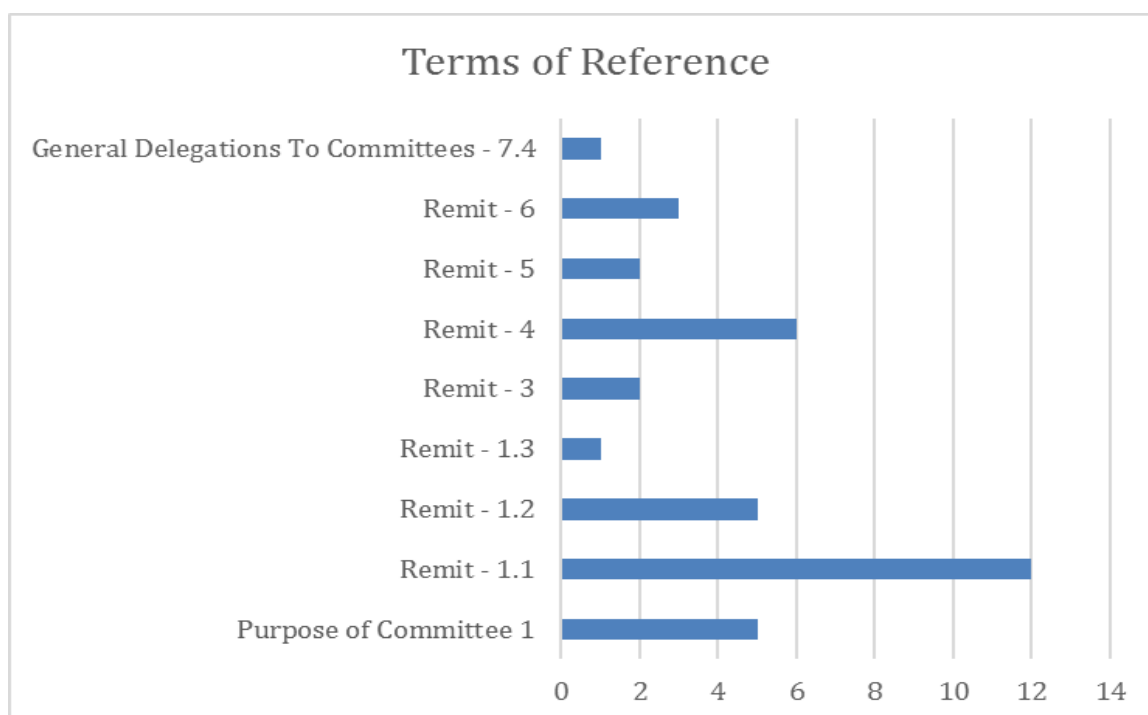
6.3　The majority of the sections of the Committee's Terms of Reference were discharged throughout the course of the reporting period. This would indicate that the Committee has discharged its role as determined by Council.

6.4　There have been no reports under Remit 2 (Provide evidence to the Strategic Commissioning Committee, as requested, on the contribution of in-house services to outcomes) as there have not yet been any requests for this information from the Strategic Commissioning Committee.

6.5　The majority of reports have fallen under Remit 1.1 (Holds the organisation to account for the performance of all in-house services – in a manner which places the customer first and ensures the expected contribution to outcomes). This is to be expected from a Committee where the remit is to oversee the delivery of internal educational services to customers.

6.6 Local Outcome Improvement Plan

The following table details of the 18 reports how many had a link to the themes of the Local Outcome Improvement Plan.

Local Outcome Improvement Plan Category

9

15

8

17

- Economy
- People
- Place
- Tech
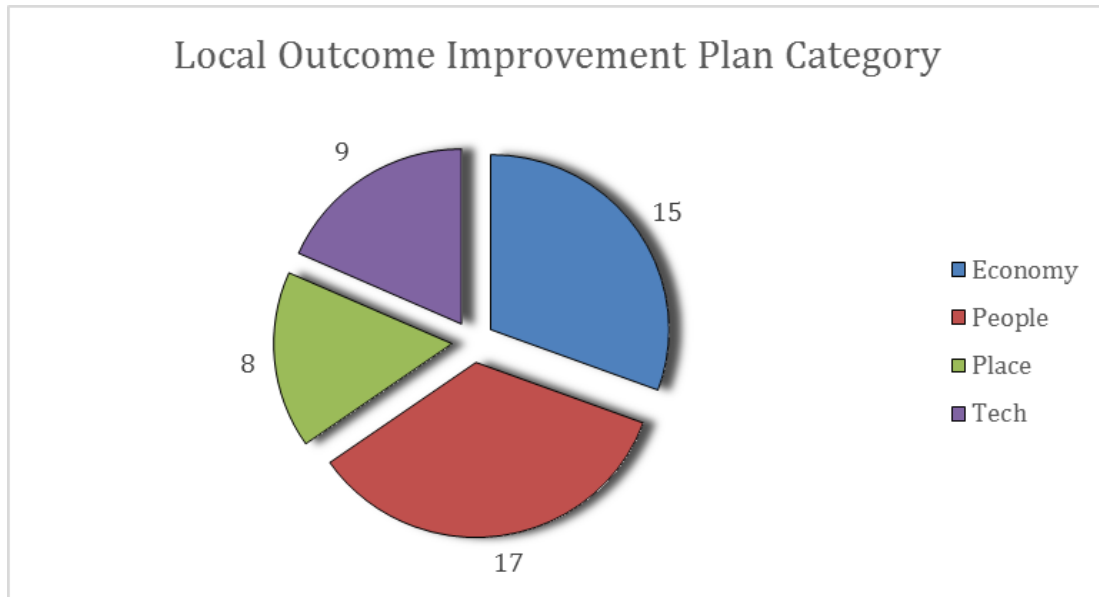
6.7   Reports and Committee Decisions

The following table details the outcome of the Committee's consideration of the 18 reports presented to it throughout the year.

	Total	% Total Reports
Number of confidential reports	0	0.0%
Number of exempt reports	1	5.6%
Number of reports where the Committee has amended officer recommendations	5	27.8%
Number and percentage of reports approved unanimously	16	88.9%
Number of reports requested by members during the consideration of another report to provide additional assurance and not in forward planner	4	N/A
Number of service updates requested by members during the consideration of another report to provide additional assurance and not in forward planner	0	N/A
Number of decisions delayed for further information	0	0.0%
Number of times the Convener has had to remind Members about acceptable behaviour and the ethical values of Public Life	1	N/A
Number of late reports received by the Committee	1	5.6%
Number of referrals to Council, or other Committees in terms of Standing Order 33.1	0	0.0%

6.8   Notices of Motion, Suspension of Standing Orders, Interface with the Public

	Total
Number of notices of motion	1
Number of times Standing Orders were suspended and the specific Standing Orders suspended	0
Standing order number (ref)	N/A
Number of deputations or other indicators of interface with the public, i.e. engagement and social media.	1 deputation
Number of petitions considered	0
Number of Members attending meetings of the committee as observers	22
Number of Meetings held by the Convener with other Conveners, relevant parties, to discuss joint working and key issues being raised at other Committee meetings	Weekly meetings with Chief Operating Officer and Director of Customer Services Weekly meetings with Conveners of Strategic Commissioning Committee and City Growth and Resources Committees Monthly meetings with Chief Officer – Integrated Children's and Family Services and Chief Education Officer Monthly meetings with all relevant Chief Officers

7. TRAINING REQUIREMENTS

7.1   The following specific Scheme of Governance training which is related to the operation of all Committees was provided to Members:-
   - Effective Decision Making on 23, 27 and 28 March 2018
   - Financial and Procurement Regulations on 23 and 29 March 2018

7.2   Training on the Councillors' Code of Conduct was provided to Elected Members in January and February 2018.

7.3   Throughout the course of 2018-2019 there have been briefing sessions for Members on Sistema; Early Learning and Childcare; and the Pupil Equity Fund.

7.4 External Members have also been provided with separate briefing and training sessions, to ensure that they have the detailed knowledge in respect of the Local Outcome Improvement Plan and the Council's budget position when receiving reports for the Committee. They have briefing sessions with officers prior to each Committee to provide them with the opportunity to discuss the upcoming agenda.

7.5 The above opportunities provide valuable insights into relevant business areas to aid scrutiny of Committee business. Further development opportunities will be developed for 2019 – 2020 based on Committee business and officer proposals; and Member feedback.

8. CODE OF CONDUCT – DECLARATIONS OF INTEREST

8.1 1 declaration of interest was made by a Councillor during the reporting period. Information in respect of declarations of interest is measured to evidence awareness of the requirements to adhere to the Councillors' Code of Conduct and the responsibility to ensure fair decision-making.

9. CIVIC ENGAGEMENT

9.1 During the course of the year, there has been statutory consultation with the public in respect of proposed changes to the school holidays, and the proposals in relation to St Peter's RC School. The results of this will inform the reports due back to Committee later in the year.

9.2 The recently established School Estate Strategy Working Group will involve a number of Head Teachers, Elected Members and an External Member. This Working Group will contribute to the development of the School Estate Strategy, through scrutinising the data to help refine and present detailed options within the final strategy document to be presented to Committee in September. The Schools (Consultation) (Scotland) Act 2010 requires local authorities to consult communities and stakeholders on proposed changes to schools, and therefore stakeholders will be invited and encouraged to comment on the options for developing the school estate which will be contained in the School Estate Strategy. Following presentation to Committee in September, there will be an initial round of informal stakeholder engagement to help scope out and develop the options within the document to help assess the extent to which options meet community needs, followed by formal statutory consultation where required. There will then be ongoing review of the document, during which there will be engagement and work undertaken with local communities.

9.3 The External Members appointed to the Committee also ensure that there is representation on the Committee for parents, teachers and religious organisations, which ensures that those sections of the community have an avenue into the decision-making process.

9.4 In addition to the civic involvement outlined above, officers will continue to seek opportunities for civic engagement.

10. OFFICER SUPPORT TO THE COMMITTEE

Officer	Total Anticipated Attendances	Total Attendances	Substitute Attendances
Director - Customer	6	6	0
Chief Operating Officer	6	6	0
Chief Officer - Integrated Children's & Family Services	6	6	0
Chief Education Officer	6	6	0
Legal Services	6	6	0
Finance	6	6	0

11. EXECUTIVE LEAD'S COMMENTS

11.1   One of the Council's transformation projects is to deliver the CIPFA Mark of Excellence in Good Governance. As part of this project, CIPFA recommended that each Committee should annually review its effectiveness, including its information reporting needs, to help ensure that each Committee was following its Terms of Reference; operating effectively; and would assist in identifying any training needs or improvements to the Council's decision-making structures.

11.2   It can be seen from the statistics in the annual report that no decisions required to be delayed and the vast majority of business was approved or noted unanimously.   Nearly all business was able to be considered in public, which assists in maintaining transparency in the democratic process, with only one exempt report which contained information in respect of the estimated expenditure on contracts. There was also an exempt appendix in respect of St Peter's RC School, however the report itself was taken in public session.

11.3   Only minor changes were made to the Committee Terms of Reference when they were presented to Council in March 2019.

11.4   It is noted that a number of motions and amendments are submitted on the day of the committee and in some instances very shortly before the start time of committee. During the course of 2019/2020 the Executive Lead may seek short adjournments to enable robust consideration by officers of such motions and amendments. This will help to further enhance the decision-making process for Elected Members by ensuring they are able to make fully informed decisions.

12. NEXT YEAR'S FOCUS

12.1 Council on 4 March 2019 approved new Terms of Reference and a further review will be reported to Council in March 2020. Throughout the next reporting year, we will review the Terms of Reference in line with the business submitted to the Committee and reflect on whether any areas require refinement moving forward to ensure the efficient operation of the Committee.

12.2 Areas of focus from the Business Planner: The main areas of business for the Committee over the next year will be the School Estate Strategy Review; and the outcome of the statutory consultation in respect of St Peter's RC School. There is also ongoing work on the performance data reported to Committee. There will also be updates on key areas of business considered by the Committee in 2018/19.

12.3 In order to achieve a balanced budget, Council took a number of financial decisions at their meeting held in March 2019. This included discussing a range of budget options and agreeing to make £1.019m financial savings within Education. These savings relate to the following areas: transport to the Gaelic unit, administrative support, primary one class size, education support provision, educational psychology, operating model for school technicians and librarians and transport for pupils choosing to attend out of zone schools.

12.4 There are two political priorities: uptake of free school meals; and UNICEF Child Friendly accreditation. The Chief Education Officer fulfils the role of project sponsor and is supported by a project manager. Throughout the year the Committee will receive service updates to ensure progress is communicated.

**Previous Version of Education Operational Delivery Committee Terms of Reference
Approved by Council on 5 March 2018**

EDUCATION OPERATIONAL DELIVERY COMMITTEE

PURPOSE OF COMMITTEE

To oversee the delivery of internal Educational services to customers, scrutinise performance and make improvements to those services.

To ensure improvement to the Council's Public Performance Recording data for Educational services.

REMIT OF COMMITTEE

The Committee will, for internal Educational services:-

1. hold the organisation to account for the performance of all in house services. It will oversee the delivery of all in house services in all areas in line with the outcomes set by the Strategic Commissioning Committee and improve results for Public Performance Recording by scrutinising Key Performance Indicators and rigorous performance management and ensuring that this:-
   1.1 is done in a manner which places the customer first and ensures the expected contribution to outcomes;

   1.2 improves the Council's position in national tables; and

   1.3 adheres to financial targets.

2. provide evidence to the Strategic Commissioning Committee, as requested, on the contribution of in-house services to outcomes;
3. approve improvements to operational delivery where officers do not have the power to do so;
4. oversee health and safety obligations to customers and citizens in the operational delivery of services;
5. explore options for transforming the service delivery model; and
6. note proposed peer reviews and inspections within the Local Area Network plan for the cycle.

JOINT WORKING WITH OTHER COMMITTEES:

The Committee will maintain an awareness of key issues arising through the work of other committees of the Council, through lead officers, conveners and vice conveners working together, and attending other committees as observers. Specifically:-

The Strategic Commissioning Committee and the Operational Delivery Committee will cooperate to ensure that the internally commissioned services have clear service specifications, identifying contribution to the LOIP outcomes and that sufficient funding is available to deliver the service specification.

The Strategic Commissioning Committee will cooperate with the Strategic Transformation Committee on opportunities to transform service delivery; and

The Operational Delivery Committee in view of the shared remit for improving the delivery of internal services to customers.

JOINT WORKING WITH NON-COUNCIL BODIES:

Officers work closely with Internal Auditors, a service contracted from Aberdeenshire Council, and with external providers of assurance such as External Audit, Audit Scotland and external examining bodies. In addition, officers will work with local representative bodies such as the Disability Equity Partnership and the Aberdeen City Youth Council to understand how effectively services are being delivered to customers and how they can be improved.

EXTERNAL MEMBERSHIP

The Committee's membership will include seven persons with voting rights who are members for education items of business only (which will be identified clearly on the agenda) and who are not members of the Council. The seven external members will be appointed by the Council at its statutory meeting (or other meeting as appropriate) as follows:-

1. three persons representing religious bodies in accordance with the requirements of Section 124 (4) of the Local Government (Scotland) Act 1973, being:

    1.1 one representative of the Church of Scotland nominated in such manner as may be determined by the General Assembly of that church;

    1.2 one representative of the Roman Catholic Church nominated in such manner as may be determined by the Scottish Hierarchy of that church; and

    1.3 one other person appointed by the Council having regard:

        1.3.1 to the comparative strength within the City of Aberdeen of all the churches and denominational bodies having duly constituted charges regularly appointed places of worship there; and

        1.3.2 the representation provided for in (i) and (ii) above;

2. in accordance with the discretion conferred by Section 124 (3) of the Local Government (Scotland) Act 1973:

    2.1 two teachers employed in educational establishments managed by the Council nominated by Teachers' Consultative Forum, comprising one representative from primary and special needs, including nursery, and one representative from secondary; and

    2.2 two parent representatives, selected by Aberdeen City Parent Council Forum from within its own membership, comprising one representative from primary and special needs, including nursery, and one representative from secondary.

Education items are matters reported to the Operational Delivery Committee which relate to advising on or discharging the Council's functions as education authority which are under the responsibility of the Chief Officer of Integrated Children's and Family Services and the Corporate Landlord.

Executive Lead: Chief Operating Officer and the Director of Customer Services
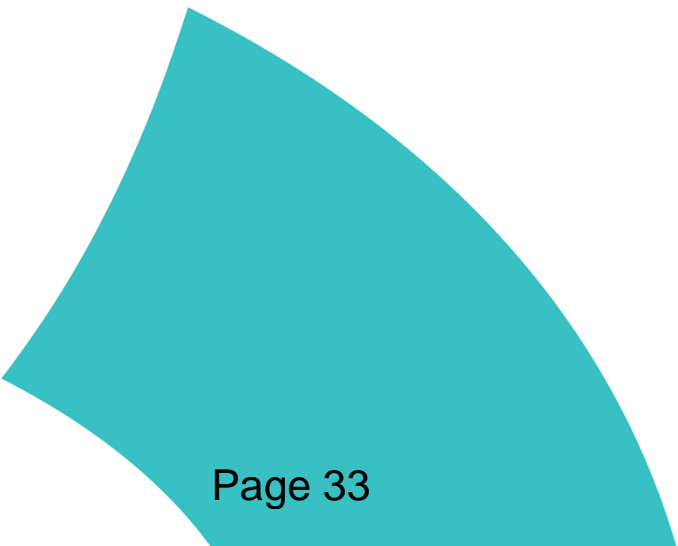
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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 May 2019
REPORT TITLE	Education Improvement Journey
EXEMPT	No
CONFIDENTIAL	No
REPORT NUMBER	OPE/19/251
DIRECTOR	Rob Polkinghorne
REPORT AUTHOR	Eleanor Sheppard and Reyna Stewart
TERMS OF REFERENCE	Purpose 1 and 3

1.   PURPOSE OF REPORT

1.1   On the 16th April 2018 the Education Operational Delivery Committee instructed the Chief Operating Officer to track education service progress against agreed KPIs and provide a yearly report to the Education Operational Delivery Committee. In addition, the Committee asked for an interim 6 monthly progress report to give an indication of mid-year improvement activity.

1.2   On the 6th November 2018 the Education Operational Delivery Committee was presented with the yearly performance data requested at the April meeting. The Committee asked that more detailed analysis of the data be presented in future reports alongside clear resultant actions. The purpose of this Committee report is to satisfy the request for a mid-year report and more detailed analysis of findings and necessary resultant actions.

2.   RECOMMENDATION

That Committee:-

2.1   Note the progress made in delivering on the improvements outlined in the Aberdeen City National Improvement Framework Plan 2018/2019;

2.2   Note the analysis of attainment data contained within Appendix A; and

2.3   Instruct the Chief Operating Officer to continue to track progress in order to fully evaluate the impact of the National Improvement Framework Plan 2018/2019 and report full findings, alongside an updated National Improvement Framework Plan to this Committee in September 2019.

3.1.1 BACKGROUND / MAIN ISSUES

3.1.2 The Aberdeen City National Improvement Framework (NIF) Plan 2018/2019 was approved by the Education Operational Delivery Committee in September 2018. The plan has guided the work of the education service since approval.

3.1.3 The NIF has l local priority and 4 priorities in keeping with national guidance and local circumstance:
- Local Priority – Leadership of Change
- National Priority 1 – Raising Attainment
- National Priority 2 – Closing the Gap
- National Priority 3 – Health and Wellbeing
- National Priority 4 – Employability and positive and sustained school destination

3.2.1 LEADERSHIP OF CHANGE

3.2.2 Scottish Education is in a period of transformational change as we work towards an empowered system. This national shift requires that Aberdeen City Council carefully consider how best to equip our education system with the knowledge, understanding and skills required to respond. The Aberdeen City National Improvement Framework Plan identified 4 primary drivers for change:
- Capability and capacity of the central team
- Collaboration at strategic and local level
- Engagement of parents and carers in improvement
- Pupil participation in strategic decision making

3.2.3 Considerable work has been undertaken to develop the capability and capacity of the central team and school leaders and this starts with a shared understanding of the standards expected. A working group of Head teachers and central officers was established to devise a new quality assurance and improvement model focussed on fostering a clearer understanding of expected standards. The model introduces more rigorous quality assurance arrangements linked to the How Good Is Our School Quality Framework and makes use of the expertise in our schools to enhance the rigour of Quality Assurance visits and to also utilise QA visits as a professional learning opportunity for senior and middle leaders in other schools. The new model will provide greater assurance that statutory duties are being complied with and a better mechanism to assess the quality of curricular offering to our children and young people. The design of the model is in its final stages and will be launched fully from August 2019 following a period of testing from May. The quality of the framework is testament to the positive engagement of the working group of head teachers and central officers and really highlights the value of more collaborative and collective working practices. The impact will be closely monitored to inform any necessary changes as it is crucial that we develop a shared language and understanding of what excellence looks like.

3.2.4 A leadership framework to support the development of current and future leaders is currently under development in partnership with Organisational Development. This framework will help develop the capacity of middle, senior and future leaders and

help address some of our workforce challenges. Closer links have been established with The General Teaching Council for Scotland (GTCS) and with the Scottish College for Educational Leadership (SCEL) so that we can increase local uptake in SCEL events. These close partnerships will ensure that our plans fully reflect national expectations and take advantage of leadership development opportunities already widely available at no or low cost to the Council.

3.2.5   The Service are in the process of shaping a high quality 5 year Professional Learning offer. The offer will provide quality over quantity and will ensure that resource is invested in addressing the vulnerabilities identified in our current system to support the delivery of excellence. Officers will ensure that the impact of this investment is carefully tracked so that a responsive plan is implemented.

3.2.6   It is important that investment in professional learning impacts on classroom practice. Work has already been undertaken to focus the content of head teacher events more keenly on the National Improvement Framework and this tightening of agendas has been welcomed by head teachers. The frequency and agendas for Associated School Group meetings are currently being reviewed to ensure consistency of message. Officers and head teacher colleagues are scoping how these key messages could be best translated into classroom practice through school staff meetings and teacher learning communities.

3.2.7   A sound understanding of performance is central to school improvement and our schools are becoming increasingly data literate. The sheer quantity of data available to us can present challenges and steps are being taken to develop a dashboard with highlights to guide interventions. Officers need to have detailed understanding of performance of individual schools during quality assurance visits and have agreed a secondary report structure which is currently being replicated for all primary schools. Thorough oversight, coupled with a focus on supporting schools to effectively self-evaluate, will support improvement whilst enabling the central team to better respond the emerging trends.

3.2.8   A communication strategy is currently being developed in collaboration with all stakeholders as the volume of communications can present challenges to colleagues in schools. The strategy will make use of digital where appropriate in order to modernise and streamline our approaches and reduce the quantity of communications being sent to head teachers. A more streamlined approach has been tested over this session and this will now be digitised more fully as head teachers report positive impact.

