Public Document Pack

ABERDEEN
CITY COUNCIL

To: Councillor Wheeler, <u>Convener</u>; Councillor Malik, <u>Vice Convener</u>; Councillor Jennifer Stewart, <u>the Depute Provost</u>; Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor and Mennie; and Mrs Tracey Blackie (Parent Representative - Primary / ASN), Mrs Stephanie Brock (Third Religious Representative), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools).

Town House,
ABERDEEN, 4 March 2020

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on <u>**THURSDAY, 12 MARCH 2020 at 10.00 am**</u>.

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

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

DETERMINATION OF EXEMPT BUSINESS

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

DECLARATIONS OF INTEREST

3.1 <u>Members are requested to declare any interests</u>

DEPUTATIONS

4.1 <u>There are no requests for deputation at this time</u>

MINUTES OF PREVIOUS MEETINGS

NOTICES OF MOTION

COMMITTEE PLANNER

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

PERFORMANCE

GENERAL BUSINESS

EHRIAs related to reports on this agenda can be viewed here

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

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 16 January 2020. 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 Bell, Cameron, Cormie (as substitute for Councillor Alphonse), Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor, Mennie and Stewart. <u>External Members</u>:- Mrs Tracey Blackie (Parent Representative - Primary / ASN), Mrs Stephanie Brock (Third Religious Representative), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr Doug Haywood (Teacher Representative, as substitute for Miss Pamela Scott), Mr John Murray (Roman Catholic Religious Representative) and Mr Rick Sansom (Parent Representative - Secondary / ASN).

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

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

WELCOME

1. The Convener welcomed Councillor Bell and Councillor Mennie to their first meeting of the Education Operational Delivery Committee. He further welcomed Mrs Tracey Blackie and Mr Rick Sansom as the new parent representatives to the Committee, following ratification of their appointments at Council in December 2019.

DECLARATION OF INTEREST

2. The Committee noted the following declaration of interest intimated at this stage:
(i) Mrs Tracey Blackie declared an interest in respect of item 9.1 (Proposed Consultation on Changes to School Zoning for Grandhome) by virtue of the fact she had a child at Bucksburn Academy, but did not consider that the nature of her interest required her to leave the meeting.

MINUTE OF PREVIOUS MEETING

3. The Committee had before it the minute of its meeting of 12 November 2019 for approval.

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

COMMITTEE BUSINESS PLANNER

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

EDUCATION OPERATIONAL DELIVERY COMMITTEE
16 January 2020

The Committee resolved:-
(i)   in respect of item 10 (Supporting Children's Learning in an Empowered System), to note that officers had advised that the report due before Committee in March 2020 would address matters raised in the recent survey undertaken by the EIS; and
(ii)   to otherwise note the planner.

PROPOSED CONSULTATION ON CHANGES TO SCHOOL ZONING FOR GRANDHOME - RES/20/003

5.   The Committee had before it a report by the Director of Resources which sought approval to launch a statutory consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school zones in order to accommodate the new housing development at Grandhome.

The report recommended:-
that Committee –
(a)   instruct the Chief Officer - Integrated Children's and Family Services to undertake a statutory public consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school catchment zones, so that the new housing development at Grandhome is included entirely within the Oldmachar Academy catchment zone with effect from 1 August 2020, and to report back to the Committee on the outcomes of this consultation at its meeting in May 2020; and
(b)   note that temporary primary education provision for children living within the Grandhome development, prior to any new schools being constructed at Grandhome, will be moved from Danestone School to Forehill School, with effect from 1 August 2020.

The Committee resolved:-
to approve the recommendations.

EMPOWERING THE SYSTEM - OPE/20/004

6.   The Committee had before it a report by the Chief Operating Officer which provided an update on the direction of travel, self-evaluation and future planning which would ensure that the Education Service continued to work towards an empowered system, and sought approval for submission of the Aberdeen City Council response to 'Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities'.

The report recommended:-
that Committee –

EDUCATION OPERATIONAL DELIVERY COMMITTEE
16 January 2020

(a)   approve the draft Self-Evaluation based on the document 'Improving School Empowerment through self-evaluation: A Framework for Local Authorities' as contained in Appendix A; in preparation for submission to Education Scotland; and

(b)   instruct the Chief Education Officer to submit the Self-Evaluation document when requested to do so by Education Scotland and make this available to Members through the circulation of a Service Update.

The Committee resolved:-
to approve the recommendations.

ERASMUS+ OVERSEAS TRAVEL - OPE/20/005

7.   The Committee had before it a report by the Chief Operating Officer which sought approval for travel outwith the UK to Early Learning and Childcare (ELC) settings in North Germany to enable ELC professionals to experience outdoor settings and to receive high quality training from those responsible for initiating and developing those services. The report advised that there were no direct financial implications as all costs for the study visit were covered by the ERASMUS+ grant secured by the Council in July 2019.

The report recommended:-
that Committee approve travel outwith the UK for the study visit for 20 participants to North Germany and instruct the Chief Operating Officer to sanction this travel with immediate effect.

The Committee resolved:-
to approve the recommendation.

CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014 - OPE/20/006

8.   The Committee had before it a report by the Chief Operating Officer which suggested a direction of travel following the Scottish Government's proposal to repeal Parts 4 and 5 of The Children and Young People (Scotland) Act 2014 and sought approval to remove reference to the term 'Named Person' from Council and multi-agency documentation.

The report recommended:-
that Committee –
(a)   note the proposed repeal of Parts 4 & 5 of The Children and Young People (Scotland) Act 2014 and instruct the Chief Officer Integrated Children and Family Services to remove reference to the Named Person from single and multi-agency guidance; and
(b)   agree that the key point of contact in schools be referred to as the Establishment Contact.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
16 January 2020

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

	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	12 March 2020								
4	Leadership Development	To seek approval for a proposed approach to developing leadership capacity across our schools	On agenda	Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
5	Inspection Reporting	To provide Elected Members with oversight of Education Scotland and Care Inspectorate inspection reporting since the last Committee cycle	On agenda	Eleanor Sheppard	Integrated Children's and Family Services	Operations	Purpose 1		
6	Developing a Child Friendly City	To report on the work being undertaken and to seek to establish a group of representative young people from the city as part of the work to become a Child Friendly City	On agenda	Matt Reid	Integrated Children's and Family Services	Operations	Purpose 1		
7	Educational Services - Annual Public Performance (Statutory Performance Indicator) Report 2018-19	To present the 2018/19 SPI submission prior to publication	On agenda	Alex Paterson	Business Intelligence and Performance Management	Commissioning	Remit 1 & 2		
8	Supporting Children's Learning in an Empowered System	EOD Committee 12/11/19 - As part of engagement with colleagues, to instruct the Chief Operating Officer to review the current provision of targeted and specialist support to ensure that it is reshaped to meet current and future demand; and report on progress at the March 2020 meeting of EODC	On agenda	Craig McDermott	Integrated Children's and Family Services	Operations	Remit 1, 5 and 6		
9	28 May 2020								
10	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Rob Polkinghorne	Operations	Operations	GD 7.5		
11	Devolved School Management	To seek approval of the Devolved School Management Guidelines which will form part of the developing suite of advice in support of empowerment		Caroline Johnstone	Integrated Children's and Family Services	Operations	5		
12	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Integrated Children's and Family Services	Operations	7		
13	Improvement Journey Tracking Report	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.		Reyna Stewart	Business Intelligence and Performance Management	Commissioning	3.1, 3.2 and 6		