3.2.9   The central education team structure has been revised to develop a more cohesive central team with shared agendas, this included developing a proposed new structure for consultation and then disestablishing old posts to be able to recruit to new ones. This process has now concluded, and the team is now structured around the National Improvement Framework. The first of the seconded post holders at Quality Improvement Manager level took up post in March 2019 and each will take responsibility for one aspect of the National Improvement Framework. Clear governance and mechanisms for collaboration with school senior leaders are in place as this will aid the pace and ownership of change. Work is now underway to consider what posts are required at the 4th Tier as we recruit to vacant Quality Improvement

Officer posts. Once in post the full team will benefit from some training from Education Scotland to support their work with schools.

3.2.10 Significant work has been undertaken to shape The Local Outcome Improvement Plan (LOIP) with head teachers now fully represented in all relevant partnership improvement. This is an important step as we collaborate with partners to improve. The LOIP and the NIF are clearly aligned and this is extremely helpful to aid clarity of purpose and ambition.

3.2.11 The agreed Parental Involvement Strategy has been widely distributed with actions highlighted for completion over this academic year now in place. The focus is now to showcase and share best practice and consider how best to evidence the impact of parental engagement on learner attainment.

3.2.12 A Child Friendly City self-evaluation is being finalised to support our decision making as we work with partners to achieve Child Friendly City status. Police Scotland have provided a partnership Programme Manager and this key post is resulting in greater momentum and progress. Work to uphold, promote and safeguard children's rights and enable the voices to be heard is supported through our on-going work with The Rights Respecting Schools Award. Aberdeen City has extremely high levels of engagement with the award with 78% of all Aberdeen City Schools actively engaged. As a result, Aberdeen City Council is one of only two local authorities nationally who UNICEF categorise as an 'Associate Member', Ferryhill Primary School and Harlaw Academy becoming the first primary and first secondary school in the UK to become accredited as 'Gold: Rights Respecting" under the new award criteria.

3.2.13 One of the most significant pressures on our schools is the continuing challenges in recruitment. The level of vacancy has a direct impact on levels of attainment and we feel reasonably confident that we will have an improved situation by August 2019. The range of new approaches used over 2018/2019 for the first time include:

- working with our Talent Acquisition team to use social media to highlight the benefits of living and working in Aberdeen;
- developing a series of short films which are hosted on myjobscotland;
- exploring new means of bringing teachers from outwith the UK to Aberdeen;
- working with Aberdeen University to attract and employ secondary teachers to fill hard to fill subjects; and
- looking to increase the number of probationers.

We will continue to monitor levels of vacancy to inform next steps.

3.2.14 The Leadership of Change priority is essentially about culture, structural change and designing a service for the future. The new education team are collaborating with head teacher colleagues to ensure that we collectively take decisions to enable shared decision making. This open and transparent approach has been welcomed and will continue to be developed.

3.2.15 We are on track to have completed all of the actions listed in the National Improvement Framework Plan by the end of this academic session, but approaches will require to be kept under continuous review. We are likely to start to see the

impact of these changes in our children and young people's experience next session with evidencable improvement in attainment likely thereafter.

3.3.1 IMPROVING ATTAINMENT

3.3.2 3 primary drivers were identified to support improvement in this area:
- Curriculum (learning and teaching and learner pathways)
- Leadership at all levels
- Innovative and creative approaches to delivering services in partnership

3.3.3 An analysis of the current professional learning offer evidenced that the offer was too wide and there was no evidence of positive impact on the attainment of our pupils. We are currently working with Osiris, a national organisation who can provide high quality professional learning to practitioners at all levels and are working with them to provide two events focussed on increasing the quality of learning and teaching. The first of the events, held in March for school leaders, was highly evaluated with a further event for 700 practitioners planned for May. The events should start to ensure that practitioners have the skills they require to offer the highest standard of learning and teaching and that managers have the skills to support teachers to raise the standard. A detailed analysis will be undertaken following the second practitioner event in May to determine next steps.

3.3.4 An HMIe Associate Assessor who is a head teacher in the City has been given some additional management capacity to enable her to support secondary schools. In order to build a sustainable model expertise from across all secondary schools is being used to support improvement. This is now extending to make use of Deputy Heads, Principal Teachers and those recently appointed as Associate Assessors to ensure that the service benefits from their expertise. Our secondary colleagues highly value her expertise and support and believe that the support being offered is supporting improvement against the core quality indictors used during the inspection process. In addition to providing support to secondary school colleagues, the Associate Assessor has led improvement events for colleagues across all sectors so that schools have a better sense of what school inspections involve. These have been exceptionally well received and we will build on this in the months and years ahead to help us build an empowered system.

3.3.5 The General Teaching Council has agreed to support the development of coaching and mentoring skills in our staff and this is crucial in supporting practitioners to aim for excellence. This work is currently being progressed with a programme anticipated from August 2019. The benefits of a coaching and mentoring approach are significant, and it is important that we start to address this way of supporting improvement.

3.3.6 Colleagues tell us that they are unclear of how to access some support services and work has started to improve the quality of information we share, this will be rolled out in May. Coupled with this is the need to develop consistent expectations of what the universal and targeted offer in schools should offer and better understand some of the challenges being faced so that they can be mitigated. This work will be progressed before the end of this school session.

3.3.7 Our "Celebrating ELC Award" launches in summer 2019. The initiative is gaining much interest nationally and the Early Learning and Childcare Academy intend to share their work at this year's Scottish Learning Festival. The award has been developed to recognise, reward and value practice across the ELC Sector. In the context of the ELC expansion and our need to attract and retain ELC staff, the aim was to create multiple mechanisms to share knowledge and practice, drive collaboration and improve quality and outcomes. This approach will enable ELC settings to set high standards for themselves and recognise and celebrate their achievements.

3.3.8 The quality assurance arrangements for ELC have been revised to focus on empowering settings to achieve the new National Quality Standard.   Following analysis, it was clear that the existing Early Years central structure was not well placed to support improvement in keeping with the aspirations of the expansion of ELC. A revised Early Years Business Case has been developed, accepted and implemented.   This has seen the creation of the new posts of 8 ELC Locality Managers which are currently being recruited to. These posts will be integral to our quality improvement of ELC and enable clear linkage with community planning partners serving a community to make sure that all work to support children and families is clearly aligned to make best use of resource in the system.

3.3.9 The Professional Learning offer for ELC was dramatically refreshed for 2018/19. The offer has been streamlined to offer a more limited range of courses focussed on areas identified for improvement. The programme will be fully evaluated over the summer months to support effective planning for 2019/2010.

3.3.10 Despite an event for head teachers on Improvement Methodology In September 2018 the impact has been limited. All Quality Improvement Managers and Quality Improvement Officers have undertaken a recent Improvement Bootcamp so that they are well placed to support schools to utilise these approaches.

3.3.11 Google classroom continues to be effectively utilised to support learning and teaching and a recent school inspection noted the excellent digital practice. It is important that we now start to plan ahead to get a sense of how our approach to digital literacy must evolve over the coming years.

3.3.12 Head teachers and central officers collaborated to draft a proposed vision for the education service. This is important to help us move forward on a collaborative and shared basis. The draft vision reads:

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*

The draft has been refined by practitioners and will be consulted upon with wider stakeholders as part of our consultation on the 19/20 National Improvement Framework Plan.   We anticipate an agreed vision being in place by June 2019.

3.3.13 Significant progress has been made and we are starting to see early indications of these changes in attainment across primary. Our quality improvement work next session should support further improvement. Work has not yet progressed in improving the coordination of services to support literacy development and this will be considered more fully when we review our 4th Tier central structure to ensure we have the posts and skills necessary to support this work.

3.4.1 CLOSING THE GAP

3.4.2 5 primary drivers were identified to guide our work in this area:
- Pupil Equity and Scottish Attainment Challenge Funding (PEF and SAC)
- Costs to parents and carers
- Food poverty
- Coordination of services across the partnership
- Quality learning pathways for vulnerable learners

3.4.3 The PEF booklet has been streamlined so that head teachers are more able to engage with the content. Internal functions and third sector partners have been given updated guidance and clarity around the evidence base we require in order for their interventions to be included in the document. The document now includes an evaluation of impact for cost and this is important in order to support schools to make effective decisions on the use of PEF. The booklet was shared with schools in March with provisional PEF plans for 2019/2020 currently being quality assured by multi-disciplinary teams as outlined in the NIF Plan. It is thought that this approach will bring greater rigour and will start to enable us to highlight areas of work with a clear evidence base.

3.4.4 Many of our Head Teachers have considerable expertise in maximising the impact of PEF and they have led professional learning sessions to enable others to learn from their approaches. One Head Teacher, who manages a significant PEF budget shared her strategy for using PEF to improve outcomes for pupils and support the closing of the poverty attainment gap whilst another shared how she tracks the impact of spend on learners and this approach has been adapted so that it can be adopted across the city. Sharing and adopting approaches which have proved successful is crucial and we will continue to showcase and adapt practice in light of local innovations. In addition, PEF drop-in sessions and professional learning sessions have been offered to all schools and delivered by the SAC Attainment Advisor. Head Teachers of SAC schools continue to meet regularly to share the progress of their interventions.

3.4.5 All 6 ELC Excellence and Equity Posts are now filled (additional graduates) and in place in our priority areas. All 6 are working slightly differently which reflects the different needs of the communities they serve. A recent evaluation of their impact highlighted clear evidence of what works well and this learning is now being developed into a guidance document to support their working practices. All Excellence and Equity practitioners completed Improvement Methodology training in March to enable them to effectively plan, run and report tests of change across a Locality.

3.4.6 Work to do an initial rebalancing of the staffing formula for primary and secondary schools has been undertaken. It is recognised that this requires further consideration

and this work will be on-going into next year as work to further improve the senior phase takes place. A recently published first draft of Devolved Education Management guidance will require to be taken into account and it is hoped that this work will progress over summer and into early next session.

3.4.7 The Period Poverty initiative has been implemented across all city schools and an evaluation of the project is being undertaken.

3.4.8 Head teachers and the central team have collaborated to agree how we will work to address the cost of the school day. It was agreed that a set of pledges would be helpful to guide our work in this area. Following a review of our current circumstances the Third Tier (including head teachers) have agreed the following pledges:

- No child or young person will start school without a breakfast
- All children and young people will have access to affordable school uniform and appropriate clothing for the North East
- Costs will not prohibit the participation of children and young people in the life of the school
- Parents, carers and children and young people will have easy access to financial advice

The newly appointed Quality Improvement Manager is working with colleagues within and outwith Integrated Children and Family Services to determine how best to deliver on these pledges although almost all schools have already begun working towards the realisation of these pledges.

3.4.9 Work to improve the knowledge of all Corporate Parents is underway and awareness is steadily increasing. This has been supported by a series of Professional Learning opportunities and clear and concise guidance. The Virtual School Head Teacher has been involved in early testing of new quality assurance arrangements and this focus on Corporate Parenting responsibilities has been incorporated into our quality assurance arrangements. Feedback from the current Child Protection Inspection will inform next steps.

3.4.10 Following approval at the Strategic Commissioning Committee, MCR Pathways is now in the process of being commissioned for care experienced children and young people and others with an identified vulnerability in six of our secondary schools. This will be closely evaluated to inform next steps.

3.4.11 A few areas of work are still to be progressed. This includes work to remodel Devolved Education Management and this will commence as soon as the finalised national guidance is available in late summer. The new QIM will also progress working with internal and external partners to test the co-location of services and closer collaboration across a locality. The data shows improvement in many of the measures but further analysis shows that there are different patterns evidenced across individual schools and it is important that we support schools to fully understand 'the gap' evident in their own setting and adapt approaches to reflect individual circumstance. A more rigorous approach to the monitoring of school improvement plans will be an important step to realising this.

3.5.1 HEALTH AND WELLBEING

3.5.2 Two primary drivers were identified for this theme:
- Timely support for children and young people with mental health needs; and
- The right help at the right time from the right people

3.5.3 Work has been undertaken to simplify how best to request assistance from support services as staff reported that they were unclear of the availability of support. The education staged intervention framework is being updated to reflect this.

3.5.4 Over the year it has become clear that not all schools are fully aware of the expectations placed on them in the Code of Practice on the Education (Additional Support for Learning) (Scotland) Act 2004. Officers and the Educational Psychology Service are currently working to host an event in May to clarify updated expectations.

3.5.5 The ASPIRE Service has been established to support children and young people with social, emotional and mental health needs. Still in its infancy, the service will continue to work in partnership with colleagues to develop and will provide a range of universal and targeted supports and interventions for children and families. The new post of 'Wellbeing Family Worker' has been established in recognition that intervention and supports are required for children, young people and families.

3.5.6 In addition to a 'Making Connections' conference for multi-agency partners, Trauma informed professional learning has been developed and delivered by the ASPIRE team, colleagues from the Educational Psychology Service and Children's Social Work. Feedback from professional learning that has already been undertaken has uncovered a desire from classroom practitioners and managers to increase their awareness and develop the skills required to address trauma. There has been significant interest in the screenings of the 'Resilience' DVD and the work of Dr Nadine Burke Harris. Work is now underway to ensure that supports available to families across Integrated Children and Family Services are fully aligned.

3.5.7 The Person-Centred Risk Assessment Guidance (PCRA) has been refined to increase the effective use of the resilience matrix within the National Practice Model for assessment. The refined document will be shared in the near future.

3.5.8 The Virtual School have led on the development of single agency guidance to support effective transition arrangements alongside head teacher colleagues, central staff and the Educational Psychology Service. There is a recognition that vulnerable children and young people require a multi-agency response and that the impact of single agency guidance will be limited. The Attainment and Transitions to Adulthood Improvement Group of the Integrated Children's Services Board will lead on the development of this multi-agency guidance with the QIM Leadership of Change acting as Project Manager.

3.5.9 The Virtual School has helped to refine guidance on the provision of a Coordinated Support Plan (CSP) in order to simplify expectations and clarify responsibilities. The two guidance documents help schools to consider the need for a CSP and the other to support schools to work within the legislative framework. The guidance has recently been shared with schools and appropriate agencies and the provision of CSPs will be carefully monitored to evaluate the impact of the updated document.

3.5.10 The revised quality assurance model for 2019/2020 has a focus on statutory duties to support compliance with the first quality assurance visit of each calendar year focussed on the wellbeing of learners.

3.5.11 Despite recent changes in support services, there is now a feeling that we need to consider a more widespread review of how resource is allocated in order to build a system that provides a strong universal offer and an appropriate and targeted response. It is important that practitioner feedback helps inform decision making and the learning from a planned consultation with staff in May/June will inform our next steps.

3.5.12 The partnership GIRFEC Operational guidance has been reviewed as planned.

3.5.13 The Young Carers Toolkit was officially launched in January and Young Carers Statements are now being put in place.

3.5.14 Substance Misuse is an area of concern to all Community Planning Partnerships across the Country. Several officers, including head teachers, are working in collaboration with the Alcohol and Drugs Partnership to look at a systemic approach to addressing this area. This is likely to realise a consistent partnership approach to addressing substance misuse at a universal, targeted and specialist level. This work is aligned to the LOIP with a Project Charter due to be presented to Community Planning Aberdeen soon.

3.5.16 Much of the work in this area will continue to evolve over the next year and new attendance procedures, guidance on the use of part time timetables and the provision of Coordinated Support Plans are due for release soon. The Child Protection Inspection led to a need to redirect some resource to support preparation and engagement with Inspectors but the learning from the process will be invaluable in helping to determine priorities. As a result, decisions around how best to pool resource to commission shared services will be taken considering inspection findings.

3.6.1 **EMPLOYABIITY AND POSITIVE AND SUSTAINED DESTINATIONS**

3.6.2 The three primary drivers identified in this area are:
- Developing the young workforce strategy;
- Improving the quality of transitions; and
- Effective and inclusive senior phase offer.

3.6.3 This area relies on both colleagues in our schools and also the many partners who support this agenda. Time has been spent investing in building relationships and tapping into the expertise of others to better understand the vulnerabilities in this area to be able to take decisions that will most greatly contribute to more positive outcomes for young people.

3.6.4 The Local Outcome Improvement Plan (LOIP) takes account of the added value from partners when developing the young workforce. The Attainment and Transitions to Adulthood Improvement Group, chaired by the Chief Education Officer, will lead stretch aim 6 of the LOIP which will in part serve as the strategy for improvement. The group have agreed their Terms of Reference and shared responsibilities for project managing the improvement activity listed in the LOIP and project teams have

been established to support.   Project charters are due to be presented to Community Planning Aberdeen soon. Partnership activity around this area is developing quickly and we are confident that a refreshed approach will be in place for 2020/2021.

3.6.5   Our data highlights a vulnerability in the effectiveness of transition planning and The Attainment and Transitions to Adulthood Improvement Group have developed a Project Charter to agree an approach to improvement in this area. The Project Team, led by the QIM Leadership of Change, are progressing this important area of work. Officers are also exploring how a partnership with Aberdeen Football Club could help support young people who find the transition to secondary school challenging. This initiative will be a fully integrated one across Integrated Children and Family Services.

3.6.6   Closer working relationships have been established with the Developing the Young Workforce (DYW) Board through which schools can access a range of industry placements.   Early indications are that this improved collaboration is positively impacting on the experience of young people in schools and this will be carefully tracked over the coming months and years.   Board members report increasingly positive engagement with central staff and are keen to build on these strengthened relationships.

3.6.7   The publication of a national review of Personal and Social Education has been helpful in shaping our thinking around the role of guidance. The QIM Health and Wellbeing and QIM Employability and Positive Destinations will take this work forward with Senior Leaders over the coming months.

3.6.8   The Foyer were successful in gaining National Lottery funding to support their Early Action System Change proposal. This will see the Foyer work to reduce the number of winter leavers who are at risk of not securing a positive and sustained destination with this work being aligned to the work of the Attainment and Transitions to Adulthood partnership Improvement Group.

3.6.9   Following analysis it was clear that it is necessary to explore how we can introduce some commonality of school week across secondary schools. This would support the building of a more holistic city-wide senior phase offer and will enable Aberdeen City to make best use of resource in the system. Officers and secondary head teachers have agreed to explore a suitable option in May and a clear plan will be put in place thereafter to ensure that a refreshed offer can be in place from August 2020.

3.6.10 Work in this area is currently least developed due in part to the need to build connections with others and align partnership activity closely to fully capitalise on resource in the whole system. There are strict timescales to be considered, most notably the need to have clear senior phase plans in place prior to it being shared with young people in January/February. Now that the Attainment and Transitions to Adulthood Improvement Group has been established, an open dialogue with head teachers has been established. With the QIM Employability and Positive Destinations in post we are well placed to make progress but unlikely to see an impact on attainment until the end of session 2020/21.

3.7.1 ANALYSIS OF DATA

3.7.2 The data summary in Appendix A presents all of the validated data now available to the Education service and includes that previously presented to Committee in November. It hoped that this approach will provide Elected Members with a comprehensive summary of performance.

3.7.3 Following on from Member feedback in November, a more visual representation of the data has been applied to Appendix A. This is designed to highlight where change, either positive or negative, can be classed as statistically significant.

3.7.4 In terms of meeting the service's improvement objectives, the report presented to the November meeting provided a detailed data analysis against the City's Local Benchmarking Measures, this report provides Members the full range of validated data to this point.

Education Operational Delivery Committee, 6th November 2018

3.7.5 The overall data picture, at that time, indicated that the attainment and achievement outcomes for the City's pupils were, in the majority, either statistically stable or improving with primary level Curriculum for Excellence (CfE) results showing strengths against most organisers across the P1-P7 phases, albeit with a more varied series of results in the Senior Phase, and for Care Experienced Children and Young People. At the time of writing the November report Officers awaited the final release of school leaver data and this has now been included alongside attendance and exclusions data to provide a comprehensive overview of performance.

3.8.1 NATIONAL BENCHMARK MEASURES SUMMARY

3.8.2 Attainment and Achievement Outcomes (including leavers data)

3.8.3 The picture in relation to senior phase attainment is not substantially changed from that reflected in November. The slight dip in literacy and numeracy outcomes is reflective of young people engaging in more flexible learning pathways available to them and the benefits of this will only be seen as young people progress through the senior phase. The service are keen to improve progress in this area and are working with partners to broaden the senior phase offering through delivery of the Local Outcome Improvement Plan.

3.8.4 Attendance and Exclusions

3.8.5 The levels of recorded attendance within both primary and secondary education have remained effectively static in comparison with 2016-17. This pattern is repeated across all five SIMD Quintiles for primary and secondary school attendances indicating that the poverty related gap has remained stable. A working group comprising head teachers and partners has revised local revised attendance procedure and it is hoped that this will reduce inconsistencies in approach. The impact of the revised procedure will be carefully tracked following its launch in May.

3.8.6 Exclusion data from 2017-18 offers a substantially positive overview with the numbers of exclusions, number of excluded pupils and exclusion rates showing improvement.

As with attendance levels, this pattern of consistency is repeated across primary and secondary education and in most instances, against each of the five SIMD based pupil cohorts.

3.8.7 Participation Measure

3.8.8 Although improved from 90.8% to 91.3%, the overall proportion of pupils recorded as being in a positive initial destination (from the 2017-18 academic year) is unchanged in statistical terms. The City continues to have amongst the highest percentage of leavers in combined Higher and Further Education destinations in Scotland, (although this has fallen marginally from 2016-17) whilst the number and proportion of leavers who are Employed and Unemployed and seeking work have both shown a respective material improvement. The Attainment and Transitions to Adulthood Improvement Group aligned with the LOIP is leading work to ensure that we make best use of partnership resource to maximise the range of senior phase options to children and young people in order to prepare them for adulthood to ensure that we have suitably challenging offers for all young people.

3.8.9 **Staying on Rates**

3.8.10 At an overall level, pupil staying on rates have improved quite markedly with this being repeated across the majority of SIMD Quintiles, albeit that there is some extension of the deprivation gaps to Quintile 5 as a result of the substantial outlier increase in staying on rates among those pupils whose circumstances are associated with the lowest levels of deprivation.

3.8.11 Care Experienced Children and Young People

3.8.12 With the significant proviso that a considerable element of caution requires to be exercised in comparing the year-on-year attainment and achievement of our Care Experienced Children and Young People (CECYP) due to the relatively small cohort sizes, differing experiences and individual characteristics, there have been varying outcomes in terms of measurable improvement.

3.8.13 Of these, the most statistically sound measure, capturing the experience of CECYP in both Broad and Senior Phase Education, relates to attendance and exclusion levels which have seen both a material improvement, along with a closing of the gap with their peers.

3.8.14 At the other end of the spectrum, and although this contrasts with the positive CfE outcomes noted against the Broad General Education from the November report, results in the latter stages of Senior Phase, including that of CECYP school leavers have, by and large, not shown the year-on-year improvement that had been anticipated. This is being supported by the roll out of a mentoring programme in around half of our secondary schools and will be closely monitored by the Virtual School Head Teacher. The Virtual School is working closely with colleagues from across the partnership to analyse the experiences of our young people to see where improvement can be realised. Initial analysis confirms that the very unique circumstances of each young person can go some way to explaining some of the trends we see and that different approaches are required to support each individual. As a result, Looked After Children Attainment Challenge

funding will be utilised to increase the capacity of the virtual school to support schools to implement necessary changes. The impact of changes will be monitored in part through the new Quality Assurance model.