	A	B	C		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**
14	School Estate Strategy - Review	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee (now to be submitted to City Growth and Resources Committee instead of CPC in line with the changes to the Terms of Reference agreed by Council in March 2019)	Delayed until after the Council budget meeting in March 2020 to allow the estate plan to be aligned to support the delivery of budget decisions made at that meeting.	Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 3.1, 5 and 6		
15	Senior Phase	To seek approval for a more holistic partnership approach to the senior phase offering		Alex Duncan	Integrated Children's and Family Services	Operations	Purpose 1		
16	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer Integrated Children's and Family Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year (Due May 2020) EOD Committee 16/05/19 - (i) to instruct the Chief Operating Officer to investigate whether the Council should develop a free school meals policy to address anomalies in legislation as part of the wider Universal Credit impact report due to be presented to Operational Delivery Committee and now EODC in November 2019 and to report back to Committee with details of any proposed policy and indicative costs involved; and (ii) to instruct the Chief Operating Officer to devise and implement a system to ensure that children and young people transitioning from Primary School to Secondary School continue to benefit from the entitlement to free school meals where the entitlement exists and ACC is unaware of any change in family financial circumstances and to report back to Committee with the outcome. (Due November 2019)	The decision from 16/5/19 is delayed to enable cognisance to be taken of the recently approved Child Poverty Action Plan and whether any changes to Universal Credit are required. This will enable the report to provide the awaited information to Education Operational Delivery Committee regarding school meals, closer to the end of the school year as per the initial EODC instruction. Update to ODC March 2020 - As all data sets are not available for the final report, the report will now be submitted to a future meeting to ensure completeness for committee.	Derek McGowan	Early Intervention and Community Empowerment	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
17	United Nations Convention on Rights of the Child	Every three years as per the Children and Young People (Scotland) Act 2014 - Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (the "Act") places a duty on a range of public bodies (including all local authorities and health boards) to report, as soon as practicable after the end of each three-year period, on the steps they have taken to secure better or further effect within their areas of responsibility of the United Nations Convention on the Rights of the Child (UNCRC) requirements.		Graeme Simpson	Integrated Children's and Family Services	Operations	Purpose 1		
18	Consultation on Changes to School Zoning for Grandhome	EOD Committee 16/01/20 - The Committee instructed the Chief Officer Integrated Children's & Family Services to undertake a statutory public consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school catchment zones, so that the new housing development at Grandhome was included entirely within the Oldmachar Academy catchment zone with effect from 1 August 2020 and to report back in May 2020 on the outcomes of the consultation		Andrew Jones	Corporate Landlord	Resources	Purpose 1 Remit 2 and 5		
19	Lochside Academy - Transport & Safe Routes to Schools Annual Update	E&CS Committee 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).		Chris Cormack	Place	Place	Purpose 1		
20			17 September 2020						
21	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Integrated Children's and Family Services	Operations	7		
22	Accessibility Plan	To present the Accessibility Plan for approval		Mhairi Shewan / Eleanor Sheppard	Integrated Children's and Family Services	Operations	General Delegation 7.1		
23	ACC National Improvement Framework	EOD Committee 17/09/19 - to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020		Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
24			26 November 2020						
25	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		
26	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Integrated Children's and Family Services	Operations	7		

Page 10

This page is intentionally left blank

ABERDEEN CITY COUNCIL

_____

COMMITTEE	Education Operational Delivery
DATE	12 March 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Educational Services - Annual Public Performance (Statutory Performance Indicator) Report 2018-19
REPORT NUMBER	COM/20/057
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	Remit 1 and 2

_____

1. **PURPOSE OF REPORT**

1.1 To provide Elected Members with a summary of the 2018-19 Annual Public Performance (Statutory Performance Indicator) Report outcomes covering the work of Educational Services over the fiscal period.

2. **RECOMMENDATION**

2.1 That the Committee scrutinise and provide comment on the content of the report, and the detailed Educational Services 2018-19 Annual Public Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B.

3. **BACKGROUND**

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

Remit of Committee:

The Committee will, for internal educational services:

1. _Hold the organisation to account for the in-house delivery of all educational services._

2. _approve and monitor the in-house delivery of educational services and take action to ensure that such performance is in line with the outcomes set by_

Council and the Strategic Commissioning Committee.

3.2   With effect from the 2018/19 reporting year, the Accounts Commission Direction to local authorities on Statutory and Public Performance Reporting was replaced by new guidance ('the 2018 Direction') which is current for a period of three years.

3.3   Within this Direction, councils are required to reflect against outputs from the Scottish Local Government Benchmarking Framework (SLGBF) a significant proportion of which are, as appropriate, captured within the Statutory Performance Indicator (SPI) suite.

3.4   In addition, to support meeting of the new Direction, local authorities also need to report against particular thematic:
- Performance in improving public services (including with partners)
- Performance in improving local outcomes (including with partners)
- Performance in engaging with communities and service users and responding to their views and concerns
- Performance in achieving Best Value including performance benchmarking options appraisal and use of resources.

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

3.5   Due to the June deadline for submission of SPI for the purposes of facilitating the External Audit phase, and alignment of this reporting with the Accounts Commission Guidance, attainment data from the most recently completed academic year is not reflected in this Report but, summarises 2018 attainment data (ICFS SPI 1) previously reported to Committee through the Education Improvement Journey Report presented in May 2019.

4.   MAIN ISSUES

4.1   The content of this report represents the latest step in creating a cohesive and comprehensive suite of Statutory Performance Indicators for Aberdeen City Council Education Services which aligns directly with the Senior Phase National Performance Benchmarking suite and Curriculum for Excellence framework, alongside the drivers set out in the City's current LOIP, the ACC National Improvement Framework and Education Improvement Journey documents.

4.1.1   The following summarises the outcomes from the suite of improvement measures linked to the delivery of Educational services as reflected within the Statutory Performance Indicator submissions for these services in 2018/19.

4.2   Attainment and Achievement

4.2.1   <u>Attainment and Achievement of National Qualifications and Expected Curriculum for Excellence Levels (ICFS SPI 1)</u>

4.2.2 From the 2014 academic year, National Qualifications were introduced at SCQF levels 4 and 5, replacing Standard Grades and in, 2016, this was followed by the full implementation of the new Higher Grade (SCQF Level 6) Qualification. In 2017, the revised National Qualification examination template was extended to SCQF Level 7.

4.2.3 On this basis, the Indicators contained in the ICFS SPI 1 suite reflected an early opportunity for comparative trend analysis against the complete range of SCQF levels and tariffs linked to these qualification changes.

4.2.4 The national framework for the application and publication of teacher judgement of pupil achievement at levels P1 to S3 against the Curriculum for Excellence was introduced in the 2016 academic year so the data encompassed within this report also represented the first opportunity for three-year trend evaluation of progress against this no longer experimental data framework.

4.2.5 The summary of measures of Senior Phase SQA and Curriculum for Excellence attainment in Appendices A and B are directly aligned with three key National Benchmark Measure themes (see below) and the City's National Improvement Framework Plan for education.

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

4.2.6 Attainment and Achievement Summary

The cumulative pattern for SQA and Curriculum for Excellence attainment across the measures encompassed within this SPI framework, demonstrates an improvement in 2018 outcomes in comparison with the previous year. The overwhelming majority of Indicators reflect both improvement in outcomes against the prior year and meeting of the local targets set for these measures.

4.3 School Leaver Destinations (ICFS SPI 2)

4.3.1 The Proportion of School Leavers in a Positive Sustained Destination

The percentage of school leavers recorded in sustained positive destinations in Aberdeen has risen between the 2017/18 and 2018/19 School Leaver Initial Destinations Report surveys with an increase from 90.8% of total school leavers to 91.4%. This measure aligns with the fourth and final National Benchmark Measure for education outcomes: **'Increasing Post-School Participation'**.

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

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

4.4.1 <u>Inspections of Combined Educational/ Early Years Provision (ICFS SPI 3)</u>

The combined figure of 87.7% reflects the results from inspections of 42 educational and early learning settings (local authority and partner provider) published from 1st April 2018 to 31st March 2019. This outcome is below the previous year figure of 95.5% and the annual target.

4.4.2 <u>Inspections of Early Years and Childcare Provision (ICFS SPI 4)</u>

The outcome for evaluations of Early Learning and Childcare settings (ICFS SPI 4) produced a figure of 90%. Again, this was below both the 2017-18 figure of 97.7%, and the local target.