3.9.1 NEXT STEPS

3.9.2 The need to restructure the education and early years teams over the last year resulted in a significant investment of time to ensure that we have a central system and led to a fairly small central team supporting improvement in schools for a few months. This was necessary in order to establish a future focussed central team and new working practices. The restructure of the 4th Tier will be the final major structural change and this work is currently being progressed. Despite these obvious challenges, progress in all of the National Improvement Framework has been considerable and there are early signs of positive impact on the attainment of our children and young people though there is still much to do with change more notable across primary.

3.9.3 Over the course of the year the range of data available to us has presented a significant challenge as we look to make sure that we have dashboards and reports in place to inform our quality assurance arrangements. Officers will work with Business Intelligence to see if Power BI can be utilised to support our work in this area.

3.9.4 One of the most common reasons for underperformance is the level of vacancy across our schools and we have responded positively to these challenges by putting in place a range of actions to try to mitigate. The impact of these will only be fully known in August and we will evaluate and refocus our efforts at that point.

3.9.5 Careful analysis has highlighted the lack of shared standards and this has been a significant focus over the last few months. It is important that this 'standard' is set by the whole system and time will be taken to develop a refreshed learning and teaching policy with practitioners at all levels.

3.9.6 The National Improvement Framework Plan is a fluid process and some areas of improvement will be further developed over next session. We hope to consider a high level long term plan (in addition to the statutory yearly plan) to aid planning with colleagues in schools.

3.9.7 There is a need to simplify much of our paperwork as colleagues find the quantity of guidance and supporting paperwork challenging. All key documentation (including school improvement planning paperwork and guidance documents) will be gradually simplified over the coming years.

3.9.8 The development of the National Improvement Framework is crucial in developing a shared agenda with schools and a further evaluation will now take place in order to inform the development of the Plan for 2019/2020.

4. FINANCIAL IMPLICATIONS

4.1 This approach to raising attainment will ensure that central resource is coordinated to secure improvement and ensure the most impactful use of central resource. All costs are being met through existing budgets.

5. LEGAL IMPLICATIONS

5.1 The Local Authority has a statutory responsibility to secure improvement as advocated in the Standards in Scotland's Schools Etc. Act 2000. The approaches detailed in the report will satisfy this legal obligation.

5.2 The Local Authority has duties detailed in the Education (Additional Support for Learning) (Scotland) Act 2004, as amended. Of particular note is the extension of rights under the Act to eligible children. The recently updated Code of Practice associated with this legislation and to which Local Authorities must have regard, introduces comprehensive guidance as to how Local Authorities satisfy these duties. It is thought that the approach detailed in the report will ensure we are better placed to comply with these legal duties.

5.3 The Children and Young People (Scotland) Act, 2014 details a range of obligations including:

- The provision of early learning and childcare.
- Our responsibilities for Looked After Children.
- Our partnership approaches to promoting the wellbeing needs of children and young people.

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

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

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There is a risk of not making the best use of financial resource without a clear strategy to realise improvement.	M	Focussing work on the NIF and the LOIP mitigates these risks.
Legal	Not monitoring performance proposes a	M	

	risk of the Local Authority not meeting its statutory obligation to secure improvement as advocated in the Standards in Scotland's Schools Act 2000.		Full implementation and monitoring of the impact of the proposed approach will address this legal requirement.
Employee	There is a risk that colleagues in schools feel overwhelmed by the many national and local changes.	M	The central team are becoming more aligned to ensure consistent messaging and clear supporting guidance.
Customer	An absence of clear and agreed approach would result in a high risk of not improving outcomes for children, young people and families.	M	The tracking of agreed measures will help mitigate this risk.
Environment	No risks have been identified.		
Technology	No immediate technological risks have been identified, although there are significant opportunities to make effective use of technology to realise improvement.		
Reputational	Considerable financial resource is allocated to schools through PEF and SAC funding. There is a significant reputational risk if this resource does not bring about improvement.	M	This risk is mitigated by the implementation of the approach detailed in the report.

7.   OUTCOMES

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

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The proposed model is designed to enable colleagues in schools to improve levels of data literacy to ensure a robust approach to improvement. Effective and efficient use of data will smarten planning and maximise the impact on learners.
Workforce	The suite of professional learning will support the workforce to realise the ambitions of the National

	Improvement Framework and the Local Outcome Improvement Plan.
Technology	The Business Intelligence function will support our access to performance information to inform planning
Partnerships and Alliances	The proposed model will ensure that any services commissions through PEF are outcome focussed and carefully tracked to monitor impact.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

Agreed ACC National Improvement Framework Plan

10. APPENDICES

Appendix A – KPI report

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Appendix A - Aberdeen City Council Education Improvement Journey- Key Performance Indicator Tracking Report – May 2019

Key Performance Indicator Tracking Summary:

Within these tables the following traffic light legends are applied:

Improvement Targets Legend

🟩	Percentages highlighted in green indicate a statistically valid improvement (greater than + 1%)
🟧	Percentages highlighted in amber indicate that the outcome is statistically unchanged (less than =/- 1%)
🟥	Percentages highlighted in red indicate a statistically valid deterioration (greater than -1%)

Performance Areas for Improvement	Key Performance Indicator Data							Improvement Targets

Broad General Education – Achievement of Curriculum for Excellence (CfE Levels)

Primary
- Reading
- Writing
- Listening and Talking (L&T)
- Numeracy

Primary – Achievement of CfE Levels (Aberdeen City) 2016/17

P1

	No. of pupils	Early Level (#)	Early Level (%)
Reading	2080	1565	75.31
Writing	2080	1523	73.29
L&T	2080	1708	82.19
Numeracy	2080	1654	79.60

P4

	No. of pupils	First Level (#)	First Level (%)
Reading	1963	1459	74.59
Writing	1963	1369	69.99
L&T	1963	1620	82.82
Numeracy	1963	1441	73.63

P7

	No. of pupils	Second Level (#)	Second Level (%)
Reading	1694	1212	71.76
Writing	1694	1116	66.07
L&T	1694	1374	81.35
Numeracy	1694	1168	69.15

Primary – Achievement of CfE Levels (Aberdeen City) 2017/18

P1

	No. of pupils	Early Level (#)	Early Level (%)
Reading	2121	1674	79.26
Writing	2121	1621	76.75
L&T	2121	1825	86.41
Numeracy	2121	1746	82.71

P4

	No. of pupils	First Level (#)	First Level (%)
Reading	1992	1534	77.16
Writing	1992	1429	71.88
L&T	1992	1698	85.41
Numeracy	1998	1497	75.08

P7

	No. of pupils	Second Level (#)	Second Level (%)
Reading	1791	1383	77.39
Writing	1791	1298	72.64
L&T	1791	1521	85.11
Numeracy	1791	1338	74.79

Improvement Targets:

Greater than 1% increase in Literacy performance

Greater than 1% increase in Numeracy performance

Comment:
For each CfE component/level in Primary Schools there is an increase from 2016/17 greater than 1%. P7 stage has the highest increase for Writing (+6.6%), Reading and Numeracy (+5.7% respectively).

Broad General Education – Achievement of Curriculum for Excellence (CfE Levels)

Secondary
- Reading
- Writing
- Listening and Talking (L&T)
- Numeracy

Secondary – Achievement of CfE Levels (Aberdeen City) 2016/17

S3

	No. of pupils	Third Level or better (#)	Third Level or better (%)	Fourth Level (#)	Fourth Level (%)
Reading	1644	1373	84.86	781	48.27
Writing	1644	1321	81.64	747	46.17
L&T	1644	1395	86.16	761	47.00
Numeracy	1644	1333	82.44	828	51.21

Secondary – Achievement of CfE Levels (Aberdeen City) 2017/18

S3

	No. of pupils	Third Level or better (#)	Third Level or better (%)	Fourth Level (#)	Fourth Level (%)
Reading	1554	1295	84.59	797	52.06
Writing	1554	1253	81.79	751	49.02
L&T	1554	1304	85.12	810	52.87
Numeracy	1554	1287	84.12	943	61.63

Comment:
There is marginal decline in the number of S3 pupils achieving Third and Fourth level (combined) in Reading and Listening and Talking.

At Third Level, Reading and Writing remained at the same level, whilst Listening and Talking showed a decline. There is an improvement in the proportion achieving Numeracy at this level (+1.7%).

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

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets
Closing the Poverty Attainment Gap – Broad General Education **Primary** By SIMD 2016 Quintiles • Reading • Writing • Listening and Talking (L&T) • Numeracy	*(see table below)*	**Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both Literacy and Numeracy**

Primary - Achievement of CfE Levels (Aberdeen City) 2016/17

P1

SIMD 2016 Quintiles	No. of Pupils	Reading - Early Level (#)	Reading - Early Level (%)	Writing - Early Level (#)	Writing - Early Level (%)	L&T - Early Level (#)	L&T - Early Level (%)	Numeracy - Early Level (#)	Numeracy - Early Level (%)
Quintile 1 – 20% Most Deprived	234	154	65.81	154	65.81	177	75.64	175	74.79
Quintile 2	578	407	70.54	387	67.07	445	77.12	421	72.96
Quintile 3	284	199	70.07	196	69.01	230	80.99	214	75.35
Quintile 4	307	240	78.18	229	74.59	257	83.71	253	82.41
Quintile 5 – 20% Least Deprived	676	564	83.56	556	82.37	598	88.59	590	87.41

P4

SIMD 2016 Quintiles	No. of Pupils	Reading - First Level (#)	Reading - First Level (%)	Writing - First Level (#)	Writing - First Level (%)	L&T - First Level (#)	L&T - First Level (%)	Numeracy - First Level (#)	Numeracy - First Level (%)
Quintile 1 – 20% Most Deprived	264	166	62.88	148	56.06	182	68.94	174	65.91
Quintile 2	458	317	69.67	294	64.62	360	79.12	289	63.52
Quintile 3	241	158	65.83	152	63.33	188	78.33	157	65.42
Quintile 4	319	251	79.18	242	76.34	282	88.96	255	80.44
Quintile 5 – 20% Least Deprived	680	567	83.51	533	78.50	608	89.54	566	83.24

P7

SIMD 2016 Quintiles	No. of Pupils	Reading- Second Level (#)	Reading - Second Level (%)	Writing - Second Level (#)	Writing - Second Level (%)	L&T - Second Level (#)	L&T - Second Level (%)	Numeracy - Second Level (#)	Numeracy - Second Level (%)
Quintile 1 – 20% Most Deprived	210	114	54.29	105	50.00	144	68.57	121	57.62
Quintile 2	442	272	61.82	251	57.05	331	75.23	265	60.23
Quintile 3	192	137	72.11	119	62.63	152	80.00	126	66.32
Quintile 4	256	186	72.66	169	66.02	206	80.47	176	68.75
Quintile 5 – 20% Least Deprived	593	502	84.80	471	79.56	540	91.22	479	80.91

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets

Closing the Poverty Attainment Gap – Broad General Education

Primary
By SIMD 2016 Quintiles

- Reading
- Writing
- Listening and Talking (L&T)
- Numeracy

Primary - Achievement of CfE Levels (Aberdeen City) 2017/18

P1

SIMD 2016 Quintiles	No. of Pupils	Reading - Early Level (#)	Reading - Early Level (%)	Writing - Early Level (#)	Writing - Early Level (%)	L&T - Early Level (#)	L&T - Early Level (%)	Numeracy - Early Level (#)	Numeracy - Early Level (%)
Quintile 1 – 20% Most Deprived	246	179	73.66	181	74.49	203	83.54	186	76.54
Quintile 2	550	385	70.13	368	67.03	435	79.23	415	75.59
Quintile 3	278	209	76.00	203	73.82	237	86.18	232	84.67
Quintile 4	357	295	82.87	286	80.0	315	88.0	307	86.0
Quintile 5 – 20% Least Deprived	690	606	87.95	583	85.0	635	92.0	606	88.0

P4

SIMD 2016 Quintiles	No. of Pupils	Reading - First Level (#)	Reading - First Level (%)	Writing - First Level (#)	Writing - First Level (%)	L&T - First Level (#)	L&T - First Level (%)	Numeracy - First Level (#)	Numeracy - First Level (%)
Quintile 1 – 20% Most Deprived	226	138	61.33	117	52.00	157	69.78	138	61.33
Quintile 2	485	341	70.31	310	63.92	403	83.09	332	68.17
Quintile 3	257	182	71.09	167	65.23	212	82.81	174	67.70
Quintile 4	288	236	82.23	224	78.05	250	87.11	231	79.93
Quintile 5 – 20% Least Deprived	735	636	86.65	610	83.11	675	91.96	621	84.49

P7

SIMD 2016 Quintiles	No. of Pupils	Reading- Second Level (#)	Reading - Second Level (%)	Writing - Second Level (#)	Writing - Second Level (%)	L&T - Second Level (#)	L&T - Second Level (%)	Numeracy - Second Level (#)	Numeracy - Second Level (%)
Quintile 1 – 20% Most Deprived	200	131	65.83	121	60.80	155	77.89	124	62.31
Quintile 2	413	265	64.16	240	58.11	311	75.30	260	62.95
Quintile 3	228	162	71.68	153	67.70	192	84.96	164	72.25
Quintile 4	282	238	84.40	222	78.72	255	90.43	227	80.50
Quintile 5 – 20% Least Deprived	666	586	88.12	561	84.36	606	91.13	562	84.38

Comment:

SIMD Quintile 1 and Quintile 5 Differential

At authority level, there is noticeable progress in closing the differentials between SIMD Quintiles 1 and 5 across most components, albeit that this is not as apparent across the P4 cohort. This is most likely as a result of the various target interventions that have been planned through the utilisation of Pupil Equity Funding. Officers will work with primary colleagues to better understand the variation at Primary 4.

SIMD Quintile 2 and Quintile 5 Differential

Whilst evidence of a closing of the gap between SIMD 2 and 5 in Primary Education is less substantive, the figures from both Third and Fourth Level at S3 indicate that the majority of Improvement Targets have been met in 7 out of 8 components, with Listening and Talking at Third Level or above, being the sole exception.

SIMD Quintile 3 and Quintile 5 Differential

Across both Primary and Secondary Education, the picture for the comparative outcomes between SIMD 3 and 5, show a similar varied pattern as that of SIMD 2, but with the most improvement being evidenced against Primary Education.

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets
Closing the Poverty Attainment Gap – Broad General Education **Secondary** By SIMD 2016 Quintiles • Reading • Writing • Listening and Talking (L&T) • Numeracy	(see data below)	**Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both Literacy and Numeracy**

Secondary - Achievement of CfE Levels (Aberdeen City) 2016/17

S3

SIMD 2016 Quintiles	No. of Pupils	Reading - Third Level or better (#)	Reading - Third Level or better (%)	Writing – Third Level or better (#)	Writing - Third Level or better (%)	L&T - Third Level or better (#)	L&T - Third Level or better (%)	Numeracy - Third Level or better (#)	Numeracy - Third Level or better (%)
Quintile 1 – 20% Most Deprived	196	135	69.23	126	64.62	140	71.79	120	62.50
Quintile 2	380	277	74.26	253	67.83	290	77.75	274	74.05
Quintile 3	188	147	80.33	133	72.68	145	79.23	142	77.17
Quintile 4	291	258	89.58	254	88.19	263	91.00	247	85.17
Quintile 5 – 20% Least Deprived	580	555	96.19	553	95.84	555	96.19	549	94.82

SIMD 2016 Quintiles	No. of Pupils	Reading - Fourth Level (#)	Reading - Fourth Level (%)	Writing - Fourth Level (#)	Writing - Fourth Level (%)	L&T - Fourth Level (#)	L&T - Fourth Level (%)	Numeracy - Fourth Level (#)	Numeracy - Fourth Level (%)
Quintile 1 – 20% Most Deprived	196	45	23.08	41	21.03	42	21.54	56	29.17
Quintile 2	380	99	26.54	92	24.66	105	28.15	119	32.16
Quintile 3	188	78	42.62	68	37.16	71	38.80	74	40.22
Quintile 4	291	152	52.78	144	50.00	141	48.79	164	56.55
Quintile 5 – 20% Least Deprived	580	406	70.36	401	69.50	400	69.32	414	71.50

Secondary - Achievement of CfE Levels (Aberdeen City) 2017/18

S3

SIMD 2016 Quintiles	No. of Pupils	Reading - Third Level or better (#)	Reading - Third Level or better (%)	Writing – Third Level or better (#)	Writing - Third Level or better (%)	L&T - Third Level or better (#)	L&T - Third Level or better (%)	Numeracy - Third Level or better (#)	Numeracy - Third Level or better (%)
Quintile 1 – 20% Most Deprived	153	103	68.21	100	66.23	101	66.89	99	66.44
Quintile 2	365	272	76.62	256	72.11	270	76.06	274	76.97
Quintile 3	191	146	77.25	141	74.60	147	77.78	151	81.18
Quintile 4	275	235	87.36	225	83.33	241	89.26	230	84.87
Quintile 5 – 20% Least Deprived	568	537	95.04	530	93.81	544	96.28	531	93.82

SIMD 2016 Quintiles	No. of Pupils	Reading - Fourth Level (#)	Reading - Fourth Level (%)	Writing - Fourth Level (#)	Writing - Fourth Level (%)	L&T - Fourth Level (#)	L&T - Fourth Level (%)	Numeracy - Fourth Level (#)	Numeracy - Fourth Level (%)
Quintile 1 – 20% Most Deprived	153	45	29.80	40	26.49	41	27.15	63	42.28
Quintile 2	365	123	34.65	116	32.68	133	37.46	173	48.60
Quintile 3	191	72	38.10	64	33.86	74	39.15	107	57.53
Quintile 4	275	152	56.51	145	53.70	148	54.81	177	65.31
Quintile 5 – 20% Least Deprived	568	404	71.50	385	68.14	413	73.10	422	74.56

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

Performance Areas for Improvement	Key Performance Indicator Data				Improvement Targets

National Benchmarking Measures: Senior Phase-Candidates Attaining Literacy and Numeracy

National Benchmarking Measure: Literacy and Numeracy

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	89.07	64.14	1637
Virtual Comparator	2017	88.40	64.54	16370
National	2017	89.15	66.45	51258
Aberdeen City	2018	**86.08**	**61.40**	1544
Virtual Comparator	2018	87.82	65.05	15440
National	2018	89.07	67.10	49724

Improvement Targets: Greater than 1% increase at SCQF Level 4 Literacy and Numeracy

Greater than 1% increase at SCQF Level 5 Literacy and Numeracy

Comment:
There was a decrease of 2.99% and 2.74% in the percentage of school leavers achieving Level 4 and Level 5 Literacy and Numeracy respectively.

Local Benchmarking Measures: Senior Phase-Candidates Attaining Literacy and Numeracy

Local Benchmarking Measure: Literacy and Numeracy, Stage S4 based on S4 cohort

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	88.27	52.57	1577
Virtual Comparator	2017	88.07	59.42	15770
National	2017	85.49	52.29	50335
Aberdeen City	2018	**77.06**	**47.15**	1648
Virtual Comparator	2018	82.39	53.88	16480
National	2018	81.06	49.53	49776

Local Benchmarking Measure: Literacy and Numeracy, Stage S6 based on S4 cohort

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	87.19	61.00	1718
Virtual Comparator	2017	90.86	70.76	17180
National	2017	87.38	63.79	52975
Aberdeen City	2018	**86.99**	**61.22**	1676
Virtual Comparator	2018	91.15	71.78	16760
National	2018	87.82	65.34	51952

Local Benchmarking Measure: Literacy and Numeracy, Stage S5 based on S4 cohort

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	86.67	60.00	1680
Virtual Comparator	2017	90.93	70.01	16800
National	2017	87.53	63.34	51836
Aberdeen City	2018	**87.70**	**59.09**	1601
Virtual Comparator	2018	90.76	69.13	16010
National	2018	88.23	63.17	50932

Improvement Targets: Greater than 1% increase at SCQF Level 4 Literacy and Numeracy

Greater than 1% increase at SCQF Level 5 Literacy and Numeracy

Comment:
Secondary 4

The outcomes at S4 show a material reduction in outcomes at both SCQF Levels 4 and 5 which mirror the pattern displayed by both the National Establishment and Virtual Comparator data.

Secondary 5

At S5, there is limited statistical change in the outcomes across SCQF Levels 4 and 5 with both measures' direction of travel mirroring, and closely matching, the National Establishment trends. Level 4 Literacy and Numeracy met the local Improvement Target for this measure.

Secondary 6

Although statistically unchanged from 2016-17, both measures are within tolerance of the local Improvement Targets, albeit that at Level 5, the differential to the National Establishment and Virtual Comparator figure has widened marginally.

National Benchmarking Measures: Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points

National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage 6

	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort
Aberdeen City	2017	389	927	1432	878
Virtual Comparator	2017	399	932	1410	8780
National	2017	379	877	1365	32059
Aberdeen City	2018	**402**	**923**	**1475**	861
Virtual Comparator	2018	407	939	1426	8610
National	2018	390	886	1377	31174

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

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

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets

Local Benchmarking Measures:
Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points

Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4 cohort

	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort
Aberdeen City	2017	121	580	1273	1718
Virtual Comparator	2017	165	714	1326	17180
National	2017	133	619	1263	52975
Aberdeen City	2018	**117**	**582**	**1301**	1676
Virtual Comparator	2018	167	714	1334	16760
National	2018	135	624	1271	51952

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

Comment:
Whilst the outcomes for the Lowest and Middle Attaining cohorts are statistically unchanged, the figure for the Highest Attaining 20% has improved and exceeds both the National Establishment and Virtual Comparator outcomes.

National Benchmarking Measure:
Senior Phase – Closing the Poverty Attainment Gap

Candidates Attaining Literacy and Numeracy

In February 2019, the Insight Tool introduced the Scottish Index of Multiple Deprivation 2016 (SIMD) Quintiles filter as it allows users to identify cohorts by the most deprived 20% and the least deprived 20% of pupils and quintiles in between. This replaces the previous SIMD filter which separated the cohort into the most deprived 30%, the middle 40% and the least deprived 30% respectively. This will facilitate the use of data in the context of closing the attainment gap.

National Benchmarking Measure: Literacy and Numeracy, 20% most and least deprived attaining Literacy and Numeracy (S4/S5/S6)

		Most Deprived 20%			Least Deprived 20%				
	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Difference Level 4	% Difference Level 5
Aberdeen City	2017	79.66	49.72	177	95.43	79.02	591	15.77	29.3
Virtual Comparator	2017	77.12	41.41	1770	95.11	81.71	5910	17.99	40.3
National	2017	80.54	48.65	11094	95.65	83.51	9786	15.11	34.86
Aberdeen City	2018	**76.19**	**39.29**	168	**93.7**	**78.98**	571	**17.51**	**39.69**
Virtual Comparator	2018	73.33	36.49	1680	94.82	83.15	5710	21.49	46.66
	2018	80.80	50.64	10544	95.63	84.19	9736	14.83	33.55

Improvement Targets:
Greater than a 1% reduction in the percentage difference between the most and least deprived for Literacy and Numeracy at SCQF Level 4

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

Comment:
Whilst the outcomes for the 20% Least Deprived school leaver cohort in Level 5 Numeracy and Literacy remain statistically unchanged, the figures reflecting the attainment gap show a material increase across all other areas. Across both years, the attainment gap in Aberdeen City is smaller than that of its Virtual Comparator.

Release of the new SIMD based quintile data adds new context to the evaluation of relative performance, which will guide future scrutiny and improvement planning,

Although it is too early to establish trends from this first release of data, the direction of travel is similar to that reflected in the Local Benchmarking Measure, this produces a less positive outcome in terms of closing the gap which is useful for the service to focus on.

Local Benchmarking Measure:
Senior Phase – Closing the Poverty Attainment Gap

Candidates Attaining Literacy and Numeracy

The November 2018 Education Improvement Journey outcomes, (below) based on the previous benchmark, are included in this section to highlight the impact of revisions to the national benchmark parameters only. Data at this disaggregated level will no longer be available to local authorities through the Insight Tool and is replaced by the above quintile separation.

Local Benchmarking Measure: Literacy and Numeracy, 30% most and least deprived attaining Literacy and Numeracy (S6 based on S4 cohort)

		Most Deprived 30%			Least Deprived 30%				
	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Difference Level 4	% Difference Level 5
Aberdeen City	2017	78.50	44.16	428	94.63	74.51	820	16.13	30.35
Virtual Comparator	2017	83.50	54.00	4280	95.45	81.77	8200	11.95	27.77
National	2017	80.10	48.97	16464	94.30	79.54	15336	14.2	30.6
Aberdeen City	2018	**78.05**	**44.39**	401	**93.15**	**73.64**	774	**15.1**	**29.39**
Virtual Comparator	2018	83.47	55.01	4010	96.07	84.22	7740	12.6	29.21
National	2018	80.90	50.12	16456	94.42	80.86	15207	13.52	30.74

Improvement Targets:
Greater than a 1% reduction in the percentage difference between the most and least deprived for Literacy and Numeracy at SCQF Level 4

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

Comment:
At SCQF Levels 4 and 5, the Improvement Targets relating to reducing the deprivation gap have been met in both instances.

The gap in Literacy and Numeracy at SCQF Level 4 is above the Virtual Comparator and National Establishment figure whilst the Level 5 outcome matches or betters both of the benchmarks.

At both Levels, the annual improvement rate is better than the Virtual Comparator and matches the National figures. However, the absolute outcomes for each deprivation-based component at SCQF Levels 4 and 5 show limited statistical change.

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets
National Benchmarking Measure: Senior Phase – Closing the Poverty Attainment Gap Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points	In February 2019, the Insight Tool introduced the Scottish Index of Multiple Deprivation 2016 (SIMD) Quintiles filter as it allows users to identify cohorts by the most deprived 20% and the least deprived 20% of pupils and quintiles in between. This replaces the previous SIMD filter which separated the cohort into the most deprived 30%, the middle 40% and the least deprived 30% respectively. This will facilitate the use of data in the context of closing the attainment gap.	**Greater than a 1% reduction in the difference in S6 cohort cumulative complementary tariff points for 20% most and least deprived. (revised to quintiles)**

National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage 6 based on S4 cohort

		Attainment Cohort			
Aberdeen City	**Year**	**Lowest 20%**	**Middle 60%**	**Highest 20%**	**Number in Cohort**
20% Most Deprived	2017	239	667	1188	66
20% Least Deprived	2017	571	1041	1505	416
Aberdeen City	**Difference**	**332**	**374**	**317**	
20% Most Deprived	2018	241	698	1201	51
20% Least Deprived	2018	507	1010	1549	418
	Difference	**266**	**312**	**348**	
Virtual Comparator					
20% Most Deprived	2017	265	668	1193	660
20% Least Deprived	2017	547	1032	1473	4160
Virtual Comparator	**Difference**	282	364	280	
20% Most Deprived	2018	228	663	1166	510
20% Least Deprived	2018	541	1035	1486	4180
	Difference	313	372	320	
National					
20% Most Deprived	2017	289	685	1183	5613
20% Least Deprived	2017	537	1020	1466	7586
National	**Difference**	248	335	283	
20% Most Deprived	2018	286	692	1181	5456
20% Least Deprived	2018	559	1030	1482	7554
	Difference	273	338	301	

Comment:
As with the above, it is not currently possible to establish trend patterns from this dataset.

The outcomes across the three attainment cohorts (Lowest, Middle and Highest 20%) in the context of deprivation show a closing of the differentials in each case.

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.

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets
Local Benchmarking Measure: Senior Phase – Closing the Poverty Attainment Gap Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points	The November 2018 Education Improvement Journey outcomes, (below) based on the previous benchmark, are included in this section to highlight the impact of revisions to the national benchmark parameters only. Data at this disaggregated level will no longer be available to local authorities through the Insight Tool and is replaced by the above quintile separation.	**Greater than a 1% reduction in the difference in S6 cohort cumulative complementary tariff points for 30% most and least deprived cohorts**

Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4 cohort

		Attainment Cohort			
Aberdeen City	**Year**	**Lowest 20%**	**Middle 60%**	**Highest 20%**	**Number in Cohort**
30% Most deprived	2018	**76**	**326**	**970**	401
30% Least deprived	2018	196	785	1416	774
Virtual Comparator					
30% Most deprived	2018	106	478	1106	4010
30% Least deprived	2018	287	902	1430	7740
National					
30% Most deprived	2018	88	427	1060	16456
30% Least deprived	2018	245	857	1404	15207

The deprivation related gap between outcomes for those in the Lowest 20% Attainment Cohort has closed by the more significant margin, (and meets the Improvement Target), the results for the Middle 60% and Highest 20% have deteriorated slightly, largely as a result of improvement in the outcomes of the 30% Least Deprived.

In most cohort instances, the local Tariff Points score for the Most Deprived 30% falls short of the National Establishment and Virtual Comparator figures.

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets

Attendance –
- Primary
- Secondary

Attendance Rates – Aberdeen City		
	Year	Attendance Rate (%)
Primary Schools	2017	94.7
Primary Schools	2018	**94.3**
Secondary Schools	2017	91.9
Secondary Schools	2018	**91.3**

Greater than 1% increase in attendance overall

Comment:

Although statistically unchanged from 2016-17, both primary and secondary attendance measures are within tolerance of the local Improvement Targets.

Closing the Poverty Attainment Gap – Attendance
- Primary
- Secondary

Attendance Rates – Aberdeen City: By Sector and SIMD					
		Attendance Rate (%)			
	Year	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
Primary Schools	2017	92.5	93.2	94.0	95.7	96.5
Primary Schools	2018	**91.8**	**92.6**	**93.7**	**95.0**	**96.2**
Secondary Schools	2017	87.2	88.9	91.1	92.8	94.7
Secondary Schools	2018	**86.7**	**88.1**	**91.2**	**92.2**	**94.2**

Greater than a 1% decrease in the difference between Quintiles 1 to 4 compared to Quintile 5 - Primary and Secondary

Comment:

In terms of the overall levels of pupil attendance, the outcomes for both Primary and Secondary education are statistically unchanged and are in line with, or marginally above the most recent national dataset outcomes (2016-17)

Attendance levels in the context of deprivation are similarly unchanged across each Quintile, indicating relative stability in the differential between Least and Most Deprived cohorts.

Exclusions –
- Primary
- Secondary

Exclusions - Aberdeen City				
	Primary		Secondary	
	2016/17	2017/18	2016/17	2017/18
No. of Exclusions	**	**300**	726	**696**
No. of Excluded Pupils	**	**134**	396	**404**
Exclusion Rate per 1000 Pupils	**	**22**	84	**80**

Greater than 1% decrease in exclusions

Comment:

In terms of the overall levels of pupil exclusions, the outcomes for both Primary and Secondary education have improved since 2016-17.

Closing the Poverty Attainment Gap – Exclusions
- Primary
- Secondary

Primary Exclusions: By SIMD 2016 **2016/17**					
	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
No. of Exclusions	**	**	**	**	**
No. of Excluded Pupils	**	**	**	**	**
Exclusion Rates per 1000 pupils	**	**	**	**	**

2017/18					
	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
No. of Exclusions	**87**	**105**	**55**	**21**	**28**
No. of Excluded Pupils	**41**	**44**	**27**	**11**	**8**
Exclusion Rates per 1000 pupils	**52**	**31**	**31**	**10**	**6**

Secondary Exclusions: By SIMD 2016 **2016/17**					
	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
No. of Exclusions	147	286	112	104	77
No. of Excluded Pupils	82	147	57	57	53
Exclusion Rates per 1000 pupils	166	146	106	72	23

2017/18					
	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
No. of Exclusions	**144**	**251**	**81**	**103**	**107**
No. of Excluded Pupils	**80**	**142**	**52**	**58**	**64**
Exclusion Rates per 1000 pupils	**162**	**131**	**78**	**69**	**32**

Greater than a 1% decrease in the difference between Quintiles 1 to 4 compared to Quintile 5 – primary and secondary

Comment:

There has been measurable improvement across the range of exclusion related measures at Primary and Secondary levels with only the Number of Excluded Pupils in Secondary, being statistically unchanged.

The position in regard to closing the differential in exclusion numbers and rates is slightly more nuanced with differing outcomes between Quintiles and between Primary and Secondary levels.

With the exception of Quintile 3 at Primary level, the gap to Quintile 5 has improved in each of the measures. This exception reflects the relatively unchanged levels of exclusion in Quintile 3 in comparison with Quintile 5 which has experienced a greater level of improvement.

Whilst the increase in exclusions at Quintile 5 in Secondary has had an influence in closing the relative gap, the extent of general improvement in exclusion levels across Quintiles 1-4 has also had a statistically significant influence.

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

Performance Areas for Improvement	Key Performance Indicator Data			Improvement Targets

School Leaver Initial Positive Destinations S4-6

Greater than 1% increase in school leaver initial positive destinations

Comment:
Whilst the respective outcomes against Employment and Unemployed Seeking categories both show statistical improvement (suggesting a direct correlation between the two destinations) the majority of destination outcomes are unchanged, as is the headline figure for the proportion of pupils in a positive initial destination. The City remains in the upper quartile of education authorities for the proportion of school leavers who are in a Higher and Further Education (combined) destination.

Out with these categories, the outcomes are generally in line with the national figures and display an improving trend, albeit that the change in the proportion of leavers whose destination is Not Known is an influence that has the capacity to influence both the overall and category data.

Previous experience has suggested that a significant number of these Not Known pupils are likely to be Employed and resident out with the City and that the later wider Participation Measure will better inform this understanding.

Comparing 2016-17 and 2017-18 on a like-for-like basis (excluding those whose destination is Not Known) provides for a current year Local Benchmarking Measure outcome around the improvement target.

National Benchmarking Measure: Leaver Initial Destinations

	Year	% of Schools Leavers in an Initial Positive Destination	Number in Cohort
Aberdeen City	2017	90.84	1637
Aberdeen City	2018	**91.32**	1544

National Benchmarking Measure: Leaver Initial Destinations: By Destination

Destination	% of school leavers	
	2016/17	**2017/18**
Activity Agreement	0.37	0.39
Employed	15.46	18.39
Further Education	29.14	27.66
Higher Education	43.13	41.9
Not known	0.00	0.52
Training	2.38	2.27
Voluntary Work	0.37	0.71
Unemployed Not Seeking	1.04	1.23
Unemployed Seeking	8.12	6.93

Closing the Poverty Attainment Gap – School Leaver Initial Positive Destinations S4-S6

Greater than a 1% reduction in the difference between the 20% most deprived and least deprived school leavers in positive destinations

Comment:
As this is the first publication of national data against the revised SIMD quintile measures, it is not possible to establish trend patterns from this information based on the 2016/17 improvement baseline. In terms of year-on-year pattern, there had been limited change across the SIMD quintiles which would be consistent with variations in cohort sizes and characteristics. There has been some movement in the context of the deprivation gap in that the improvement in quintile 5 outcomes has generally not been mirrored in other quintiles. Resultantly, with the exception of Quintile 3 to 5 differential, the outcomes are marginally below that of 2016/17 but not of considerable variance.

National Benchmarking Measure: Leaver Initial Destinations: By SIMD 2016 (2016/17)

Aberdeen City	% of School Leavers in a Positive Destination	Number in Cohort
Quintile 1 - 20% Most Deprived	80.23	177
Quintile 2	84.94	405
Quintile 3	90.72	194
Quintile 4	94.44	270
Quintile 5 - 20% Least Deprived	96.45	591
% Difference	**16.22**	

National Benchmarking Measure: Leaver Initial Destinations: By SIMD 2016 (2017/18)

Aberdeen City	% of School Leavers in a Positive Destination	Number in Cohort
Quintile 1 - 20% Most Deprived	**80.36**	168
Quintile 2	**83.6**	317
Quintile 3	**92.52**	214
Quintile 4	**93.07**	274
Quintile 5 - 20% Least Deprived	**97.55**	571
% Difference	**17.19**	

Staying on Rates

Greater than a 1% increase in the staying on rate of S3-S5 pupils

Comment:
Across both measures (S3-S5 and S4-S5) there has been a significant improvement of more than 3%. This pattern is prevalent across the majority of establishments.

Staying on Rates

	Year	S3-S5*	S4-S5
Aberdeen City	2017	81.98	81.93
Aberdeen City	**2018**	**85.42**	**85.37**

*The S3-S5 stage staying-on rate is based on S3 pupils 2 years earlier and the S4–S5 staying-on rate is based on S4 pupils 1 year earlier.

Closing the Poverty Attainment Gap – Staying on Rates

Greater than 1% reduction in the gap in staying on rates (S4-S5) between Quintiles 1-4 and Quintile 5

Comment:
Although it is not possible to track year-on-year progress by SIMD quintile outcomes for S3-S5 for 2018, this option will be available in 2019. Staying on rates from S4-S5 by deprivation quintiles shows some widening of the gap between Quintiles 1 and 5, 3 and 5, and 4 and 5, although only Quintile 4 has experienced a year-on-year reduction in outcome.

Staying on Rates: S4-S5 by SIMD 2016 Quintiles

	Year	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
Aberdeen City	2017	72.33	71.12	76.17	86.10	91.58
Aberdeen City	2018	**71.79**	**79.89**	**78.84**	**82.93**	**95.59**

Staying on Rates: S3-S5 by SIMD 2016 Quintiles*

	Year	Quintile 1 – 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 – 20% Least Deprived
Aberdeen City	2018	70.00	77.44	80.11	82.64	97.75

*It was not possible to present S3-S5 staying on rates by SIMD Quintile against 2017 due to the change in SIMD methodology, so no traffic lighting has been applied to the 2018 data.

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets

Number of Pupils Leaving Without a Literacy 3 and Numeracy 3 Qualification

National Benchmarking Measure: Literacy and Numeracy

	Year	% of Leavers attaining Literacy Level 3	No. of leavers not attaining Literacy Level 3	% of Leavers attaining Numeracy Level 3	No. of leavers not attaining Numeracy Level 3	Number in Cohort
Aberdeen City	2017	96.58	56	94.99	82	1637
Aberdeen City	2018	**94.3**	**88**	**93.26**	**104**	1544

Greater than a 1% decrease in number of pupils leaving without a Literacy SCQF Level 3 and Numeracy SCQF Level 3 Qualification

Comment:
Although these measures are reflective of pupils and the proportions are influenced by relative cohort size, the 2018 figures are below those of 2017 in terms of % and absolute numbers.

Broad General Education – Achievement of Curriculum for Excellence (CfE Levels)

Care Experienced Children and Young People - Primary and Secondary

- Reading
- Writing
- Listening and Talking (L&T)
- Numeracy

Care Experienced Young People: Primary – Achievement of CfE Levels 2016/17

P1	No. of Pupils	Early Level (#)	Early Level (%)
Reading	15	7	46.67
Writing	15	9	60.00
L & T	15	**	**
Numeracy	15	**	**

P4	No. of Pupils	First Level (#)	First Level (%)
Reading	13	6	46.15
Writing	13	**	**
L & T	13	6	46.15
Numeracy	13	6	46.15

P7	No. of Pupils	Second Level (#)	Second Level (%)
Reading	14	**	**
Writing	14	**	**
L & T	14	6	42.86
Numeracy	14	**	**

Care Experienced Young People: Primary – Achievement of CfE Levels 2017/18

P1	No. of Pupils	Early Level (#)	Early Level (%)
Reading	18	12	**66.67**
Writing	18	11	**61.11**
L & T	18	12	**66.67**
Numeracy	18	13	**72.22**

P4	No. of Pupils	First Level (#)	First Level (%)
Reading	17	10	**58.82**
Writing	17	**	**
L & T	17	11	**64.71**
Numeracy	17	7	**41.18**

P7	No. of Pupils	Second Level (#)	Second Level (%)
Reading	8	**	**
Writing	8	**	**
L & T	8	**	**
Numeracy	8	**	**

Care Experienced Young People: Secondary – Achievement of CfE Levels 2016/17

S3	No. of pupils	Third Level or better (#)	Third Level or better (%)	Fourth Level (#)	Fourth Level (%)
Reading	29	9	40.91	**	**
Writing	29	9	40.91	**	**
L&T	29	11	50.00	**	**
Numeracy	29	10	45.45	**	**

Care Experienced Young People: Secondary – Achievement of CfE Levels 2017/18

S3	No. of pupils	Third Level or better (#)	Third Level or better (%)	Fourth Level (#)	Fourth Level (%)
Reading	17	7	**50.00**	**	**
Writing	17	8	**53.33**	**	**
L&T	17	8	**53.33**	**	**
Numeracy	17	6	**42.86**	**	**

4% increase in both literacy and numeracy performance of Care Experienced Young People

Comment:
The outcomes for Looked After Children, with the exception of Numeracy at First and Third Level or better, are all improved with 6 out of 12 components/levels also achieving or exceeding the local Improvement Targets.

In aggregate, the results for Reading across the three levels are most improved, followed by Listening and Talking with similar variations in improvement being experienced across each Level.

N.B. Datasets relating to Primary 7 and Fourth Level at S3 contain small numbers which could potentially identify individual pupils therefore are suppressed for the purposes of sharing and publication.

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

Performance Areas for Improvement	Key Performance Indicator Data	Improvement Targets
Attendance – • Primary • Secondary Care Experienced Children and Young People	**Attendance Rates (%)** 		Year	Care Experienced Children and Young People	Aberdeen City
Primary Schools	2017	89.2	94.7
Primary Schools	2018	90.2	94.3
Secondary Schools	2017	78.3	91.9
Secondary Schools	2018	82.9	91.3		**5% increase in overall attendance rates among Care Experienced Young People** **Greater than 1% decrease in the difference in attendance rates between Care Experienced Young People and the city population – Primary** **Greater than 3% decrease in the difference in attendance rates between Care Experienced Young People and the city population – Secondary** **Comment:** Whilst attendance rates at Primary Level improved, this was at a rate below the improvement target, the objective at Secondary level was achieved. In both Primary and Secondary, the attendance rates of Care Experienced Children and Young People have materially risen and met the improvement target figures for decreasing the gap to their peers. The gap at Primary level fell from 5.5% to 4.1% in 2017/18 and the gap in attendance rates for Secondary school showed a substantial improvement from 13.6% to 8.4%, the lowest differential recorded for the City

Exclusions

	Year	Primary - All	Primary - Care Experienced Children and Young People	Secondary – All	Secondary - Care Experienced Children and Young People
No of Exclusions	2017	**	25	726	206
No of Excluded Pupils	2017	**	14	396	104
No of Exclusions	2018	300	17	696	157
No of Excluded Pupils	2018	134	14	404	93

Exclusions –
• Primary
• Secondary

Care Experienced Children and Young People

15% reduction in exclusions of Care Experienced Young People

Comment:

The target for the 15% reduction in the number of CECYP exclusions in 2017/18 was achieved in full at both Primary and Secondary levels.

The number of Excluded Pupils among the CECYP cohort remained unchanged at Primary level against the background of a reduced CECYP cohort but improved in Secondary although falling slightly short of the target figure.

Against both measures, the rate of improvement (where applicable) was greater that recorded against the wider pupil cohort.

National Benchmarking Measure: Literacy and Numeracy

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	56.67	**	30
Virtual Comparator	2017	74.33	33.33	300
National	2017	53.70	17.32	1028
Aberdeen City	2018	30.43	**	23
Virtual Comparator	2018	53.48	21.34	230
National	2018	55.04	20.85	1012

National Benchmarking Measures: Senior Phase- Candidates Attaining Literacy and Numeracy

Care Experienced Children and Young People

3% increase at SCQF Level 4 and 4% increase at SCQF Level 5 amongst Care Experienced Young People

Comment:
The outcome of both Literacy and Numeracy at Level 4 and Level 5 fell below the Improvement Targets for Care Experienced Senior Phase Candidates.

N.B. Datasets relating to Level 5 Literacy and Numeracy contain small numbers which could potentially identify individual pupils therefore are suppressed for the purposes of sharing and publication.

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

Performance Areas for Improvement	Key Performance Indicator Data					Improvement Targets
Local Benchmarking Measures: Senior Phase- Candidates Attaining Literacy and Numeracy **Care Experienced Children and Young People**	**Local Benchmarking Measure: Literacy and Numeracy S4 based on S4 cohort**					**3% increase at SCQF Level 4 and 4% increase at SCQF Level 5 amongst Care Experienced Young People**

Local Benchmarking Measure: Literacy and Numeracy S4 based on S4 cohort

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	37.93	**	29
Aberdeen City	2018	**25.93**	****	27
Virtual Comparator	2017	79.31	42.76	290
Virtual Comparator	2018	61.48	22.22	270
National	2017	49.32	9.63	1101
National	2018	47.17	9.96	1115

Local Benchmarking Measure: Literacy and Numeracy S5 based on S4 cohort

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Aberdeen City	2017	53.33	**	**15**
Aberdeen City	2018	**42.86**	****	**14**
Virtual Comparator	2017	78.67	46.67	**150**
Virtual Comparator	2018	80.00	45.00	**140**
National	2017	62.89	25.52	**768**
National	2018	62.50	25.28	**720**

Comment:
The outcome of both Literacy and Numeracy measures fell below the Improvement Targets, by a significant margin at S4, and a smaller gap at S6.

This is, in part, determined by presentation policy assessments for individual Care Experienced Children and Young People.

N.B. The dataset tables relating to Average Complementary Tariff Point Scores for Care Experienced Children and Young People (S6, based on S4) contains small numbers which could potentially identify individual pupils therefore have not been published

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National Benchmarking Measure: Senior Phase – S5/6 Cohort Cumulative (S4-6) Average Complementary Tariff Points **Care Experienced Children and Young People**

National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S5/S6

		Attainment Cohort			
	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort
Aberdeen City	2017	**	270	**	16
Aberdeen City	**2018**	****	**141**	****	11
Virtual Comparator	2017	87	395	976	160
Virtual Comparator	2018	32	199	755	110
National	2017	32	235	763	675
National	2018	38	257	725	658

3% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points

Comment:
The outcome for Average Cumulative Tariff Points for Care Experienced Young People has dropped significantly and has fallen below the improvement target.