4.5 Early Learning and Childcare Provision (ICFS SPI 5)

4.5.1 The proportion of eligible 3 and 4-year olds within the population whose entitlement to funded Early Learning and Childcare was met through an allocated placement in 2018/19 rose significantly by just over 6%, from 87.4% in the previous year to 93.8%.

5. DATA LEGENDS

Within the summary dashboards (Appendices A and B) the following symbols are used:

<u>Performance Measures</u>

Traffic Light Icon

On target or within 5% of target

Within 5% and 20% of target and being monitored

Below 20% of target and being actively managed

6. FINANCIAL IMPLICATIONS

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

7. LEGAL IMPLICATIONS

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

8. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There are no direct financial risks attached to this report.	L	Not applicable.
Legal	There are no material legal risks attached to this report.	L	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
Employee	There are no material employee risks attached to this report.	L	Not applicable
Customer	There are no material customer risks applied to this report.	L	The report highlights those areas of service performance that meet the needs of customers.
Environment	There are no direct environmental risks attached to this report.	L	Not applicable.
Technology	There are no direct technology risks attached to this report.	L	Not applicable.
Reputational	There are no material reputational risks attached to this report.	L	Public reporting of service performance serves to enhance the Council's reputation for transparency and accountability.

9. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.	The report content aligns with and supports the delivery of Children & Young People Stretch Outcomes 1 in the LOIP
Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by	The content within this report supports the delivery of Children & Young People Stretch Outcomes 3 to 7 in the LOIP, including:

the time of their child health reviews by 2026.	Increase the number of young people who effectively transition from primary school to secondary school by 2021
90% of children and young people will report that they feel mentally well by 2026.	Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.
95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.	Increase the number of young people taking up foundation apprenticeships to 142 by 2021.

Reduce the number of winter leavers with no positive destination by 50% by 2021.

Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021 |
| 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026 | Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.

Increase the number of curricular offerings shaped by school communities by 20%, by 2021.

Increase children, young people and families' awareness and understanding of future skill requirements by June 2021. |

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

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

10. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	The recommendations arising from this report do not require that a full Equality and Human Rights Impact Assessment is completed.
Data Protection Impact Assessment	The recommendations arising from this report do not require that a Data Protection Impact Assessment is completed.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

11. BACKGROUND PAPERS

OPE/19/251 Education Improvement Journey, Education Operational Delivery Committee,16th May 2019

OPE/19/336   Aberdeen City Council National Improvement Framework Plan Education Operational Delivery Committee,17th September 2019

12. APPENDICES

Appendix A: Educational Services Annual (SPI) Public Performance Report Scorecard.

Appendix B: Educational Services Annual (SPI) Pubic Performance Report Trend Analysis

13. REPORT AUTHOR CONTACT DETAILS

Alex Paterson
Strategic Performance and Improvement Officer
Business Intelligence and Performance Management
apaterson@aberdeencity.gov.uk
01224 522137

Appendix A 2018-19 Annual Public Performance (SPI) Report – Education Services

Performance Data Traffic Light	
Green	31
Amber	4

ICFS SPI 1 Attainment and Achievement	2016/17 Value	2017/18 Value	2018/19 Value	Status	Long Trend	2018/19 Target
Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4	49.1%	52.6%	47.1%	🔺	⬇	53.7%
Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 (based on S4 cohort)	58.4%	60.0%	59.1%	✅	⬆	61.1%
Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 5 at the end of S6 (based on S4 cohort)	59.0%	61.0%	61.2%	✅	⬆	62.1%
Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the 30% most and least deprived of Senior Phase pupil candidates	14.2%	16.1%	15.1%	✅	⬆	15.0%
Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the 30% most and least deprived of Senior Phase pupil candidates	29.6%	30.4%	29.4%	✅	⬇	29.3%
Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6	407	389	402	✅	⬇	393
Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6	935	927	923	✅	⬇	937
Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior Phase pupil candidates at the end of S6	1,478	1,432	1,475	✅	⬆	1,447
Difference in Cumulative (S4-6) Complementary Tariff Score of 20% Lowest Attaining pupil candidates at the end of S6 by		332	266	✅	⬆	329

ICFS SPI 1 Attainment and Achievement	2016/17	2017/18	2018/19	Status	Long Trend	2018/19 Target
	Value	Value	Value			
most and least levels of deprivation						
Difference in Cumulative (S4-6) Complementary Tariff Score of Middle 60% Attaining pupil candidates at the end of S6 by most and least levels of deprivation		374	312	✅	⬆	370
Difference in Cumulative (S4-6) Complementary Tariff Score between 20% Highest Attaining pupil candidates at the end of S6 by most and least levels of deprivation		317	348	⚠	⬇	314
% of P1 pupils achieving expected levels in Reading	65%	75%	79%	✅	⬆	76%
% of P4 pupils achieving expected levels in Reading	60%	75%	77%	✅	⬆	76%
% of P7 pupils achieving expected levels in Reading	57%	72%	77%	✅	⬆	73%
% of S3 pupils achieving Third level or above in Reading	71%	85%	85%	✅	⬆	86%
% of S3 pupils achieving Fourth level in Reading	24%	48%	48%	✅	⬆	49%
% of P1 pupils achieving expected level in Writing	64%	73%	77%	✅	⬆	74%
% of P4 pupils achieving expected level in Writing	52%	70%	72%	✅	⬆	71%
% of P7 pupils achieving expected level in Writing	49%	66%	73%	✅	⬆	67%
% of S3 pupils achieving Third level or better in Writing	67%	82%	82%	✅	⬆	83%
% of S3 pupils achieving Fourth level in Writing	20%	46%	47%	✅	⬆	47%
% of P1 pupils achieving expected levels in Listening and Talking	71%	82%	86%	✅	⬆	83%
% of P4 pupils achieving expected levels in Listening and Talking	64%	83%	85%	✅	⬆	84%
% of P7 pupils achieving expected levels in Listening and Talking	64%	81%	85%	✅	⬆	82%

2

ICFS SPI 1 Attainment and Achievement	2016/17	2017/18	2018/19	Status	Long Trend	2018/19 Target
	Value	Value	Value			
% of S3 pupils achieving Third level or above in Listening and Talking	69%	86%	85%	✓	⬆	87%
% of S3 pupils achieving Fourth level in Listening and Talking	21%	47%	53%	✓	⬆	48%
% of P1 pupils achieving expected level in Numeracy	71%	80%	82%	✓	⬆	81%
% of P4 pupils achieving expected level in Numeracy	57%	74%	75%	✓	⬆	75%
% of P7 pupils achieving expected level in Numeracy	58%	69%	75%	✓	⬆	70
% of S3 pupils achieving Third level or above in Numeracy	83%	82%	84%	✓	⬆	83%
% of S3 pupils achieving Fourth level in Numeracy	45%	51%	62%	✓	⬆	52%

ICFS SPI 2 School Leaver Participation						
% school leavers from publicly funded schools in positive initial destinations by academic year	90.3%	90.8%	91.4%	✓	⬆	91.9%

ICFS SPI 3 Inspections of Broad and General Education	2016/17	2017/18	2018/19	Status	Long Trend	2018/19 Target
	Value	Value	Value			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres, primary, secondary and special schools per financial year	95.5%	95.8%	87.7%	⚠	⬇	93.8%

ICFS SPI 4 Inspections of Early Learning and Childcare						
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year	96.1%	97.7%	90.0%	⚠	⬇	95.7%

ICFS SPI 5 Early Learning and Childcare Provision						

ICFS SPI 3 Inspections of Broad and General Education	2016/17	2017/18	2018/19	Status	Long Trend	2018/19 Target
	Value	Value	Value			
% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places (combined) in local authority and partner provider Early Learning and Childcare settings	86.2%	87.4%	93.8%	✅	⬆	94.0%
% of eligible population allocated ACC funded Ante Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings	81.9%	85.1%	92.8%	✅	⬆	94.0%
% of eligible population allocated ACC funded Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings	90.5%	89.9%	94.8%	✅	⬆	94.0%

PI Status		Long Term Trends		Short Term Trends	
🔴	Alert > 20% out with target	⬆	Improving	⬆	Improving
⚠	Warning >5% out with target	▬	No Change	▬	No Change
✅	OK – on target	⬇	Getting Worse	⬇	Getting Worse

4

Appendix B 2018-19 Annual Public Performance (SPI) Report – Education Services

ICFS SPI 1 – The Education of Children

The full education data sets, and evaluations of improvement programmes for 2018-19, alongside the National Improvement Framework Plan for 2019-20 were captured in previous reports to this Committee in May 2019 Education Improvement Journey Tracking Report and September 2019 Aberdeen National Improvement Framework Plan

Data Summary

Broad General Education (Curriculum for Excellence)

Primary Phases

In each instance, at Primary 1, 4 and 7, the outcomes for 2018 met or exceeded the local improvement targets set, with P7 stage recording the highest increases for Writing, Reading and Numeracy, and the majority of measures closely matching the comparable national establishment figures for P1-7 combined.