National Benchmarking Measure: School Leaver Initial Positive Destinations S4-6 **Care Experienced Children and Young People**

National Benchmarking Measure: Leaver Initial Destinations

	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Aberdeen City	2017	63.33	30
Aberdeen City	2018	**56.52**	23

National Benchmarking Measure: Leaver Initial Destinations: By Destination

Destination	% of school leavers	
	2016/17	2017/18
Activity Agreement	**	
Employed	**	**
Further Education	23.33	**30.43**
Higher Education	**	
Not known		**
Training	**	****
Voluntary Work		
Unemployed Not Seeking	**	**
Unemployed Seeking	30.00	**34.78**

Greater than 1% increase in CECYP school leaver initial positive destinations

Comment:

The proportion and number of CECYP school leavers in a positive initial destination has reduced in relative terms from 19 to 13 pupils.

Whilst the outcomes across the nine potential destinations (including those that have supressed data) varied, the main statistical movements have been Further Education, Training and the proportion of leavers who are Unemployed and seeking work.

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

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 May 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	School Holiday Pattern 2020 to 2025
REPORT NUMBER	OPE/19/254
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Derek Samson
TERMS OF REFERENCE	Purpose 1 / Remit 5

1. **PURPOSE OF REPORT**

1.1 To provide Committee with feedback from the consultation and to provide a recommendation on the school holiday pattern (school sessions 2020-21 to 2024-25).

2. **RECOMMENDATION**

2.1 That the Committee note and consider the summary of feedback on the consultation on the school holiday pattern and approve the preferred option (Option 4 in Appendix A) for school sessions 2020-21 to 2024-25. This option retains the general pattern of holidays of previous years, with the exception of bringing the summer holidays forward by one week – i.e. starting in the last week in June and schools returning in the second week of August.

3. **BACKGROUND**

3.1 The school holiday pattern in Aberdeen has been broadly the same for many years and therefore it is timely to review the suitability of the current arrangements.

3.2 Various changes have taken place which may impact upon the suitability of the timing of holidays. The aspirations of families with school-age children and of school-based staff may have changed over time.

3.3 Currently, the statutory number of school openings is 190 days for pupils. In addition, teachers attend five in-service days.

3.4 Council policy states that, wherever possible, schools will open for complete weeks, rather than part-weeks, to minimise disruption to learning and teaching.

3.5 There is evidence that a significant amount of unauthorised absence occurs due to parents/carers taking their children out of school during term time, to benefit from lower holiday prices. Significant unauthorised absence around the time of the February long weekend may be due, at least in part, to families taking extended holidays at this time.

3.6 It is unlikely, however, that changing the Aberdeen City Council holiday pattern will have a significant impact upon this, as travel companies are alert to the timing of holidays and adjust their process accordingly.

3.7 An online consultation was open between 18 February and 10 March 2019 and was widely advertised through schools, school websites, social media and the ACC website. Consultees without access to the online survey were supported by staff in local libraries.

3.8 There were 4120 responses to the survey, the largest response by the public to an educational matter in Aberdeen City Council. It should be noted that respondents could make as many submissions as they wished.

3.9 Summary of Responses to the Survey

3.9.1 Most respondents (70.8%) were "parent/carer of school aged child(ren)". This was followed by "teacher in an Aberdeen City Council school" – 19.6%.

3.9.2 When asked about the length of the summer holidays (currently six weeks), 75.6% of responders thought they were 'about the right length'.

3.9.3 When asked about the start date of the summer holiday (usually the end of the first week of July), the majority (70.2%) thought this was 'about right'.

3.9.4 When asked whether the long weekend in September should continue the results were less clear with 46.2% thought they should continue and 45.2% thought they should not continue.

3.9.5 Respondents were then asked if the long weekend in September did stop, where the holidays should be allocated. The highest response was to add them to the February holiday (48.5%), followed by the Christmas Holidays (26.1%).

3.9.6 When asked about the length of the October holiday, 79.2% of responders felt the length was 'about the right length'.

3.9.7 If the October holiday were to be shortened from two weeks to one week, responders were asked where they thought the other week should be allocated.

39.0% of responders thought there should be a 'new week-long holiday in February'. This was followed by 16.1% of responders thinking it 'should be added to the summer holidays'.

3.9.8 Most responders (79.5%) felt that the Christmas holidays were 'about the right length'.

3.9.9 Responders were then asked if they agreed or disagreed that school weeks should be complete weeks (i.e. avoiding fragmented weeks). The results showed that 48.1% of respondents either 'strongly agreed' or 'agreed' that there should be full weeks. This was followed by 31.5% who 'neither agreed nor disagreed' and a final 20.3% who 'disagreed' or 'strongly disagreed'.

3.9.10 In terms of the Christmas holidays, to allow for full weeks 40.1% of respondents would 'prefer finishing well before Christmas'. This was followed by 32.2% who would 'prefer going back well after New Year'.

3.9.11 The majority (91.1%) felt that the two-week Spring (Easter) holiday was 'about the right length'.

3.9.12 Respondents were then asked if they felt the Spring (Easter) holidays should vary or remain the same each year. This was less conclusive with 51.8% of respondents wanting them to remain the 'same two weeks each year', and 41.5% of respondents wanting the holidays to 'vary with Easter'.

3.9.13 If the holidays were to be fixed, 46.9% of respondents felt they should be 'the first two weeks in April'. This was followed by 19.4% who felt that should be 'the last week in March and first week in April'.

3.9.14 Based on this feedback, there is no overall indication that significant change is wanted, and the status quo appears to be the preferred way forward for most respondents.

3.10   Aberdeenshire Council

3.10.1 Aberdeenshire Council is Aberdeen City Council's only geographically adjacent local authority. Many staff work in one Local Authority and live in the other. There is some movement of children and young people across the boundary, and it is reasonable to suggest that broad commonality between the holiday patterns of the two Councils is desirable.

3.10.2 Currently, the holiday pattern between City and Shire is very similar, the only differences being the timing of local holidays (Aberdeenshire does not have the 'long' September weekend) and the dates of in-service days. Aberdeenshire Council's Education Committee are scheduled to decide upon their next five-year pattern on 30 May 2019. Aberdeenshire Council have been informed of our consultation and were invited to respond, as a neighbouring LA. Aberdeenshire Council will be informed of the Aberdeen City Council Committee decision on the school holiday pattern.

3.11 Other Local Authorities

3.11.1 Analysis of school holiday patterns in the other 31 Scottish Local Authority areas for session 2018-19 provide the following information.

	Number of LAs
Start of Term 1 (after Summer holidays)	
w/b 13/08/2018	17
w/b 20/08/2018	15
Duration of October holidays	
1 week	18
2 weeks	14
Start of Term 2 (after October holidays)	
w/b 22/10/18	23
w/b 29/10/18	7
other	2
Total duration of February holiday	
2 days	6
3 days	13
4 days	7
5 days	4
6 days	2
End of session (beginning of summer holidays)	
w/b 24/06/2019	26
w/b 01/07/2019	6
Duration of summer holidays*	
6 weeks	15
7 weeks	17

*Note: 3 days or more rounded to one week

3.11.2 There are almost equal numbers of Local Authorities with 6 and 7 weeks' summer holidays.

3.11.3 Those with the longer summer break tend to have only one week's holiday in October, although in many LAs pupils attend for 'part weeks'.

3.11.4 The summer term in over four fifths of Local Authorities ends in the last week of June.

3.11.5 There is also an almost equal number of LAs return in the second and in the third week in August.

3.11.6 There is no evidence that the timing of local authorities across Scotland, other than Aberdeenshire, has any significant bearing in the holiday aspirations of many families with children attending Aberdeen City Council schools.

3.12   Other Considerations

3.12.1 There is significant pressure on school-based (mainly teaching) staff to complete Scottish Qualification Authority (SQA) requirements linked to providing evidence to support the Post Results Service.

3.12.2 Each year, a significant number of students have offers of entry to further and higher courses which are dependent upon examination results. The system of the Appeals has been abolished and schools now have a relatively short window of time to submit evidence to SQA of the performance of students in exceptional and special circumstances.

3.12.3 This in effect means that some staff have to be in school during the second week of August, which can be during the holidays in those LAs where the holidays run until the start of the third week.

3.12.4 An obvious change is to retain a six-week summer holiday but finish and return one week earlier (Option 3 and Option 4). This would also allow for mitigation of the criticism of having the continuation of the September 'long weekend' too close to the start of the new school session in August (Option 4).

3.12.5 Overall, the consultation indicted overall satisfaction with the current arrangements, in particular the general commonality with arrangements in Aberdeenshire Council.

3.12.6 The recommended option is Option 4, which retains the overall holiday pattern, including the September weekend, but brings the summer holiday starting date forward by a week, and as a result, the beginning of the new academic session.

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. There are no risks associated with implementing / not implementing the recommendations, and all statutory requirements of the council in terms of school openings will be met		
Employee	Staff's individual circumstances not being considered	L	Widespread consultation. Not everyone can be given individualised holiday pattern
Customer	Families' individual circumstances not being considered. There are minimal risks associated with pupils, parents and carers as well as the general public of employee dissatisfaction as a full consultation has been considered	L	Widespread consultation. Not everyone can be given individualised holiday pattern
Environment	None		
Technology	None		
Reputational	Negative – not considering aspirations of community	L	There are minimal risks to the council's reputation as there has been full consideration of the widespread consultation

7. OUTCOMES

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Communities provided with opportunity to submit views on school holiday pattern for the next five years.
Organisational Design	Clear pattern of school openings agreed for the next five years.
Workforce	Staff provided with opportunity to submit views on school holiday pattern for the next five years.
Partnerships and Alliances	Communities provided with opportunity to submit views on school holiday pattern for the next five years.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	EHRIA not required
Data Protection Impact Assessment	Not required No personal data collected in the survey.
Duty of Due Regard / Fairer Scotland Duty	Not applicable

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A: Summary of Consultation on School Holiday Pattern 2020-2025

Appendix B: Options (1 to 4) on School Holiday Pattern from school session 2020/21 to 2024/25

11. REPORT AUTHOR CONTACT DETAILS

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Appendix A: Summary of Consultation on School Holiday Pattern 2020-2025

Question 1: Are you a:

	Total	%
Parent/Carer of school aged child(ren)	2,918	70.83%
Parent/Carer of non-school aged child(ren)	259	6.29%
Pupil/student at school	71	1.72%
Teacher in an Aberdeen City Council school	807	19.59%
Employee at an Aberdeen City Council school other than a teacher	483	11.72%
None of the above	118	2.86%
Not Answered	2	0.05%
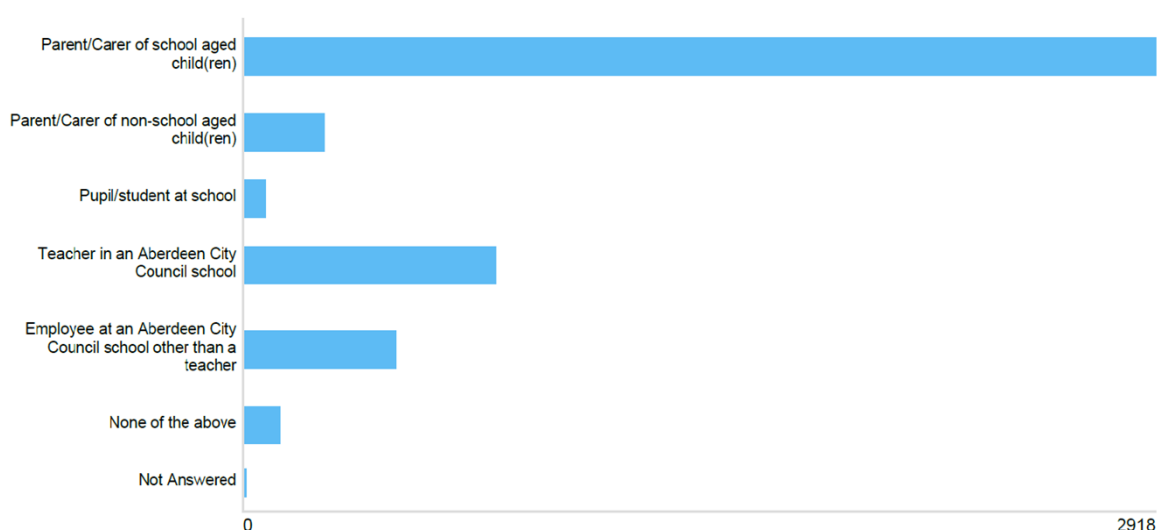
Question 2: Do you think that the usual six-week summer holiday is too long, too short, or about right?

	Total	%
Too long	681	16.53%
About the right length	3,114	75.58%
Too short	287	6.97%
Don't know	36	0.87%
Not answered	2	0.05%
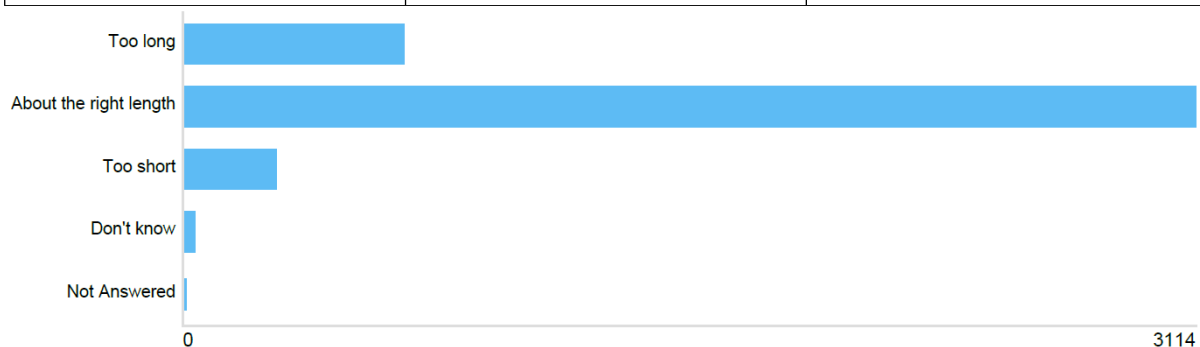
Question 3: Do you think that the start of the summer holiday (usually the first week of July) is too early, too late, or about right?

	Total	%
Too early	199	4.83%
About right	2,893	70.22%
Too late	975	23.67%
Don't know	50	1.21%
Not answered	3	0.07%
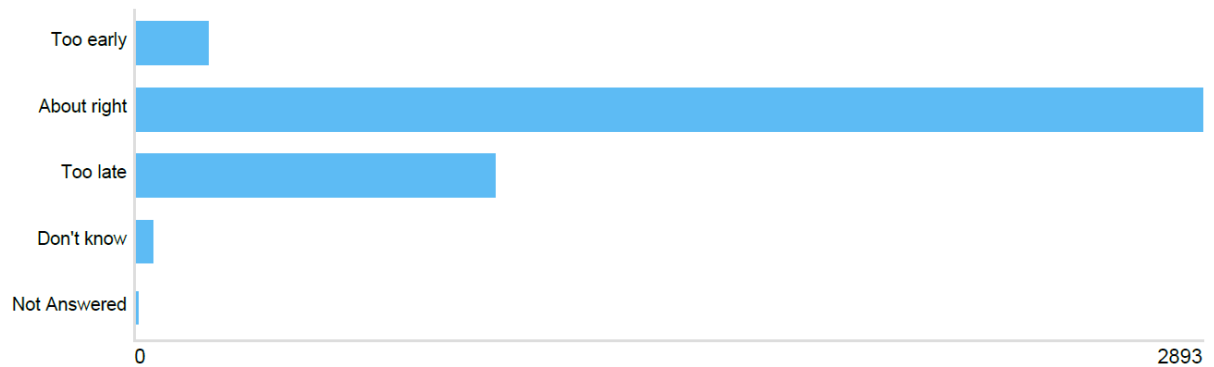
Question 4: Aberdeen has traditionally had a 'long weekend' in September – a holiday Friday/ Monday. Do you think this should be continued?

	Total	%
Yes	1,902	46.17%
No	1,864	45.24%
Don't know	343	8.33%
Not answered	11	0.27%
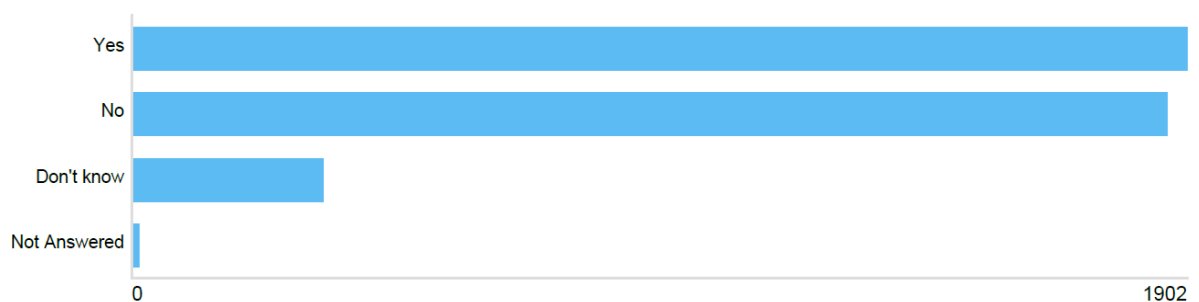
Question 5: If the September 'long weekend' was stopped, when do you think the extra two days holiday should be placed?

	Total	%
Added to summer holiday	291	7.06%
Added to October holiday	189	4.59%
Added to winter (Christmas) holidays	1,074	26.07%
Added to a new February holiday	1,998	48.50%
Added to Spring (Easter) holiday	126	3.06%
Don't know	285	6.92%
Not answered	157	3.81%
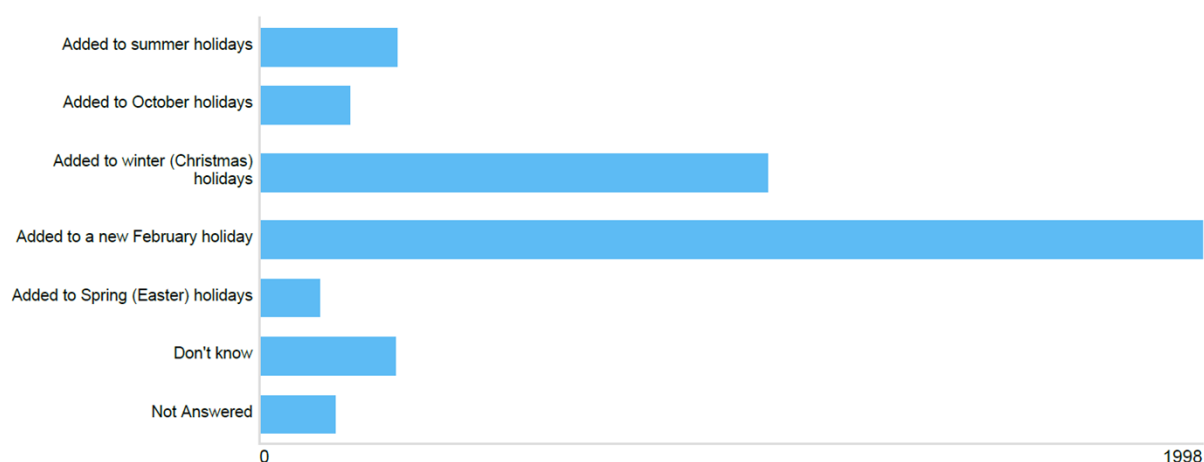
At another time (please specify):

Winter term/ Christmas / New Year	Added to Christmas holidays ONLY when the holidays begin/end mid-week. Not an extended Feb holiday - much prefer the September/Spring/summer timing, when we can take advantage of our surroundings in more favourable weather.
	it would need to extend period prior to Christmas **(3 comments)**
	after Christmas not before **(3 comments)**
	But I would add it to new year end. People are more likely to go away for new year, rather than Christmas
	Christmas **(3 comments)**
	Make it so that you start the Christmas holiday's at the Wednesday before Christmas
	New Year holidays
	Winter holiday needs one week more
	In Middle of November eg Week beginning 15th Nov. School closure for the Friday and Monday **(2 comments)**
February	Add to the 1 day holiday + 2 in-service days in February to give us a week off in Feb. **(15 comments)**
	To inslude valentine's day
	To break up the long term between Christmas and Easter

	Specifically, added to the current mid-February in-service half week, which would give a full week of mid-term break for the children in 12-week long term. This "holiday", currently set in week 5 (week 2 of February) should ideally be placed one week later (so 3rd week of February)
May / Summer term	Added to the very short break in the middle of the summer term (ie in May) to make a one week holiday
	Added to the May Bank holiday and in-service day to make a week of holidays in early May. **(14 comments)**
	End of May
	Holiday in second half of May - this is a long term!
	May (as in England) when there is DECENT WEATHER! **(5 comments)**
	during term 4 **(8 comments)**
	Between Easter and end of school year
	After Easter holidays before summer holidays - it's an incredibly long term at the moment
	In June like the shire **(3 comments)**
	In the summer term (between April and July). This is a very long term, with only 2 days of, beginning of May. I feel there needs to be a break by the end of May, in order to enjoy the good weather and to have a proper break in the middle of term (and not at the beginning, as it is now).
	To break the long summer term prior to summer break.
	Maybe a couple of in service days between Easter / summer
	Or to have a June break like they do in shire.
	Either way term 3 and 4 are far too long for both pupils and staff. Term 3 is particularly hard.
October	Not to be added to winter or spring holidays. If losing sept weekend and 1 week of October, then would like added to October.
	Or October Holidays
Mixed	Perhaps in May when the weather is better. The term from Easter to summer hols feels quite long.
	4 even terms over a session
	A long weekend at another point in the year
	Add them as single days to other holidays, ie Easter.
	A break between Easter and Summer as this term is quite long
	Aberdeen do not recognise Easter holidays for workers bit the English do.
	Added to a half term holiday in May, or to enable a full Easter celebration long weekend
	Added to Easter or winter holidays
	Adding 1 day to the February holiday and 1 day to the May bank holiday to break up two very long terms.
	Either add to February or add to Summer holidays.
	Either added onto the days off they already have in February or add onto Christmas holidays
	Either BEFORE Christmas or added onto Feb weekend
	either February or summer holidays
	Either February or Xmas holidays
	Either October or Easter holidays

	Either October or Summer holidays are good. Winter holidays are ok, but most of the time neither me or partner can get time off over that period, so it is hard to find childcare with usual camps not working over winter holidays.
	Either to the Christmas holidays or the February holiday
	Even distribution e.g. a day in October and a day in June
	February of Easter
	Have the Monday of the September weekend but add on to February the other day
	However, if a week is removed from the October holidays and added as a new February holiday then I would wand these days added to the Christmas holiday
	I think 5 weeks is enough in Summer and the extra week should be added to the September long weekend
	i think spring would be ideal as more opportunities to do things with kids outside, winter has more restrictions especially for large families and disabled children
	I wish for the Monday to stay in September but the Friday to be switched to February
	It depends. If Christmas Day is soon after normal school breakup in December, then a few extra days at the beginning of the December holiday makes road travel to relatives easier and safer (by allowing travel to be changed to avoid bad weather). Adding to the October holiday is also useful as travel from English airports is cheaper. Adding to the Easter holidays would interfere with exam preparation.
	it would depend what was done with summer holidays - if they go back earlier then it would make sense to either keep or add to October holidays
	October, winter or Feb. Not Summer.
	One day holiday in winter term (between Oct and Christmas Holidays), and one day holiday in the summer term.
	or Christmas when or if necessary, or to cover actual Easter holidays if the spring holiday does not allow for Easter Monday.
No Change	Should not be stopped and defo not added to Christmas
	A small break every 2 months is perfect don't change it
	Do not think this should be changed **(34 Comments)**
	Don't think it should be added anywhere, kids get more than ample enough holidays during the year and don't need this . **(7 comments)**
	Don't want more holidays in winter, can get good weather still in September, nice to have a long weekend at this point
	I don't want the September weekend to be stopped. Many families in Aberdeen go away this weekend and on the one year we didn't get it families still took the time off and they will continue to do so.
	I really don't want it stopped, we have a 42 year long family tradition that weekend.
	within my work contract the sept holiday is a standard holiday which I have to take therefore I'm happy for children to be off at this time as well as it means we can have quality time together. If the weekend was to change it would mean the added pressure of finding child care / out of school cover to cover the alternate dates. No flexibility in my employment system to change our 8 standard holidays a year.
	would prefer to lose the September weekend and keep the two October weeks. Definitely don't want to lose September and only have one October week.

	I'd rather it was dropped and not added but if it needs to be then Easter. I feel Feb is too soon, kids are just back
	In line with the shire holidays in November and May. My children go to a shire school!
	Keep one in sept and have another at the beginning of Feb
	keep the same day off in September as the parents work. Take the extra day and the extra day in November into the February week
	Neither it is hard enough for working families to cover holidays and most employers still have the September weekend so this should remain
	Please don't move it - it is impossible to take longer holidays from work at Christmas or October, those holidays are already long enough
	Still Sept - especially if you are looking at starting this term a week earlier.
Other	all holidays are fine as is so I would not like it added anywhere
	Any time in line with Aberdeenshire holidays
	Before prelim times in Scotland
	cheaper to by holidays when not school holidays
	Forget them, too many breaks in our kids' education. They hardly get started a new term and another break pops up
	Flexi days for teachers
	Definitely not the Christmas holidays, this is already 2 weeks at a time of ear when prelims etc are going.
	Definitely not winter
	Depends on the dates of the other holidays i.e. if Xmas holiday is close to Xmas add in then but if not then add to another holiday
	In Angus they have a long weekend for St Andrews day that always seemed much better than September and bring the October holidays forward. **(2 comments)**
	Keep it the same. Working parents have enough time to get childcare for. No more days being added to other weeks will work.
	Kept as a separate holiday at another time
	Left as it is to coincide with workplace holidays.
	Must be kept in line with Aberdeenshire
	Not Christmas as I work in nhs
	Perhaps create a couple of longer weekends by giving Fridays off..
	Possibly merged with in service days to make a week
	Random all action, to create a festival atmosphere
	Two Days off for the two Eids
	We all ready have a Feb holiday @aboyne
	we can't lose any time with the seniors before study leave.
	When pupils are off on study leave
	Preferably they should be dropped altogether as other holidays are long enough without being added to. **(3 comments)**
	They comeback from school very tired I think the more holydays the better

Question 6: Aberdeen currently has a two-week holiday, usually around the middle of October. Do you think that the length of the two-week holiday in October is too long, too short, or about right?

	Total	%
Too short	62	1.50%
About the right length	3,264	79.22%
Too long	751	18.23%
Don't know	37	0.90%
Not answered	6	0.15%
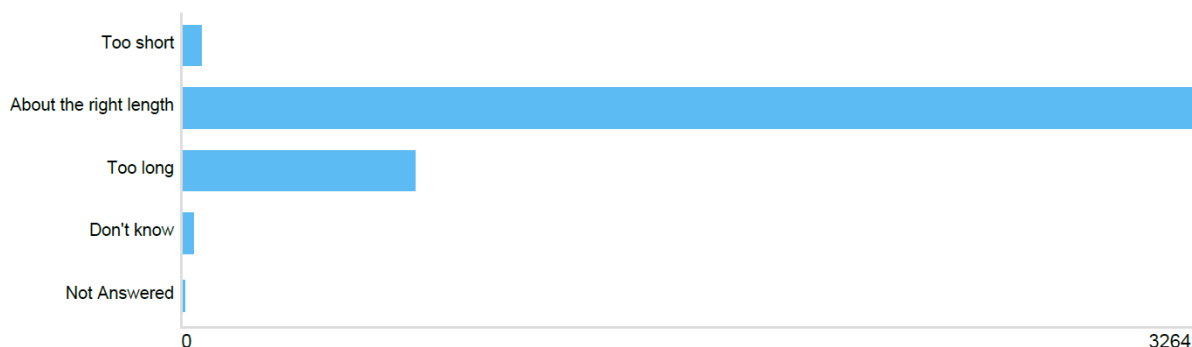
Question 7: If the October holiday was reduced to one week, at what time of year would you prefer the other week to be taken?

	Total	%
A new week-long holiday in February	1,605	38.96%
Added to the Spring (Easter) holidays	234	5.68%
Added to the summer holidays	665	16.14%
Added to the winter (Christmas) holidays	592	14.37%
Don't know	643	15.61%
Not answered	381	9.25%

Page 78

At another time (Please specify):

No Change	2 weeks in October is best **(276 comments)**
	A lot of families use the October Holidays as their main family holiday due to the weather abroad during the summer being too hot for young children. Reducing this would lead to a lot of unauthorised absences. **(38 comments)**
	I believe the two week break benefits teaching staff and school pupils. **(7 comments)**
	Neither! Covering 3 weeks at Easter and Christmas would be very hard for working parents however 2 weeks twice a year is more manageable and makes time spend with children spread. Weather in February is often poor so October seems a sensible time to have holidays. Lots of families holiday in October and there would be more unauthorised absence if holidays changed. **(6 comments)**
	I am Scout Leader of the 9th Aberdeen Scout Troop and we currently have regular trips to the USA for the scouts in the 2 week long October holiday. This is the best time to do this trip as it doesn't clash with family holidays in the summer and it is a good weather period to visit the USA and meet US scouts. We would be unable to continue these trips if the 2 weeks in October was reduced to one which would be very disappointing to lose that educational opportunity for scouts in Aberdeen in future years. **(2 comments)**
	I'd be a bit concerned about the ability of children to cope starting school in Aug and only having one week between then and Christmas if Sept wknd stopped and Oct hols only 1 week. Starting school and the run up to xmas is extremely taxing for all children but particularly children with ASN. I suspect that you would see a deterioration in behaviour because not enough downtime from Aug - xmas.
May / Spring	A week between the spring and summer holidays (end of may) **(34 comments)**
	A new week-long holiday third week of may. Last term is too long and May holiday too short and too quick after spring break
	At actual Easter time
	Between Easter and summer to give the children a rest **(3 comments)**
	Week in march
Winter / Christmas	Pre-Christmas / added to Christmas holidays **(6 comments)**
	a week long holiday in February and added to Christmas holidays **(3 comments**
	Between Christmas and Easter
	Disregard the February break - the kids are just back after the Christmas break
	Don't mind but not February **(2 comments)**
	I'd prefer if the week of holidays was added after New Year, not before Christmas.
	Not in February as this is a very important time for teaching and learning where important SQA work is undertaken by S4-6.
Summer	Or a week in the summer term around may to break up the summer term **(2 comments)**
	Or added to the summer holidays **(2 comments)**

	To beginning of summer holidays not the end
	Added to September holiday **(2 comments)**
	Not summer **(2 comments)**
	Early June
	Make an New holiday in summer term **(2 comments)**
Mixed	5 x 8 week terms with 2 weeks at Oct, Feb, Easter and 4 in summer
	A 7 week summer would be preferred and a full week in Feb
	Again, depends what happens with summer - additional week would be hard to manage for working parents, Christmas would make the Christmas holidays too long, 3 weeks at Spring seems excessive
	along with September days to create a week in February, then keep a few days to add to May holiday
	Half summer, half December.
	I have taught in Edinburgh where there is a week at February and in October which was a positive experience.
	split - add 3 days to May Day & in service day & add other 2 other days in Feb
	Split between a February holiday and a long weekend at end of May
	Split between current holidays **(3 comments)**
	Summer holidays are already 7 weeks (not 6) so split this week with Xmas and Feb
	Split the week into two half weeks. Maybe a long weekend in May and November to break up the terms
	Split to winter and February or summer
	If September weekend continues then add to new February week long holiday otherwise spring
	If the October holiday is reduced to one week and a week given in February then the September long weekend should remain
	If this was the case the 2 days from September weekend could be added before Christmas
	if you're going to add the September weekend days to the Feb hol, then use the 'spare' October week to provide a half term week in the summer term
	A new week long holiday at a different time of year (potentially November or May)
	Maybe z week in May but certainly not more I'm winter months. Keep 2 weeks in October if not able to take spring or summer but not added onto Easter
	or a week in May as the summer term is long too. Def don't add to xmas as its a long enough holiday in bad weather.
Other	Any time in line with Aberdeenshire holidays (3 comments)
	Cancelled altogether. There are too many holidays **(5 comments)**
	This question is biased and leading and should be removed.
	I don't think it should be added any where and they should be at school learning and also for some children school is the only time they have a proper meal and socialize with others
	I have already chosen my whole year holidays (1st April - 31st March 2019/2020 revolving around the school holidays
	October holidays too short **(2 comments)**
	Two weeks off feels long after the six week break in the summer but if Sept holiday is removed, than it's probably about right as wouldn't want this added to another holiday

	Then keep the September long weekend. Don't think there would be any benefit to halving the October holiday and taking away Sept long weekend, to add to 3 days in Feb to make a 2 week holiday then.
	There are all ready 3 days in February so maybe a split to lengthen the summer term long weekend & add onto make a week in February or the Christmas, Easter holidays longer
	Summer holidays can be shortened and can be added to October holidays
	1 week in October is a bad idea 2 wks Easter 2 wks October 6 wks summer and Christmas works well
	During study leave period
	I did not think reducing the October hols to a week is a good option, the sept long week end days should be added to Feb to make it a week then
	I would make all holidays a minimum of 2 weeks. Even if this means reducing the summer hol
	It doesn't make sense to lengthen any of the holidays by an additional week
	may be local industries should need a work force tattie harvesting family run business
	Removal of one week will make summer to Christmas 16 week term with only 5 days break, too long.

Question 8: Do you think that the two-week winter (Christmas) holiday is too long, too short, or about right?

	Total	%
Too short	717	17.40%
About the right length	3,274	79.47%
Too long	112	2.72%
Don't know	15	0.36%
Not answered	2	0.05%
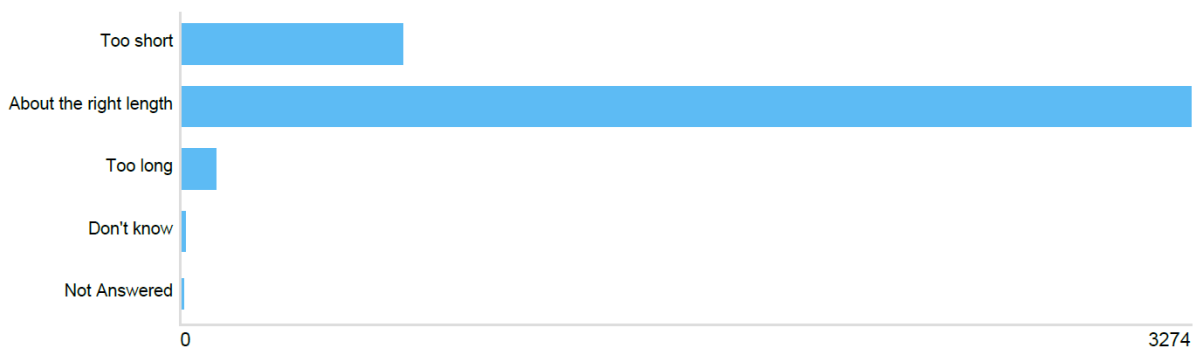
Question 9: Do you agree or disagree that school weeks should be complete weeks (pupils in school from Monday to Friday) if possible, avoiding fragmented weeks (finishing on a day other than Friday, going back on a day other than Monday)?

	Total	%
Strongly agree	1,014	24.61%
Agree	967	23.47%
Neither agree nor disagree	1,296	31.46%
Disagree	621	15.07%
Strongly disagree	217	5.27%
Not answered	5	0.12%
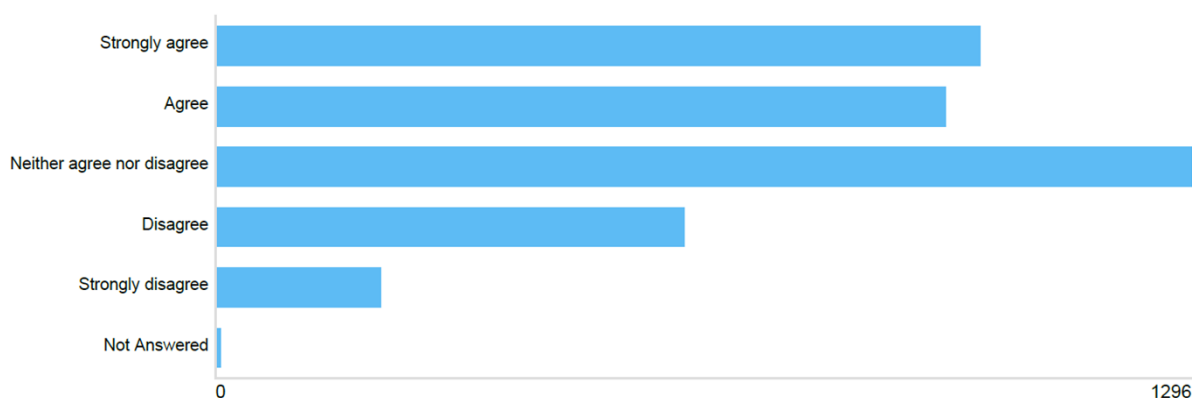
Question 10: To maintain complete school weeks (schools open Monday-Friday inclusive), would you prefer there was a longer period before or after the main holiday period around Christmas Day and New Year's Day?

	Total	%
Prefer finishing well before Christmas	1,650	40.05%
Prefer going back well after New Year	1,326	32.18%
Don't have a preference	1,129	27.40%
Not answered	15	0.36%
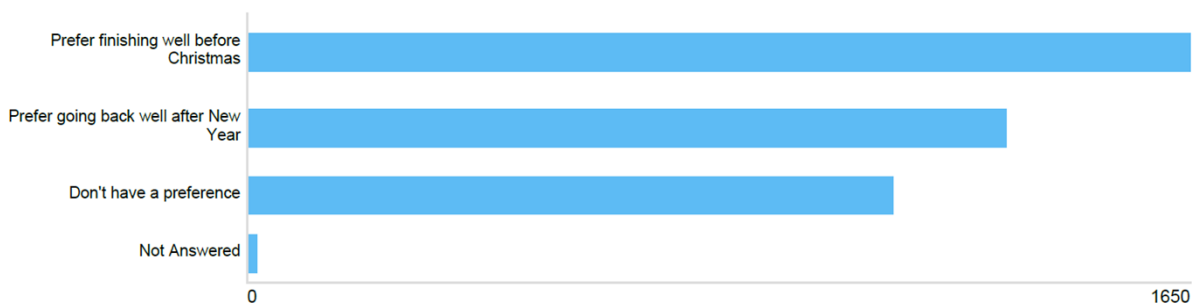
Question 11: Aberdeen currently has a two-week holiday, usually on the first two weeks of April. Do you think that the two-week Spring (Easter) holiday is too long, too short or about right?

	Total	%
Too short	81	1.97%
About the right length	3,778	91.70%
Too long	228	5.53%
Don't know	28	0.68%
Not answered	5	0.12%
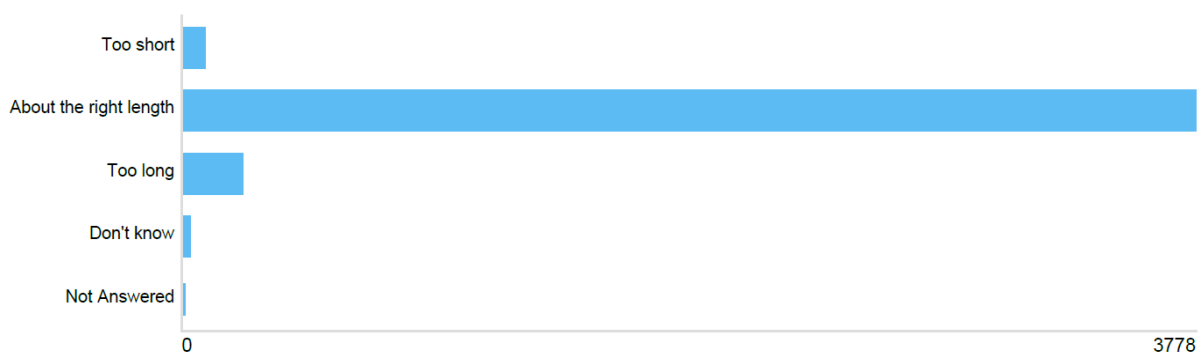
Question 12: Do you think that the Spring (Easter) holiday should be at the same time each year, or vary according to when the Easter weekend falls?

	Total	%
Same two weeks each year	2,136	51.84%
Vary with Easter	1,708	41.46%
Don't know	269	6.53%
Not answered	7	0.17%

Page 83
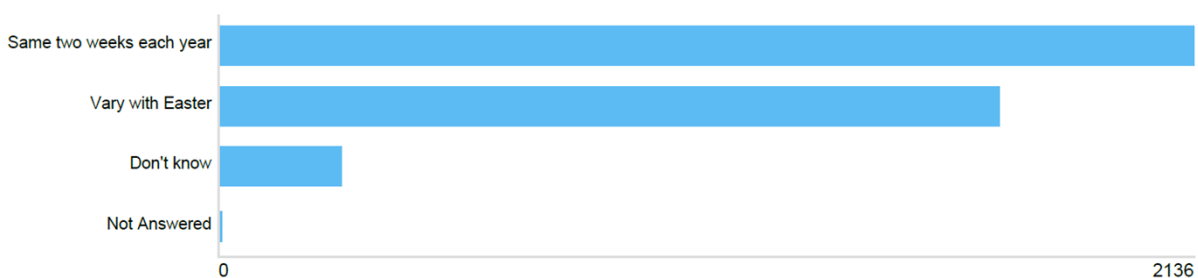
Question 13: If the Spring (Easter) holiday should be at the same time each year, when should it be?

	Total	%
The last two weeks in March	95	2.31%
The last week in March and first week in April	799	19.39%
The first two weeks in April	1,932	46.89%
The middle two weeks in April	553	13.42%
Don't know	530	12.86%
Not answered	211	5.12%

At another time (please specify):

Easter weekend	Around Easter / wrap around the Easter weekend/ Don't lose the meaning of Easter/ this is a religious holiday **(74 Comments)**
March /April	Last two week in April **(7 comments)**
	Middle two weeks **(2 comments)**
	1 week only - first week of April
	Anytime in April
	Any earlier than first two weeks in April is too early **(3 comments)**
	being able to select more than one response would be appreciated for this question. With the first or the middle two weeks of April would be most suitable - moving the time back into March would not allow provision in annual leave allowance to cover this change in time - adding to the ongoing stress of having to source adequate out of school holiday cover.
	the weather some use it for skiing others to get some sun at a cheaper flights when not at the same time as English school holidays. Maybe SQA should think of its customers the parents
	This is very important to me and a lot of business people as the end of the financial year business s extremely busy for a lot of local businesses. It would be very difficult if the Easter holiday fell before the first two weeks in April
	March would be far too early
	middle two weeks in March - 13 week term is EXHAUSTING for everyone
	Or the last week in March and first week in April

Other	In line with Aberdeenshire / other authorities /other public services **(7 comments)**
	Again, why the need for two weeks?
	But need to add extra week of holidays in last semester
	Companies holiday years change in April. So would be keeping one week from one year.
	I work at RGU and we have a teaching break the first week in April. It would be great if this tied into school holidays! I don't know if there are other employers who build in similar breaks?
	If adding another week last week in march
	If adult workers don't get the bank holidays to match z mute point
	If it were march that makes term after if too long. Varying with Easter means the schools and most employers eater holidays are the same
	January
	Our caravan site opens at the start of the Easter holidays every year and we go away for the two weeks. Again we have done this for years and changing this will force me to take the kids off again without permission as family always come up that two weeks and have done since I was a kid myself!
	don't change it **(3 comments)**
	Working around the basis of what Easter is about. Consideration to be given to senior students heading straight into prelims. A balance academically & morally must be struck.
SQA	A time where it allowed pupils to complete exams/assignment/folio deadlines but still have a couple weeks at school before exams commence **(3 comments)**
	If there are no exams this is an ideal time to take a holiday in the Scotland or the rest of the UK. Bringing this holiday earlier would mean that the weather would be less likely to be suitable for a holiday in the UK. Otherwise, the impact on exam prep is important and should be paramount.
Depends on other holiday alignment	depends if there were to be a week in February. If so, April holidays could be a bit later **(33 comments)**
	Depends if moving summer holiday, if bring it forward a week would be good idea to bring spring break forward a week too (unless adding week in February in which case leave as is)
	Depends on when other breaks fall - it should provide a good, restful break for staff and pupils half-way between the breaks either side.
	However if the last week in March/first week in April it makes term 4 longer
	If it is earlier then that leaves the post Easter term longer and this term is usually when pupils switch off more, exams finish and so on. Many pupils don't see timetable change as a period to study properly, they see it as a light switching off period.
	Whatever makes the terms even **(7 comments)**

Note: selected comments are verbatim and may contain grammatical or spelling errors.