Secondary 3 Phase

With the exception of a marginal decline in proportion of S3 pupils achieving Third Level Listening and Talking, and static outcomes for Reading and Writing at the same Level, there were improvements across curriculum organisers at S3 Third and Fourth Level, particularly in Numeracy, with each of the Fourth Level measures meeting or exceeding the local improvement targets set.

Senior Phase

The cumulative picture for Senior Phase achievement, across the measures encompassed within this SPI framework, demonstrates a general improvement trend in 2018 outcomes in comparison with the previous year and some closing of the poverty related gap in both tariff scores and Literacy and Numeracy.

At the same time, a proportion of the measures fall marginally short of either national establishment and/or Virtual Comparator levels with the rate of improvement having slowed in comparison with the two benchmarks in these instances.

Literacy and Numeracy

a) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4 fell to 47.2%, lower than the Virtual Comparator figure and the National figure, which both demonstrated a similar decline year-on-year.

b) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 was statistically unchanged from the previous year at 59.1% This was just below the Virtual Comparator projection and the National Establishment figure but significantly improved on the 2016 figure. Both of these benchmarks saw a similar pattern of limited movement.

c) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S6 remained stable at 61.2% a pattern which, again, followed the National Establishment and Virtual Comparator models but at levels that were below both benchmarks

Improvement Context

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

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

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

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

ICFS SPI 01 a - Improving Attainment in Literacy and Numeracy

Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4

Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4
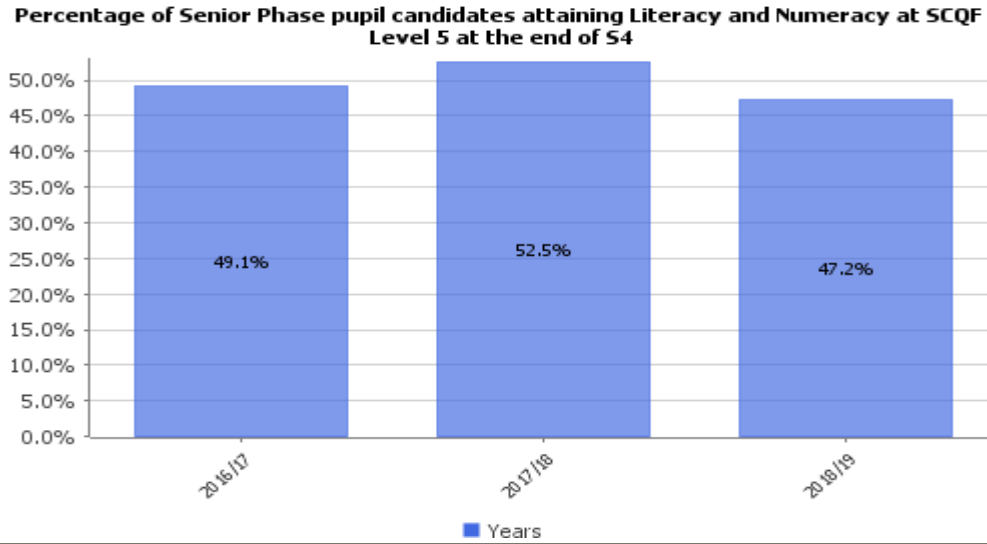
Status	
Data Period	2018
Value	47.2%
Target	53.6%
Long Trend	
Short Trend	

ICFS SPI 1 b Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 (based on S4)

Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 (based on S4)

Year	Value
2016/17	62.7%
2017/18	60.0%
2018/19	59.1%
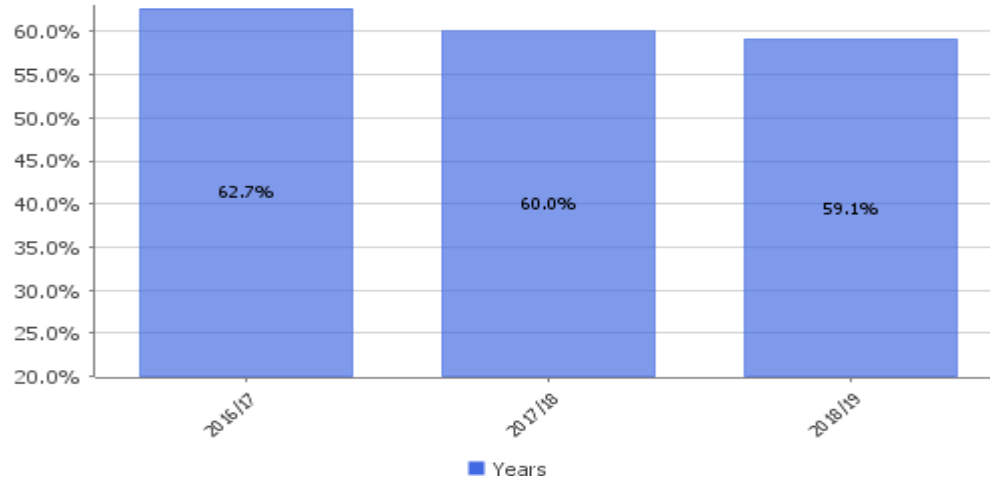
Status	✅
Data Period	2018
Value	59.1%
Target	61.1%
Long Trend	⬇
Short Trend	⬇

ICFS SPI 1 c Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 5 at the end of S6 (based on S4)

Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 5 at the end of S6 (based on S4)

Year	Value
2016/17	59.0%
2017/18	61.0%
2018/19	61.2%
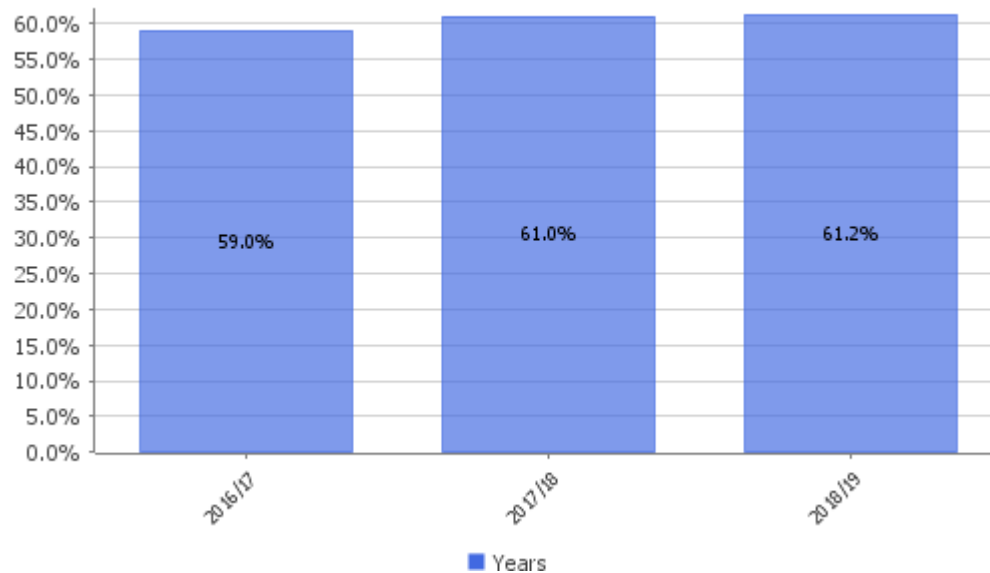
Status	✅
Data Period	2018
Value	61.2%
Target	62.1%
Long Trend	⬆
Short Trend	⬆

(d and e) The percentage difference in Literacy and Numeracy outcomes for both SCQF levels 4 and 5, between the most and least deprived 20% of pupils, and the year-on-year outcomes for each of these cohorts has improved with the gaps closing to 15.1% and 29.4% respectively.