Appendix B   Proposed School Holiday Dates 2020-21 to 2024-25

Option 1: Retain September weekend and summer holidays start in first week of July (roll on of current arrangements)

	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 and Mon 21stSeptember	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 to Fri 23rd October	Mon 11th October to Fri 22nd October	Mon 17th October to Fri 28th October	Mon 16th October to Fri 27th October	Mon 14th October to 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 to Mon 4th January	Wednesday 22nd December to Wed 5th January	Fri 23rd December to Fri 6th January	Fri 22nd December to Fri 5th January	Mon 23rd December to 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 17th February
Term ends	Fri 26th March	Fri 1st April	Fri 31st March	Fri 22nd March	Fri 28th March
Spring holiday	Mon 29th March to Fri 9th April	Mon 4th April to Fri 15th April	Mon 3rd April to Fri 14th April	Mon 25th March to Fri 5th April	Mon 31st March to Fri 11th April
Term 4					
Term starts	Mon 12th April	Mon 18th April	Mon 17th April	Mon 8th 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	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined

Option 2: Remove September weekend and retain summer holidays start in first week of July

	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	-	-	-	-	-
Term ends	Fri 9th October	Fri 8th October	Fri 7th October	Fri 13th October	Fri 11th October
October holiday	Mon 12th October to Fri 23rd October	Mon 11th October to Fri 22nd October	Mon 10th October to Fri 21st October	Mon 16th October to Fri 27th October	Mon 14th October to Fri 25th October
Term 2					
Term starts	Mon 26th October	Mon 25th October	Mon 24th October	Mon 30th October	Mon 28th October
Term ends	Fri 18th December	Tue 21st December	Fri 16th December	Wed 20th December	Fri 20th December
Winter holiday	Mon 21st December to Tue 5th January	Tue 22nd December to Fri 7th January	Fri 19th December to Tue 3rd January	Thur. 21st December to Fri 5th January	Mon 23rd December to Tue 7th January
Term 3					
Term starts	Wed 6th January	Mon 10th January	Wed 4th January	Mon 8th January	Wed 8th January
Mid term	Mon 15th February	Mon 14th February	Fri 10th and Mon 13th February	Mon 12th February	Fri 14th and Mon 17th February
Term ends	Thur. 1st April	Fri 1st April	Fri 31st March	Thur. 28th March	Fri 4th April
Spring holiday	Mon 5th April to Fri 16th April	Mon 4th April to Fri 15th April	Mon 3rd April to Fri 14th April	Fri 29th March to Fri 12th April	Mon 7th to Fri 18th April
Term 4					
Term starts	Mon 19th April	Mon 18th April	Mon 17th April	Mon 15th April	Mon 21st April
Good Friday					
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	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined

Option 3: Remove September weekend and start summer holidays a week earlier

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Term 1					
Staff training day	Mon 10th August	Mon 9th August	Mon 15th August	Mon 14th August	Mon 12th August
Pupils return	Tue 11th August	Tue 10th August	Tue 16th August	Tue 15th August	Tue 13th August
September holiday	-	-	-	-	-
Term ends	Fri 9th October	Fri 8th October	Fri 7th October	Fri 13th October	Fri 11th October
October holiday	Mon 12th to Fri 23rd October	Mon 11th to Fri 22nd October	Mon 10th to Fri 21st October	Mon 16th to Fri 27th October	Mon 14th to Fri 25th October
Term 2					
Term starts	Mon 26th October	Mon 25th October	Mon 24th October	Mon 30th October	Mon 28th October
Term ends	Fri 18th December	Tue 21st December	Fri 16th December	Wed 20th December	Fri 20th December
Winter holiday	Mon 21st December to Tue 5th January	Tue 22nd December to Fri 7th January	Fri 19th December to Tue 3rd January	Thur. 21st December to Fri 5th January	Mon 23rd December to Tue 7th January
Term 3					
Term starts	Wed 6th January	Mon 10th January	Wed 4th January	Mon 8th January	Wed 8th January
Mid term	Mon 15th February	Mon 14th February	Fri 10th & Mon 13th February	Mon 12th February	Fri 14th & Mon 17th February
Term ends	Thur. 1st April	Fri 1st April	Fri 31st March	Thur. 28th March	Fri 4th April
Spring holiday	Mon 5th to Fri 16th April	Mon 4th to Fri 15th April	Mon 3rd to Fri 14th April	Fri 29th March to Fri 12th April	Mon 7th to Fri 18th April
Term 4					
Term starts	Mon 19th April	Mon 18th April	Mon 17th April	Mon 15th April	Mon 21st April
Good Friday					
May Day holiday	Mon 3rd May	Mon 2nd May	Mon 1st May	Mon 6th May	Mon 5th May
Term Ends	Fri 25th June	Fri 24th June	Fri 30th June	Fri 28th June	Fri 27th June
In-service days	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined

Option 4: Retain September weekend and start summer holidays a week earlier

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Term 1					
Staff training day	Mon 10th August	Mon 9th August	Mon 15th August	Mon 14th August	Mon 12th August
Pupils return	Tue 11th August	Tue 10th August	Tue 16th August	Tue 15th August	Tue 13th August
September holiday	Fri 18th & Mon 21st September	Fri 17th & Monday 20th September	Fri 23rd & Mon 26th September.	Fri 22nd and Mon 25th September	Fri 20th 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 to Fri 23rd October	Mon 11th October to Fri 22nd October	Mon 17th October to Fri 28th October	Mon 16th October to Fri 27th October	Mon 14th October to 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	Thu 22nd December	Thu 21st December	Fri 20th December
Winter holiday	Mon 21st December to Mon 4th January	Wed 22nd December to Wed 5th January	Fri 23rd December to Fri 6th January	Fri 22nd December to Fri 5th January	Mon 23rd December to 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 17th February
Term ends	Fri 26th March	Fri 1st April	Fri 31st March	Fri 22nd March	Fri 28th March
Spring holiday	Mon 29th March to Fri 9th April	Mon 4th to Fri 15th April	Mon 3rd to Fri 14th April	Mon 25th March to Fri 5th April	Mon 31st March to Fri 11th April
Term 4					
Term starts	Mon 12th April	Mon 18th April	Mon 17th April	Mon 8th 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 25th June	Fri 24th June	Fri 30th June	Fri28th June	Fri 27th June
In-service days	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined	4 days to be determined

Notes: All holiday dates are inclusive

Where Good Friday is not shown as a separate holiday, it is included in the Spring (Easter) holiday, as is the rest of the Easter weekend.

Two additional In-Service days will be allocated on ratification of the agreement between the teaching unions, COSLA and the Scottish Government on teachers' salaries and conditions of service.

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Operational Delivery
DATE	Date of Committee 1: 16 May 2019 Date of Committee 2: 16 May 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Lochside Academy – Transport and Safe Routes to School – Annual Update 2019
REPORT NUMBER	PLA/19/235
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Gale Beattie / Mark Reilly
REPORT AUTHOR	Chris Cormack / Vycki Ritson
TERMS OF REFERENCE	Terms of Ref Committee 1: Purpose 1 Terms of Ref Committee 2: Purpose 1

1. **PURPOSE OF REPORT**

1.1 Education Operational Delivery Committee: To update members on the performance of the transport services and arrangements for pupils accessing Lochside Academy and on the success of provisions in relation to the safe walking routes to Lochside Academy.

1.2 Operational Delivery Committee: To update members on the performance of the transport services and on the success of provisions in relation to the safe walking routes to Lochside Academy and to seek approval to amend the transport arrangements to Lochside Academy.

2. **RECOMMENDATIONS**

That the Education Operational Delivery Committee: -

2.1 Note the outcome of the 2019 annual review for transport and safe routes to school for Lochside Academy.

That the Operational Delivery Committee: -

2.2 Approves the removal of 1 vehicle from the service 21, Cove/Charleston – Lochside Academy.

2.3 Approves the removal of the service 22A, Leggart/Balnagask – Lochside Academy, from Leggart so that the service starts and ends at Balnagask; and

2.4 Agrees that no further changes are required for the Safe Routes to School.

3. BACKGROUND

3.1 Background

3.1.1 At the Education and Children's Services Committee meeting on 16th November 2017, the committee instructed: "*the Interim Head of Planning and Sustainable Development and the Head of Public Infrastructure and Environment to undertake annual updates reviewing the success of the provision of the free bus travel and the safe routes to school, with the first review to be undertaken in March 2019 and thereafter annually at the end of the third school term with the outcome of each review to be reported to the relevant Committee at the earliest possible opportunity prior to the end of the fourth school term each year.*"

3.1.2 Due to Committee dates and timescales, to ensure a report could be presented in line with the above instruction, the data for this annual update relates to the academic terms from 21st August 2018 to 21st December 2018, inclusive.

3.1.3 At the Education Operational Delivery Committee of 17th January 2019, the committee instructed: "*to instruct the Chief Officer Operations and Protective Services to undertake a survey of children crossing Wellington Road at lunchtime and outwith school hours and to bring a report back to Committee in May 2019 detailing any necessary measures to improve road safety, with the report to include the ongoing work being undertaken by the school in respect of road safety education.*"

3.2 Current Transport Provision

3.2.1 The Council currently subsidises 6 buses operated by First Aberdeen and First Aberdeen commercially provides 5 bus services as follows:
- Service 21A/21B: Cove/Charleston – Lochside Academy (Aberdeen City Council)
- Service 22A/22B/22C: Leggart/Balnagask/Torry – Lochside Academy (Aberdeen City Council) (4 vehicles)
- Service 31: Torry – Lochside Academy (First Aberdeen) (2 vehicles)
- Service 181/182/183: Kincorth – Lochside Academy (First Aberdeen)

3.2.2 Pupils in Kincorth, Leggart and Torry receive free transport between 07:00 – 18:00 and this is provided as an annual bus pass loaded onto the pupils Accord Card. Pupils in Cove pay to use bus services.

3.3   Transport Performance

3.3.1   The transport has, on the whole, performed well. There has been close partnership working between School, Public Transport Unit and First Aberdeen to address any concerns and ensure services operate appropriately. Services have not operated perfectly every day and there are some ongoing problems. At the same time, efforts have been made in partnership to address concerns and problems as they arise, and monitoring and close working with First Aberdeen will continue over the 2019/20 academic year.

3.3.2   The bus pass loaded onto the Accord Card has worked relatively well, although this has been labour intensive due to the volume of lost/damaged cards. No alternative has been progressed to date, but other smart ticketing options will be reviewed with First Aberdeen and Transport Scotland over the course of the next year.

3.3.3   Bus use has been monitored via passenger reports from the ticket machines and by on-site observations. While buses can on occasion run quite full and require pupils to stand, it is considered that there is enough capacity to accommodate all the passengers.

3.3.4   The services 21A and 21B from Cove average around 50-60 passengers in the morning and 30-40 passengers in the afternoon. There is always a minimum capacity for 140 passengers on the buses operating in Cove. It is therefore considered that 1 high-capacity vehicle operating around Cove and Charleston would be sufficient to meet the current demand.

3.3.5   The services 22A, 22B, 22C and 31 from Leggart, Torry and Balnagask, average around 250–300 passengers in the morning and afternoon. There is always a minimum capacity for 400 passengers on the buses operating in these areas, so it is considered there is sufficient capacity for the demand. The supported service 22 is the busiest, with very little spare capacity, so no reduction is recommended. There have been no passengers recorded boarding in Leggart as pupils are instead boarding the Kincorth services. For bus services to operate to/from Leggart, as there is no turning point, they must travel to Milltimber to cross the River Dee and use this to turn, which adds considerable mileage onto the bus contracts and therefore cost. It is therefore recommended to remove the service 22A from Leggart and direct pupils in the area to use the Kincorth service 181 which can be boarded/alighted on Stonehaven Road.

3.3.6   The services 181, 182 and 183 from Kincorth average around 160–180 passengers in the morning and afternoon. There is always a minimum capacity for 210 passengers on the buses operating in Kincorth, so it is considered there is sufficient capacity for the demand and no changes would be recommended.

3.4   Transport Feedback

3.4.1   Feedback has been received that buses operate full/over-capacity. This is predominantly because pupils may need to stand. As has been detailed, there is sufficient capacity on the vehicles and standing is permitted on local bus services. Buses have a maximum capacity which includes seated passengers and standees, and this will never be exceeded. The seating/standing capacity does vary slightly from vehicle to vehicle, but a general average for each vehicle type, is as follows:
- Single Deck: 40 seated / 30 standing
- Double Deck: 78 seated / 22 standing
- Articulated (Bendy bus):   50 seated / 90 standing

3.4.2   The transport that was approved by the Council was for pupils in Kincorth and northern Torry to use the existing services 3 and 18 and Balnagask area to use standalone supported local bus services, as such a seat per pupil was never guaranteed or expected. The transport requirement was approved based on bus capacities, which included standing passengers and the buses would operate as any local bus service would, with standees. First have already put on additional school only services to cope with the demand, which is substantially better than it could have been if we were solely reliant on the 3 and 18. If a seat per passenger was required there would need to be an increase in vehicle resource deployed, which would come at additional cost. This would be a requirement of around 3 extra vehicles at an estimated cost of £150k. Such an increase in cost could not be met by exiting budgets. As there is sufficient capacity and additional vehicle resource than originally considered, no change is recommended at this time.

3.4.3   A request has been made for bus services to operate into the school grounds later in the afternoon to collect pupils who have been attending extra-curricular activities, as a number of pupils are not attending these because they do not want to walk to Wellington Road to catch a bus home. The pupils have a bus pass valid until 6pm, which is an enhancement over any other pupil who receives school transport in Aberdeen, which is for school times only. The walking route between the school and Wellington Road has been deemed safe. The Council provides a bus pass for after-school activities and this is deemed sufficient. In addition, there is no available budget to meet further transport needs at Lochside, accordingly it is not recommended to make any further changes.

3.4.4   A request has been made to extend the bus pass or provide transport for pupils who attend activities after 6pm, which tend to be more ad-hoc, e.g. parents evening, shows, etc. As noted above the provision at Lochside is already an enhancement and the 6pm bus pass meets the finish time of day to day extra-curricular activities. Increasing the time or providing specific transport would incur an additional cost, and there is no available budget to meet further transport needs at Lochside, accordingly it is not recommended to make any further changes.

3.4.5 The feedback received to date has largely been received via Lochside Academy and through enquiries from parents/carers. As there are no significant changes being recommended to transport, at this time, further consultation was not undertaken. The Council worked closely with Parent Councils and Community Councils in advance of the school opening to go over what was being implemented and to use their input where possible.

3.5 Transport Recommendations

3.5.1 It is recommended to remove the service 21B and re-route the service 21A, operating as a service 21 around Cove and Charleston to Lochside Academy.

3.5.2 It is recommended to remove the service 22A from Leggart and for the service to start and end at Balnagask. Pupils in Leggart can utilise the service 181.

3.5.3 No other changes to the current provision are recommended.

3.6 Safe Routes to School

3.6.1 Since opening, there have been no recorded road traffic collisions regarding a school pupil. The road safety measures that have been installed and the success of these measures were reported to Education Operational Delivery Committee (EODC) in January 2019.

3.6.2 EODC instructed that a survey be undertaken to record the crossing of Wellington Road by school pupils. The survey was undertaken on Tuesday 5th March over three time periods 08:00 – 09:00 (School start time 08:35), 12:30 – 14:15 (Lunch break 13:15-14:05) and 15:00 – 16:15 (School end time 15:45). During these time periods there is a part time 20mph speed limit in place along the route.

3.6.3 A second survey was undertaken the next day which recorded very different results (far fewer pupils crossing at all points and all times). This was in part put down to the inclement weather experienced on the second day, for this reason, the results of the first day have been used to support this report.

3.6.4 Pedestrians are provided with a signalised crossing at the Charleston Road junction and a toucan crossing at the Wellington Circle junction. There is a difference in the pedestrian interaction with these crossings as the Charleston Road junction will provide a green man for pedestrians in a cycle with other junction users e.g. vehicles will be released in sequence with a "walk with" pedestrian facility. The toucan crossing will operate by pedestrian/ cyclist demand i.e. when the button is pressed.

3.6.5 Pedestrians, including school children have been observed using the crossings and also crossing outwith these safe crossing points. The survey was undertaken to quantify the issue.

3.6.6   A total number of pupil road crossings of 373 were recorded with an additional 132 other pedestrians crossing the road too. Of these, 59 pupil and 13 other pedestrians were noted as crossing outwith the official crossing points. 16% of pupil movements and 10% of adults used an uncontrolled route to cross the road. Non-compliant (arrive on red and cross entirely against the red man) and anticipatory pedestrians (arrive on red, start to cross before the green man appears, finish on green man) were also observed at the crossing points.

3.6.7   The majority of pupils used the formal crossings in the morning, lunchtime and afternoon however the percentage of uncontrolled crossing actions was higher at lunchtime. Pupils were observed bypassing the toucan crossing, walking past the guard rail and crossing further up the road where they had to climb over the central reserve barrier to get over to the second carriageway. Pupils generally travelled in groups during the lunch break.

3.6.8   School have worked with pupils throughout the year to remind them of the dangers of crossing Wellington Road at uncontrolled crossing points, particularly at lunchtimes when this has been more predominant. In September 2018 a Theatre Company presented road safety performances to all S1 and S5/6 pupils, which was well received by pupils.

3.6.9   Following on from a very successful safe travel event for all P7 pupils from the associated Primary Schools which took place at the Beach Ballroom in March 2018, a similar event was held at Lochside Academy in March 2019. Police Scotland were in attendance and the officer spoke to pupils about staying safe when travelling. During the event pupils were tasked with looking at safe routes to Lochside, raising awareness of what needs to be taken into consideration to ensure safe travel.

3.6.10 *The effect of traffic signal strategies on the safety of pedestrians*: TRL (2009) assessed pedestrian types, behaviours and motivations. It then recommended the use of the most responsive signal control strategy available, especially where traffic levels are high; consider cycle times which are as short as possible to minimise pedestrian waiting times; and minimise disruption to pedestrian desire lines.

3.6.11 The study recognises that while improvements can be made to infrastructure to encourage behaviour change, that "pedestrians crossing the road act according to their own convenience; if a gap in the traffic presents itself, they will cross; and they will tend to follow their desire lines in preference to diverting to a formal crossing."

3.6.12 The recommendations mentioned above in 3.6.10 have been employed across the city, and with the delivery of the two formal crossing points installed on Wellington Road.

3.6.13 A previous desktop study was carried out and reported to this Committee on 29th May 2018 regarding the use of pedestrian guardrail. It recommended that the extensive use of guard rail was counterproductive as it encouraged increased driver speeds, restricting the path width for pedestrians, could result in pedestrians being trapped on the road and was unsightly. The report also

noted that the provision of barrier along the extent of the route could not be achieved due to the presence of bus stops.

3.6.14 It is recommended that no further action is undertaken along the route as the route has a 20mph speed limit along most of its length, the crossings are well used morning and afternoon and railings could create further issues. The school has provided education to pupils regarding safe travel along the road. Behaviour change in 100% of pupils is not realistic or achievable.

4.   FINANCIAL IMPLICATIONS

4.1   The current transport provision for Lochside Academy is met from existing budgets, although the Lochside element represents a considerable proportion, with around 14% of the school transport spend. It is anticipated that making the recommended changes will save in the region of £30-40k, which will contribute towards achieving savings targets and meeting cost pressures within the school transport budget.

5.   LEGAL IMPLICATIONS

5.1   There are no legal implications as a result of the recommendations in this report.

6.   MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	As a result of continuing transport services for Lochside Academy there is a significant risk in overspend of the School Transport budget.	H	Officers will work closely with Education to identify reductions in transport to mitigate the risks of overspend.
Legal	N/A	N/A	N/A
Employee	N/A	N/A	N/A
Customer	N/A	N/A	N/A
Environment	N/A	N/A	N/A
Technology	N/A	N/A	N/A
Reputational	As the supported services are open to the general public and these are operated into the school grounds there is a risk that members of the	L	As the services only operate between Torry/Cove and the school this will be of little benefit to the general public, as such it is not anticipated there will be many members

	public may be able to alight from the bus and enter the school grounds without signing in.		of the public utilising these services and this has not been a problem over the course of the 2018/19 Academic Year.

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Investment in Infrastructure - a high quality public transport system is important for any thriving economy in transporting people to work and education and directly support the business and education sectors and ensures the workforce can travel effectively and that all have access to appropriate education opportunities and access to all facilities in a cost-effective way. The provision of transport to Lochside Academy will ensure appropriate access to education.
Prosperous People	Children are our future; Best Start in life, safe and responsible - by ensuring that all pupils at the school have appropriate means by which to travel to school, the Council will be helping to improve equity in educational outcomes.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Co-design: We will design our services with input from our customers to better meet their needs - the services and routings have been designed following feedback from the school community. Prevention and Early Intervention: We will design services to focus on upstream prevention and early intervention to reduce costs while improving outcomes for individuals and families – the provision of these bus services ensure equal access to the school, preventing any concerns for those travelling some distance from the school who would have been required to walk alongside and cross busy roads and the provision of free transport will ensure families do not face financial burdens for their children travelling to the school, given its location.
Organisational Design	Outcome Led: We will commission services organised around the LOIP outcomes - the services

	provided ensure access to Education, recognising that children are our future and are safe and responsible.
Partnerships and Alliances	Shared vision and values: While recognising and respecting differences – and welcoming dialogue and debate – sufficient common ground must be found for our partnerships and alliances with others to be viable – partnership working with our partner First Aberdeen to ensure the services meet the needs of the pupils travelling to Lochside on the commercial bus services while also ensuring there is no significant impact to the traveling public as a whole.

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

9.1 Lochside Academy – Road Safety Update - OPE/19/039
https://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=620&MId=6197&Ver=4

9.2 Subsidised Transport and Safe Walking Routes to Lochside Academy – PLA.18.001
https://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=619&MId=6185&Ver=4

9.3 The effect of traffic signal strategies on the safety of pedestrians: TRL (2009): J Kennedy, M Crabtree, J Castle, J Martin and M Elliot.
https://trl.co.uk/sites/default/files/PPR414.pdf

10. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 May 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Free School Meals
REPORT NUMBER	OPE/19/250
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Caroline Johnstone and Martin Smith
TERMS OF REFERENCE	Purpose 1

1. **PURPOSE OF REPORT**

1.1 On 1 February 2018 the Finance, Policy & Resources Committee instructed the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme to supply free school meals during school holidays.

1.2 On 19 April 2018 the Education Operational Delivery Committee instructed the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year:

   a. detailing the numbers registered for and taking free school meals by school

      and

   b. assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year

      This report aims to satisfy both Committee requests.

2. RECOMMENDATION

That Committee:

2.1 Note the increase in the number of children and young people registered for free school meals;

2.2 Instruct the Chief Operating Officer to monitor the impact of the future work of each workstream outlined in this report;

2.3 Note the evaluation of the programme to deliver free school meals during school holidays;

2.4 Note the evaluation of the Food & Fun Programme for 2018/19; and

2.5 Instruct the Chief Officer – Early Intervention & Community Empowerment to continue with the Food & Fun concept but examine alternative models of delivery which are less staff resource intensive.

3.1 BACKGROUND

3.1.1 The number of children registered for free school meals directly informs levels of Scottish Attainment Challenge funding. Publicly funded primary, secondary and special schools will receive £1,200 in 2019/20 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

3.1.2 Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria.

- Funding for P1 to P3 pupils is calculated using the percentage of pupils receiving free school meals from the Healthy Living Survey (2014) and the school roll from the most recent Pupil Census (2018) data.
- Funding for P4 to S3 pupils is calculated using the percentage of pupils receiving free school meals from the most recent Healthy Living Survey (2018) and the school roll from the most recent Pupil Census (2018) data.
- The funding for special schools is calculated using the number of special school pupils in the P1-S3 age range registered for free school meals and the school roll from the most recent Pupil Census (2018) data.

All P1 to P3 pupils receive free school meals therefore 2014 is the last year for which Healthy Living Survey data is available to indicate updates in this group.

3.1.3 The Scottish Government keep the means of estimating free school meal registrations under review in order to improve the quality of data for identifying children living in households affected by poverty although methodologies are as yet unchanged. Officers anticipate that the use of an alternative

methodology will increase the allocations made available as the 2014 survey does not reflect the impact of Oil and Gas on the local economy.