At SCQF Levels 4 and 5, the Improvement Targets relating to reducing the deprivation gap were met and, at both levels, the annual improvement rate is better than the Virtual Comparator and matches the National figures, although 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.

ICFS SPI 1 d Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the most and least deprived of Senior Phase pupil candidates

Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the most and least deprived of Senior Phase pupil candidates
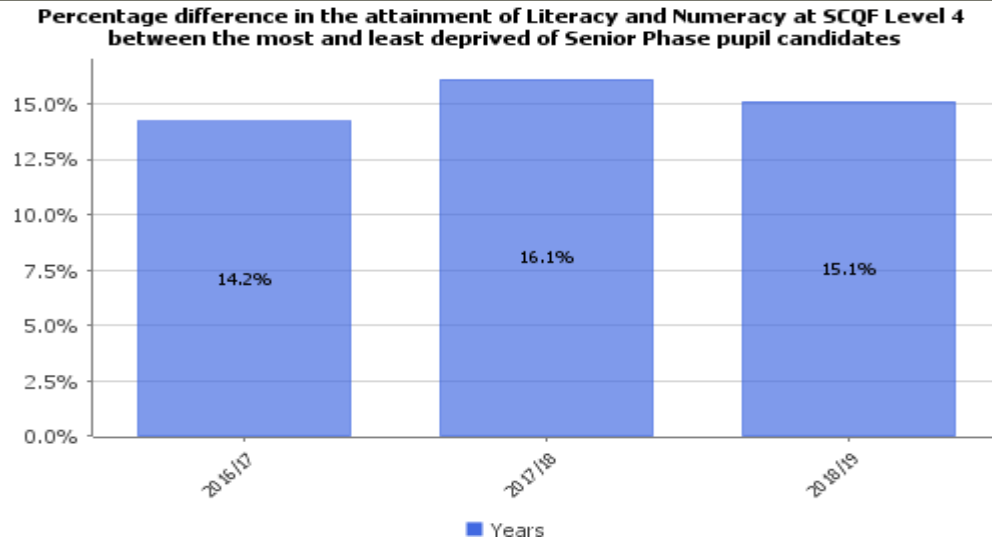
Status	✅
Data Period	2018
Value	15.1%
Target	15.0%
Long Trend	⬆️
Short Trend	⬆️

ICFS SPI 1 e Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the most and least deprived of Senior Phase pupil candidates

Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the most and least deprived of Senior Phase pupil candidates
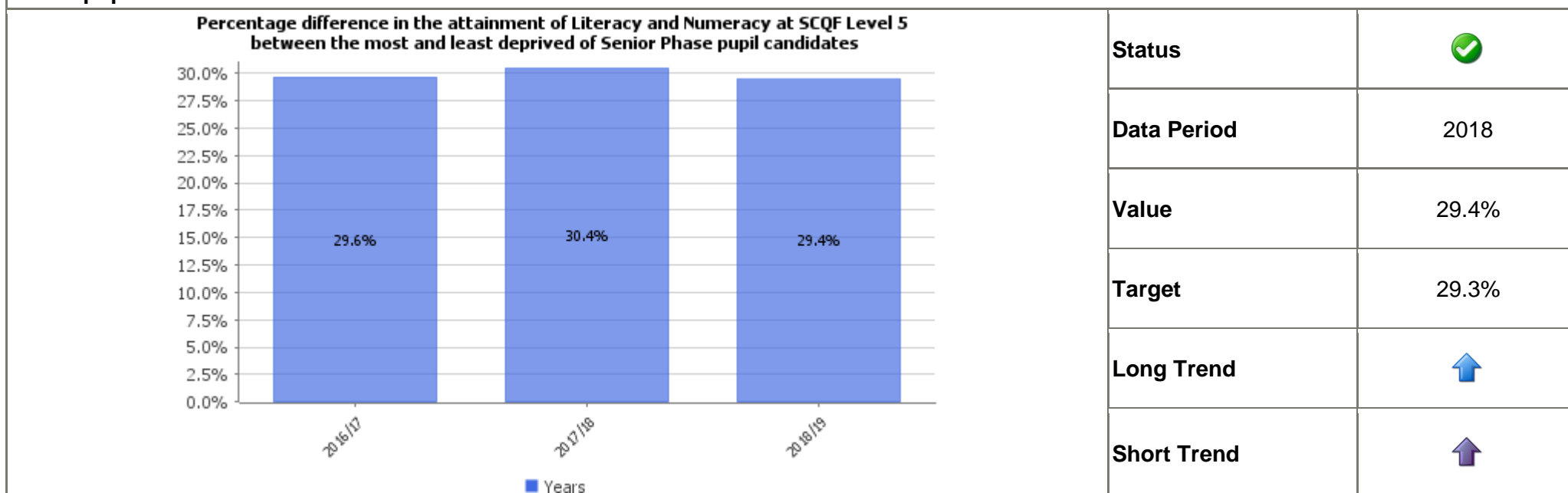
Status	✅
Data Period	2018
Value	29.4%
Target	29.3%
Long Trend	⬆
Short Trend	⬆

Improving Attainment for All

(f, g and h) Whilst the Cumulative (S4-6) Average Complementary Tariff Scores outcomes for the Middle Attaining cohort are statistically unchanged, the figures for the Lowest and Highest Attaining vigintiles has improved and all three exceeded the National Establishment outcome with the latter also being above the Virtual Comparator.

Improvement Context

These outcomes were reflective of best practice evaluation and development work in this area over the course of the 2017-18 academic year which was subsequently captured through an in-depth analysis of city-wide data and carried forwards, and highlighted, within the local authority's NIF Plan 2019-2020

These included progression of the following themes from the 2017-18 NIF Plan.

- collation and sharing of good practice from quality assurance visits throughout the academic year, leading to a range of opportunities for collaborative working across schools.

- formal review of curricular structures within our secondary schools, exploring the possibility of a common school week thus increasing opportunities for accessing a wider curriculum offer for our young people.

- the creation of a vision of aspiration for all young people within Aberdeen City to be shared with schools.

- review of the current network structure identifying areas of change which are required in order to raise attainment; and

- development of a strategic approach to our work with all partners to ensure that appropriate pathways are developed which meet the requirements of our schools.

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

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

Status	✅
Data Period	2018
Value	402
Target	393
Long Trend	⬆
Short Trend	⬆
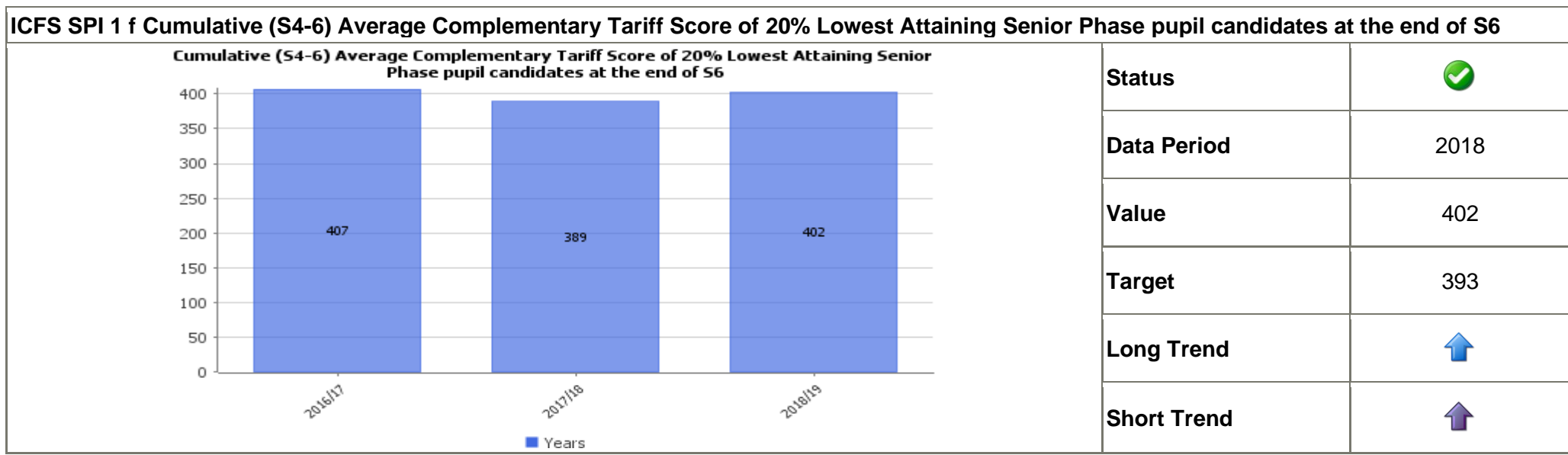
ICFS SPI 1 g Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6

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

Bar	Value
2016/17	935
2017/18	927
2018/19	923

Years
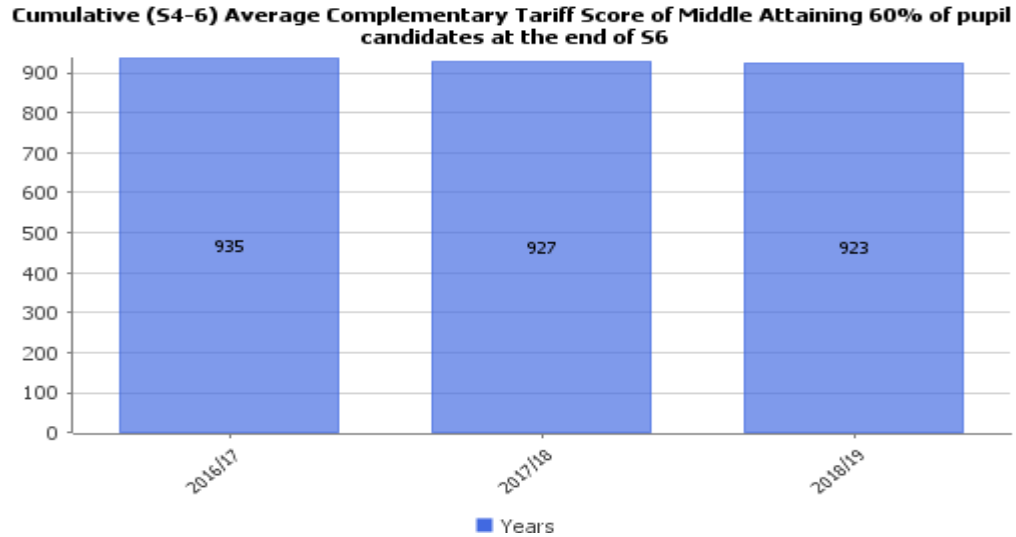
Status	✅
Data Period	2018
Value	923
Target	937
Long Trend	⬇
Short Trend	⬇

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

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

Bar	Value
2016/17	1,478
2017/18	1,432
2018/19	1,457

Years
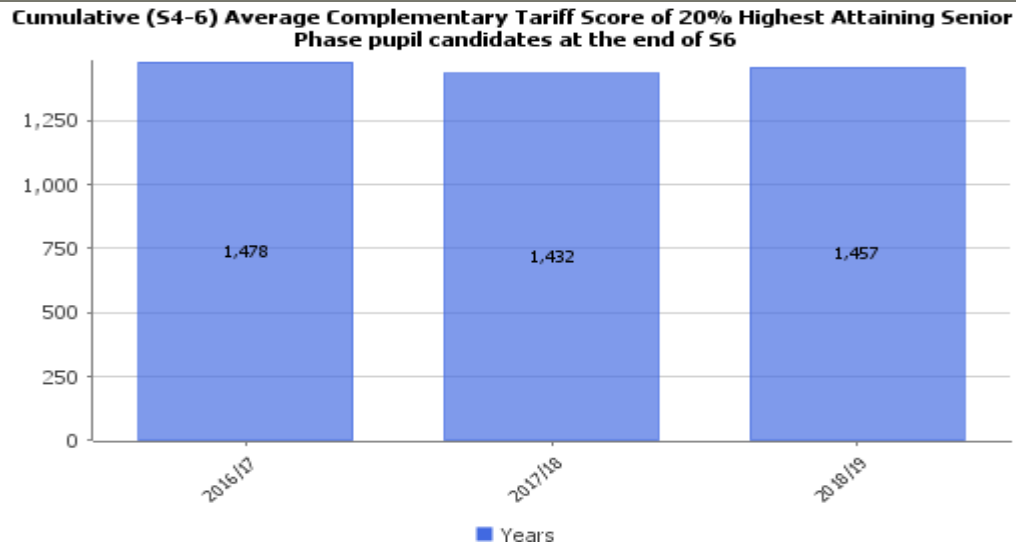
Status	✅
Data Period	2018
Value	1,475
Target	1,447
Long Trend	⬆
Short Trend	⬆

Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

The outcomes across two attainment categories (Lowest 20% Middle 60%) in the context of deprivation show an appreciable closing of the differentials. The deprivation differential of the highest performing quintile, however, has increased as a result of a greater rate of improvement amongst the Least Deprived cohort.

Whilst the absolute 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 outcomes for those in the Least Deprived cohort against both the Lowest 20% and Middle 60% categories.

The figures for both the Lowest 20% and Middle 60% were better than both the National and Virtual Comparator outcomes, although the differential for the highest performing quintile was greater than both of these benchmarks

Improvement Context

In terms of closing the poverty related attainment gap, there were a number of key strategic work streams identified during the year and which, as with the Improving Attainment for All theme above, were documented within the City's 2018-19 National Improvement Framework Plan. These included:

- professional development sessions with senior leadership teams on identifying the gap and setting clear measures and outcomes;

- cross service working to evaluate the impact of current interventions.

- ensuring that this is a consistent agenda item on all quality assurance visits to schools.

The strategic approach that was taken with schools regarding the implementation of the pupil equity fund has resulted in all our schools having a clear focus on the poverty related attainment gap and the identification of a range of interventions to address this. The work related to this was evaluated at year end and updated guidance sent to schools at commencement of the school improvement planning cycle for 2019-20.