3.1.4 Number of children registered for free school meals and allocations of PEF funding

Year	No of primary children registered for FSMs and PEF allocation	No of secondary young people registered for FSMs	No of children in special schools registered for FSM	Total Number and allocation
2017/2018	1,767 £2,120,400	464 £556,800	26 £31,200	2,257 £2,708,400
2018/2019	1,841 £2,245,800	462 £557,520	33 £41,760	2,336 £2,845,080
2019/2020	1,770 £2,187,600	562 £679,680	26 £35,640	2,358 £2,902,920 **Increase of £57,840**

3.2 Application/Registration Improvements 2018/2019

3.2.1 With only modest gains linked to the awareness raising campaigns, work has been done to improve the application process. The application process for Free School Meals has been combined with the Council's application process for Housing Benefit and Council Tax Reduction. This has resulted in an additional 830 children registered for free school meals. This data was not considered for pupil equity funding by the Scottish Government as it was captured too late for the September 2018 census. At the Aberdeen City Council budget meeting on March 5th 2019 the Chief Operating Officer was instructed to contact the Deputy First Minister with regards to this, asking him to reconsider the decision taken. The local authority is currently awaiting a response.

3.2.2 Given the success outlined in 3.2.1 above, future additions to the paper claim forms for Council Tax and Housing Benefit will be considered to include other entitlements such as Education Maintenance Allowance (EMA), School Clothing Grants (SCG) and Access to Leisure.

3.2.3 Following the successful launch of the digital school admissions and placing requests in January 2019, there is an opportunity to link to the free school meal registration. This would be specifically relevant for applicants to P4 and above. The specific changes to the application will be considered to align with the 2020 application cycle.

3.2.4 The digitisation of the free school meals application is in the final stages of development and testing with a scheduled release by the end of April 2019 ready for the new school term along with Education Maintenance Allowance (EMA), school clothing grants and school transport requests.

3.3 THE PROVISION OF FREE SCHOOL MEALS OVER HOLIDAY PERIODS

3.3.1 The proposed framework, commonly known as Food and Fun was to provide up to a total of 10,000 meals to school children over the summer, October and festive holidays 2018/19. A blended approach supporting communities to deliver food and activity programmes would be used and Aberdeen City Council would directly deliver where there was insufficient capacity in priority neighbourhoods to provide programmes.

3.3.2 The changes to be tested were as follows:

- The Council work with CFINE to utilise fair share food in the programme, likewise other organisations and businesses who may provide free or discounted food for the programme.
- We will organise and deliver Food and Fun programme with partners in priority Localities where there is insufficient delivery by community groups.
- We will support communities to develop their capability and capacity to deliver programmes in the future.

- Community groups providing activities shall be invited to take children to schools in priority localities where food will be prepared.
- Aberdeen City Council has allocated £50,000 in 2018/19 for the provision of free meals. Community groups/social enterprises will be invited and supported to seek grants to deliver free food and activities.
- Provide welfare advice type services alongside the programme.

3.3.3 During the holiday programmes for both Summer and October, the programme saw meals provided at: -
- Northfield Academy, Northfield
- Riverbank Primary, Tillydrone
- Tullos Primary, Torry

supported by ACC Communities Team staff along with partner agencies Sport Aberdeen through their Active Schools Co-ordinators, coaches, volunteers and senior pupil leaders, Aberdeen Football Club Community Trust coaches and volunteers and ACC Youth Work and Family Learning workers.

3.3.4 All food was provided through CFINE with as much as possible provided through FareShare. Hot meals were provided Monday/Wednesday/ Friday with 'Build your own Sandwich' – where all the ingredients to make a sandwich are put on tables for children to make their own sandwich – on Tuesday and Thursdays. ACC catering cooks provided the hot meal days and kitchen assistants on sandwich days. Roughly 25% of hot meal costs and 50% of

packed lunch costs were provided through FareShare and therefore technically free.

Hot meals were also provided at Seaton Primary supported by volunteers from Seaton Church with ACC catering staff cooking meals.

Packed lunches, again provided by CFINE, were provided to the Big Noise project in Torry and Transition Extreme project run together with Police Scotland. Snacks and drinks were provided to 10 sessions of the play sessions run through Aberdeen Play Forum.

The Council provided grants to Middlefield Community Project and Woodside centre Association to provide meals.

The totals of meals provided exceeded the actual attendances – catering was for 60 children/parents (of nursery children) daily but attendances did not always meet that. Children were afforded opportunities for more helpings if wanted and wherever possible food was given home with parents when children were collected. This was not always possible due to following rules for hot food and allergens.

3.3.5   Activities played a major part of the programme and a range of sports, team games, and arts & crafts were available daily. Additional activities were arranged by individual sites and included visits from Scottish Fire and Rescue, Police Scotland, Aberdeen Science Centre, sporting specialists including gymnastics, boxing, Taekwondo, Ibike sessions, and Hip-Hop dance. Children all had different favourite activities and in general all activities were very well received.

3.3.6   **Festive Programme**

Through the established partnership approach, two events were organised to cover the festive break. Sport Aberdeen organised an event at the Lynx Ice Arena/Beach Leisure Centre on 24 December 2018 which focussed on ice skating and physical activity/Arts & Crafts and Face Painting. The food for this event was organised through CFINE which culminated in a soup/sandwich lunch.

On 27 December 2018, another event was organised at Pittodrie Stadium by Aberdeen FC Community Trust. More Arts/Crafts and a Christmas Disco was provided with the children then meeting Santa and first team player, Niall McGinn.   The macaroni and cheese was prepared and delivered by Sodexo.

300 meals were provided over the two sessions with food parcels provided for the other three days through CFINE's FareShare Scheme.

The children participating gave the meals provided an overall satisfaction rating of 100% (satisfied/highly satisfied). School staff have also reported that the children who participated in the programme returned to school more enthusiastic, motivated and attentive.

Cumulative Meals Provided

10,699

Meals Provided
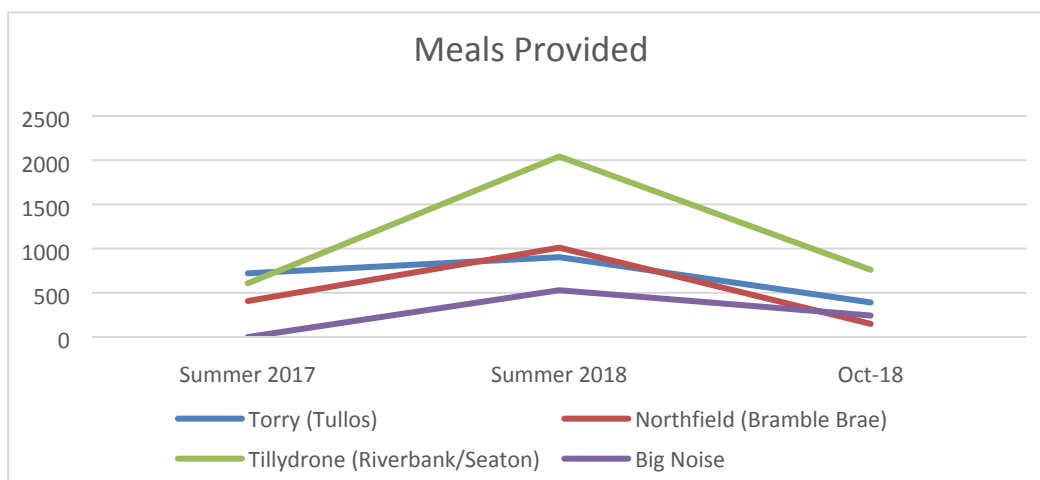
Recognition

25th Aberdeen Sports Awards – Community Sports Project of the Year – 4 October 2018

University of Aberdeen Principal's Award for Outstanding Service to the Community – Installation of new Principal/Vice Chancellor Ceremony – 16 January 2019.

Notwithstanding the success of the programme, it has been resource intensive. We have applied considerable staffing to this project which has meant kitchen staff working during their holiday time off and the impact on our locality Communities staff has been extensive. With summer holidays close upon us, we will work with partners to develop an alternative method of delivery.

4. FINANCIAL IMPLICATIONS

4.1 There are positive financial implications resulting from increasing the number of parents and carers registering their child for free school meals. PEF is allocated on the basis of £1,200 per child registered. All local authorities are currently planning to maximise their free school meals registration and uptake and if we do not take similar action our allocation could be reduced.

In terms of Food & Fun, the Council have committed £45,000 in this year's budget with the additional £5,000 which was awarded by the University of Aberdeen, in recognising the value of the programme.

4.2 The Deputy First Minister wrote to Local Authorities on 17 April 2019 advising changes to the eligibility criteria for free school meals. The threshold for free school meals for 19/20 has been increased in line with an increase in the

National Living Wage to protect the eligibility of those families currently in receipt of free school meals through receipt of both Working Tax Credit and Child Tax Credit who would otherwise have been most affected by the increase in the National Living Wage. Further incremental increases in this threshold will be made, in line with increases in the National Living Wage, until 2022/23. Assurance has been given by Revenues and Benefits colleagues that these changes will have no impact on the number of pupils eligible for free school meals, rather they will maintain the status quo and therefore there are no financial implications for the Council.

5. LEGAL IMPLICATIONS

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

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	Loss of Scottish Government available income to schools	H	Increase uptake through registration at the appropriate touch points. Identify budget for potential additional costs
	Increased uptake has the potential need to purchase additional catering equipment	H	
Legal	None	L	None
Employee	Reduced allocation of PEF limits the targeted interventions that can be provided to support children.	M	Increase uptake through registration at the appropriate touch points. Identify budget for potential additional costs
	Increased uptake has the potential for the need to increase catering staffing levels.	M-H	
	Food & Fun involves considerable staff resources during holiday periods with resources are stretched.	M	Explore alternative models of delivery for summer and beyond.

Customer	Children are disadvantaged and not offered targeted supports required in order to close attainment gap.	H	Increase uptake through registration at the appropriate touch points.
Environment	Increased uptake puts further pressure on already congested dining areas.	M-H	Identify budget for potential additional costs.
Technology	Data Protection	H	Ensuring GDPR regulations are fully adhered to.
Reputational	Not effectively addressing the Pupil Equity Funding agenda could present a reputational risk to the Council in terms of how effectively it works to close the poverty related attainment gap. Effective, close monitoring of impact will enable the Council to positively report on progress made in closing the poverty related attainment gap.	H	Increase uptake through registration at the appropriate touch points.

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Securing the total funds available from the Scottish Government Pupil Equity Fund. Improvements in attainment will help break the cycle of deprivation and support developing the young workforce. These changes will positively impact on our economy and support the theme of Aberdeen Prospers.
Prosperous People	Food poverty remains a fundamental challenge within the refreshed LOIP, allowing interventions to be sourced and implemented to secure closing the poverty attainment related gap. This approach has potential to significantly and positively impact on a

Page 108

	number of individuals as support will be tailored to their very individual needs.
Prosperous Place	The plans take account of local need and will have a positive impact on individual communities across Aberdeen City.
Enabling Technology	The digitisation of a service.

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

8.   IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Full EHRIA required
Data Protection Impact Assessment	Required
Duty of Due Regard / Fairer Scotland Duty	Applicable

9.   BACKGROUND PAPERS

CHI/17/322 Towards a Fairer Aberdeen – Provision of meals to children during school holidays (1 February 2018).

CHI/17/132 Towards A Fairer Aberdeen That Prospers For All 2017 – 20 - 'Food and Fun' (6 December 2017)

CHI/17/004 Towards A Fairer Aberdeen That Prospers For All 2017-20 (9 March 2017)

CHI 16/2831 Tackling Food Poverty – Update Report (1 December 2016)

CHI/16/003 Sustainable Food Cities

CHI/16/187 Sustainable Food Cities - Tackling Food Poverty.
Filling The Holiday Gap (Update 2015) - All-Party Parliamentary Group on Hunger Deprivation In Aberdeen City, An analysis of the Scottish Index of Multiple Deprivation 2016, ACC Research and Information Team
Poverty In Aberdeen City, produced by ACC Research and Information Team
A Scotland without fuel Poverty is a fairer Scotland, Report of the Scottish Fuel Poverty Strategic Group to the Scottish Government
A Scotland without Poverty, Dr Jim McCormack, Joseph Rowntree Foundation, February 2016
Dignity, Ending Hunger Together In Scotland, The Report of the Independent Working Group on Food Poverty, June 2016
Empowering Scotland's Cities, June 2016

10. APPENDICES

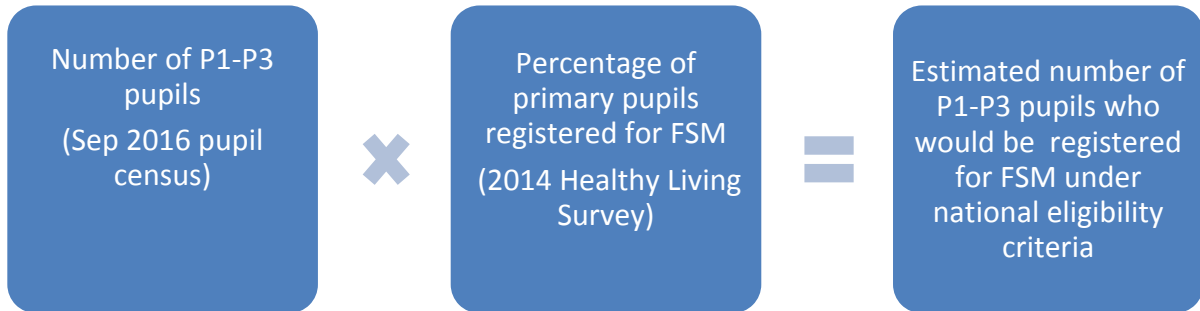Appendix 1   PEF Methodology Diagram

11. REPORT AUTHOR CONTACT DETAILS

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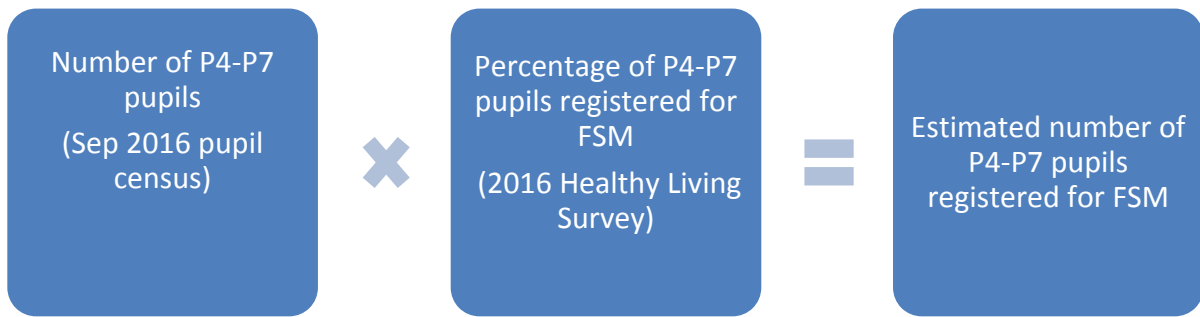Email: cjohnstone@aberdeencity.gov.uk
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Appendix 1

ESTIMATING THE NUMBER OF PUPILS IN SCOTLAND IN P1 TO S3 REGISTERED FOR FREE SCHOOL MEALS UNDER NATIONAL ELIGIBILITY CRITERIA
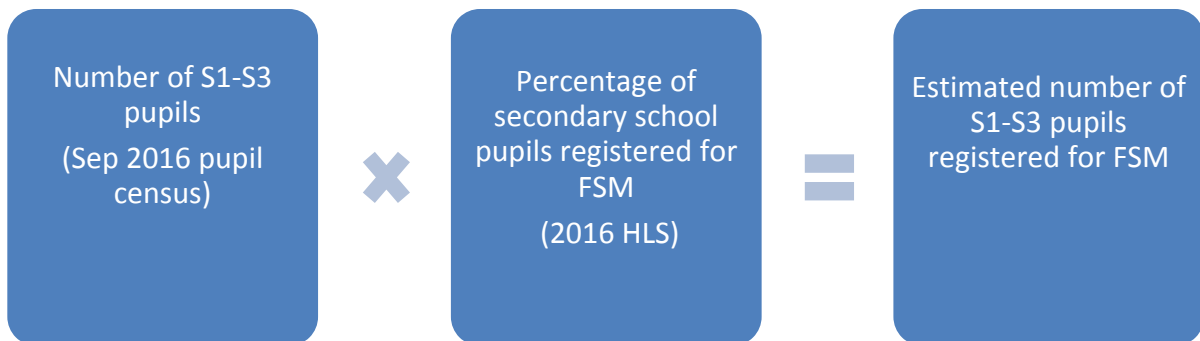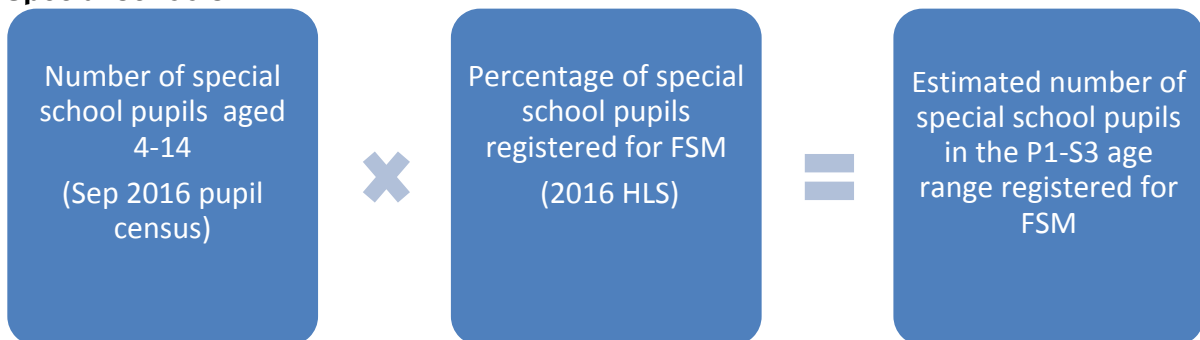
P1-P3

Number of P1-P3 pupils

(Sep 2016 pupil census)

✖

Percentage of primary pupils registered for FSM

(2014 Healthy Living Survey)

=

Estimated number of P1-P3 pupils who would be registered for FSM under national eligibility criteria

P4-P7

Number of P4-P7 pupils

(Sep 2016 pupil census)

✖

Percentage of P4-P7 pupils registered for FSM

(2016 Healthy Living Survey)

=

Estimated number of P4-P7 pupils registered for FSM

S1-S3

Number of S1-S3 pupils

(Sep 2016 pupil census)

✖

Percentage of secondary school pupils registered for FSM

(2016 HLS)

=

Estimated number of S1-S3 pupils registered for FSM

Special schools

Number of special school pupils aged 4-14

(Sep 2016 pupil census)

✖

Percentage of special school pupils registered for FSM

(2016 HLS)

=

Estimated number of special school pupils in the P1-S3 age range registered for FSM

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Equality and Human Right Impact Assessment: The Form

Aberdeen City Council

EHRIA

Please use this form to any new or revised **policy, strategy, plan, procedure, report or business case – referred to as "proposal".**

If No impact assessment is required, please complete section 7&8 of the form providing the evidence to support your decision.

1:Equality and Human Rights Impact Assessment- Essential Information	
Name of Proposal: **Free School Meals (FSM)**	**Date of Assessment:** 04/05/19
Service: **Education**	**Directorate:** **IC&FS**
Committee Name or delegated power reference (Where appropriate): Education Operational Delivery Committee	**Date of Committee** (Where appropriate): 16th May 2019

Who does this proposal affect? Please Tick ✔	Employees	*
	Job Applicants	
	Service Users	*
	Members of the Public	
	Other (List below)	

2: Equality and Human Rights Impact Assessment- Pre-screening
If **No** impact assessment is required, please complete section 7&8 of the form providing the evidence to support this decision

3: Equality and Human Rights Impact Assessment	
a- What are the aims and intended effects of this proposal?	To raise revenue to the Council through the Scottish government's PEF initiative to improve attainment, reduce the poverty related attainment gap and realise the ambitions of the LOIP. To provide free meals during the school holidays to pupils in receipt of/eligible for free school meals
b- What equality data is available in relation to this proposal? (Please see guidance notes)	A national gap in attainment between those living in SIMD 1&2 compared to those living in SIMD 9 &10.
c- List the outcomes from any consultation that relate to equalities and/or human rights issues e.g. with employees, service users, Unions or members of the public that has taken place in relation to the proposal.	
d- Financial Assessment If applicable, state any relevant cost implications or savings expected from the proposal.	**Costs (£) Cost neutral to ACC** Implementation cost £ [ ]

	Projected Savings £ [ ]

e- How does this proposal contribute to the public sector equality duty: to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations?

The proposal may impact on how effectively we close the poverty related attainment gap.

f- How does this proposal link to the Council's Equality Outcomes?

The proposal has the potential to advance equality of opportunity by:

- removing or minimising disadvantage caused by poverty

4: Equality Impact Assessment – Test				
What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by _The Equality Act 2010_ ?				
Protected Characteristic:	**Neutral Impact:** Please √	**Positive Impact:** Please √	**Negative Impact:** Please √	**Evidence of impact and if applicable, justification where a _'Genuine Determining Reason'*_ exists** *(see completion terminology)
Age (People of all ages)	√			The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools are guided to look at the needs of individuals and identify any barriers to their achievement.
Disability (Mental, Physical, Sensory and Carers of Disabled people)		√		
Gender Reassignment		√		This approach has the potential to significantly and positively impact on a number of individuals as support will be tailored to their very individual needs.
Marital Status (Marriage and Civil Partnerships)	√			The most significant and overarching aim is to address the poverty related attainment gap.
Pregnancy and Maternity	√			
Race (All Racial Groups including Gypsy/Travellers)	√			
Religion or Belief or Non-belief	√			

Sex (Women and men)	√			
Sexual Orientation (Heterosexual, Lesbian, Gay And Bisexual)		√		
Other (e.g: Poverty)		√		

5: Human Rights Impact Assessment Test	
Does this proposal have the potential to impact on an individual's Human Rights? Evidence of impact and , if applicable, justification where the impact is proportionate	
Article	**Evidence**
Article 2 of protocol 1: Right to education Yes **No**	
Article 3: Right not to be subjected to torture, inhumane or degrading treatment or punishment Yes **No**	

Article 6: Right to a fair and public hearing Yes **No**	
Article 8: Right to respect for private and family life, home and correspondence Yes **No**	
Article 10: Freedom of expression Yes **No**	
Article 14: Right not to be subject to discrimination Yes **No**	
Other article not listed above, please state:	

7- EHRIA Summary and Action Planning				
Report Title	Free School meals			
Assessment not required	The Committee Report outlines the Council's approach to increasing the number of pupils claiming free school meal entitlement thereby increasing PEF funding to the city and addressing the poverty related attainment gap with the long term impact of improving attainment. The report further outlines the Council's approach to providing meals outwith school term time to pupils who are entitled to free school meals. All actions being proposed have the potential to improve the longer term outcomes of individual citizens and will strengthen our approach to understanding how vulnerable groups perform in our current system to inform next steps.			
Assessment completed	**29th March 2018**			
Identified Risk and to whom:	**Recommended Actions:**	**Responsible Lead:**	**Completion Date:**	**Review Date:**

8: Sign off	
Completed by (Names and Services) :	**Caroline Johnstone (Integrated Children's and Family Services)**
Signed off by (Head of Service) :	Eleanor Sheppard, Chief Education Officer
Only sections 7 and 8 will be attached to the committee report The full EHRIA will be published on Aberdeen City Council's website under http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp Please send an electronic format of the full EHRIA without signature to SHoward@aberdeencity.gov.uk	

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