ICFS SPI 1 i Difference in Cumulative (S4-6) Complementary Tariff Scores of the 20% Lowest Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation

Difference in Cumulative (S4-6) Complementary Tariff Scores of the 20% Lowest Attaing pupil candidates at the end of S6 by the greatest and lowest levels of deprivation
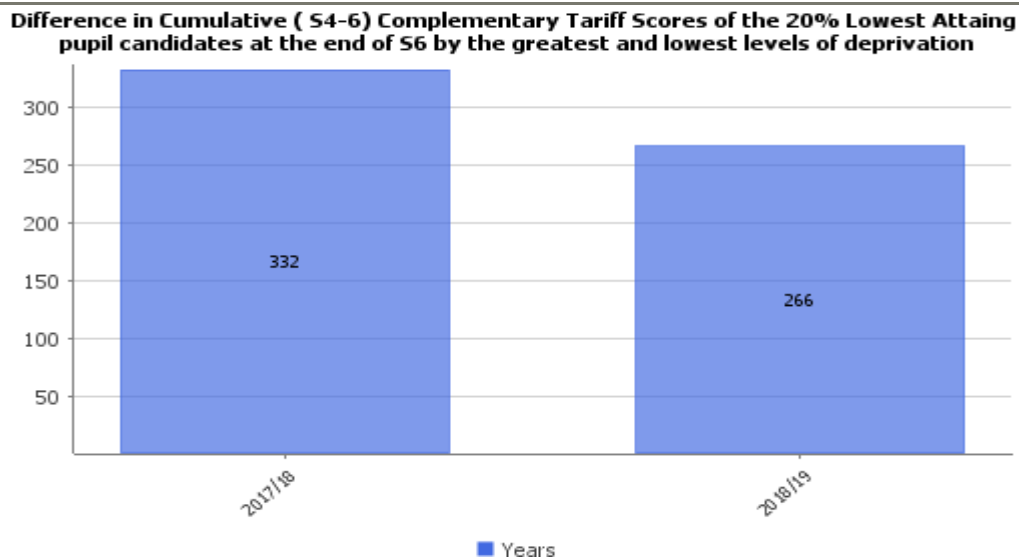
Status	✅
Data Period	2018
Value	266
Target	329
Long Trend	⬆
Short Trend	⬆

ICFS SPI 1 j Difference in Cumulative (S4-6) Complementary Tariff Scores of the Middle 60% Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation

Difference in Cumulative (S4-6) Complementary Tariff Scores of the Middle 60% Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation
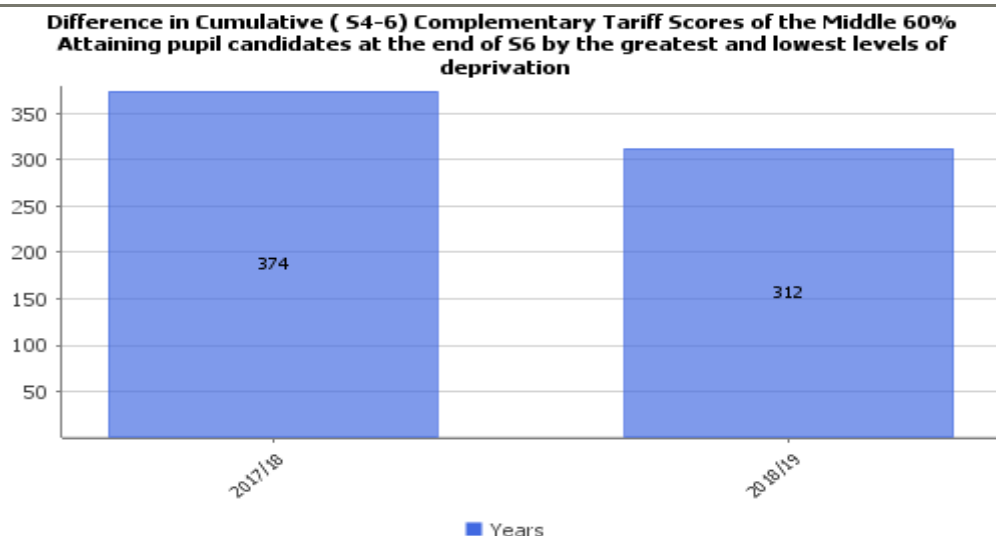
Status	✅
Data Period	2018
Value	312
Target	370
Long Trend	⬆
Short Trend	⬆

ICFS SPI 1 k Difference in Cumulative (S4-6) Average Complementary Tariff Scores of the 20% Highest Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation

Difference in Cumulative (S4-6) Average Complementary Tariff Scores of the 20% Highest Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation

Status	⚠️
Data Period	2018
Value	348
Target	314
Long Trend	⬇️
Short Trend	⬇️
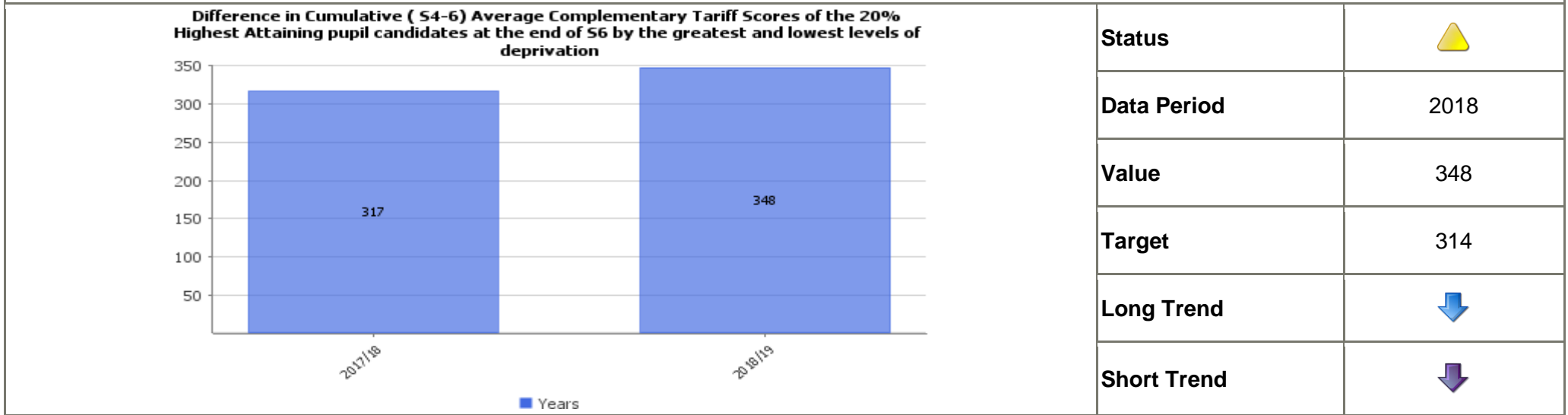
ICFS SPI 01 Curriculum for Excellence

Curriculum for Excellence

With the exception of Listening and Talking at Third Level which fell slightly, the outcomes for 2018 were raised and met or exceeded the local improvement targets set for the relevant stages although, as in 2017, a small proportion of these fell short of the comparable National Establishment or Virtual Comparator figures. 75% of the absolute outcomes for pupils associated with the highest levels of deprivation (SIMD 1) showed improvement at or above target with five indicators falling short of the objectives (see below)

At authority level, there is noticeable progress in closing the differentials between SIMD Quintiles 1 and 5 across most components in Primary and Secondary Education, albeit that this is not as apparent across the P4 cohort and more variable at Third Level for S3 This improvement is most likely as result of the various target interventions that have been planned through the utilisation of Pupil Equity Funding. Officers worked with primary colleagues to better understand the variation at Primary 4 and Third Level, as noted in the National Improvement Framework Plan 2019/20 report.

Initial Trend Direction

Primary Phases -Each of the twelve organisers of achievement across P1-7 are demonstrating a long-term improvement trend with three-year improvement rates, in the majority of cases, exceeding those at national establishment level. Across the four themes, primary school outcomes noted the greatest averaged increase on 2016 against Listening and Talking (+16.7%) with Writing at 15.7%, Reading at 14.3% and Numeracy showing an improvement of one percent less at +13.3%

Secondary 3 Phase - Across the curriculum organisers at S3, all show similar improvement trends as those in primary education but with a substantive positive phase shift in the outcomes at Fourth Level, which have experienced the greatest level of three-year development across the themes.

Improvement Context

In response to relatively disappointing outcomes from the first iteration of CfE teacher judgements in 2016, the Education service and schools took the challenging step of applying a combination of local improvement targets for every level and subject, set at 10% across the board, with an ambition to at least meet, if not exceed, the National Establishment figures on 2017. The objectives for 2018 were primarily to increase each organiser outcome by at least 1% and secondary to increase the proportion of high-level indicators matching the benchmark national figures. (+/-1% point)

The table below provides a summary of primary and Fourth Level* outcomes against these benchmarks

Reading	P1-7 Combined	Fourth Level (S3)	Writing	P1-7 Combined	Fourth Level (S3)
Aberdeen	78%	52%	Aberdeen	74%	49%
Scotland	79%	53%	Scotland	74%	51%
Listening and Talking	P1-7 Combined	Fourth Level (S3)	Numeracy	P1-7 Combined	Fourth Level (S3)
Aberdeen	85%	53%	Aberdeen	70%	46%
Scotland	84%	55%	Scotland	71%	46%

As noted in the charts below, overwhelmingly the first objective, with progress on the latter, was made in no small part due to the intensive programme of moderation support and learning provided by the Service and headteachers, along with the direct work of teaching staff in assimilating, and applying the lessons learned, to the 2017 and 2018 assessment process.

The Education Service has substantively reviewed improvement methodology and objective setting in the context of learning from the review of the each tranche of CfE data and this has assisted in the implementation of a more robust, and intelligence led, set of local improvement targets, supported by the initial outcomes from SNSA evaluations, to provide additional 'fine -tuning' of the assessment approach for 2019-20.

- Fourth Level outcomes are a baseline for projections of potential pupil outcomes at S4 and Senior Phase curriculum choice.

% of P1 pupils achieving expected levels in Reading

% of P1 pupils achieving expected levels in Reading

2016/17	2017/18	2018/19
65%	75%	79%

■ Years
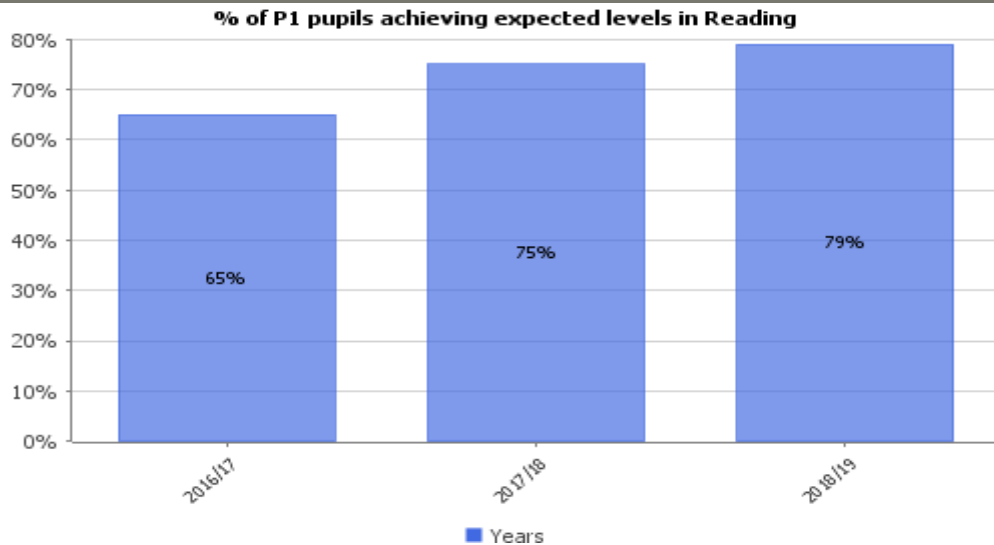
Status	✅
Data Period	2018
Value	79%
Target	76%
Long Trend	⬆
Short Trend	⬆

% of P4 pupils achieving expected levels in Reading

% of P4 pupils achieving expected levels in Reading

2016/17	2017/18	2018/19
60%	75%	77%

■ Years
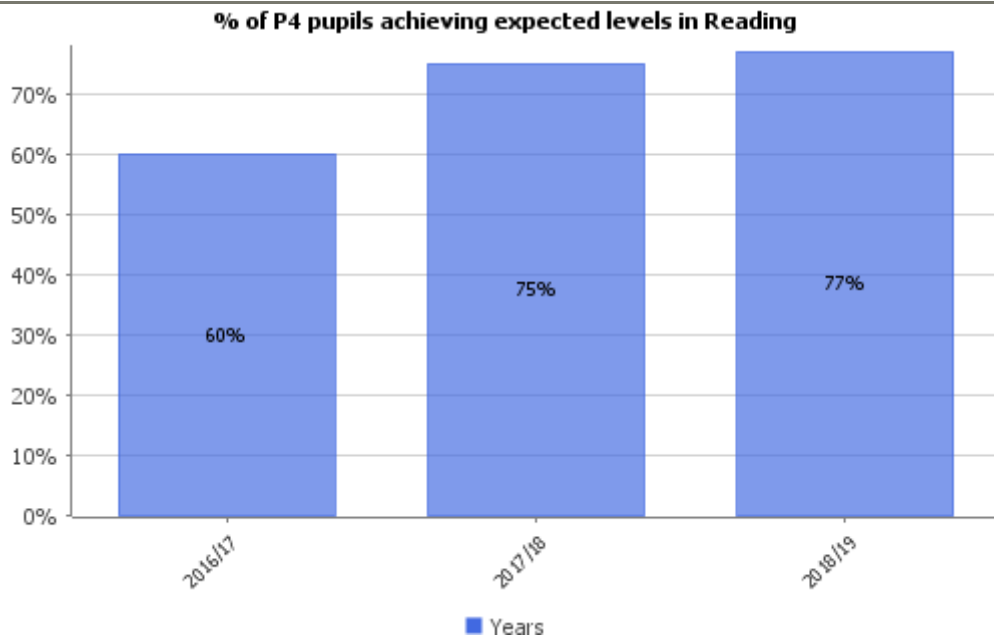
Status	✅
Data Period	2018
Value	77%
Target	76%
Long Trend	⬆
Short Trend	⬆

% of P7 pupils achieving expected levels in Reading

% of P7 pupils achieving expected levels in Reading
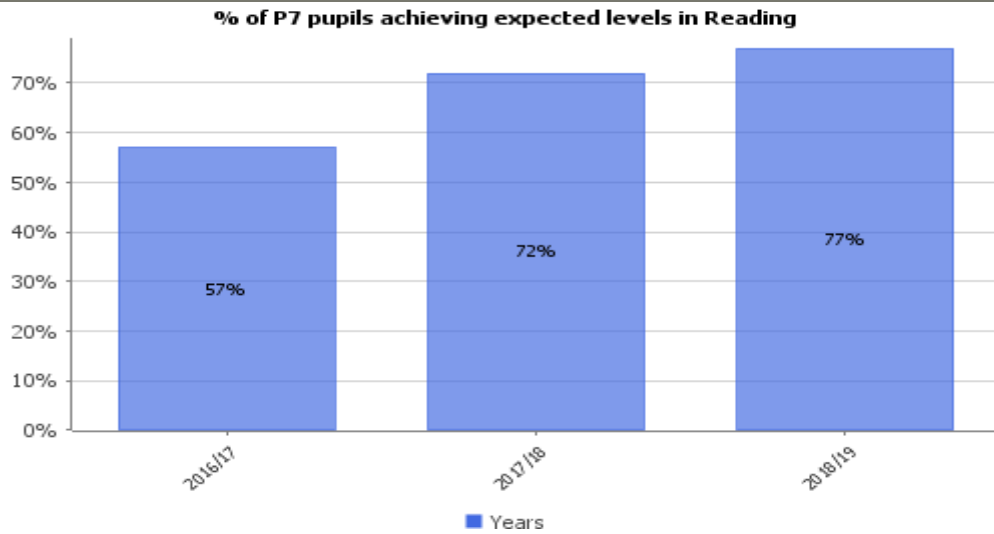
Status	✅
Data Period	2018
Value	77%
Target	73%
Long Trend	⬆
Short Trend	⬆

% of P7 pupils achieving expected levels in Reading

- 2016/17: 57%
- 2017/18: 72%
- 2018/19: 77%

% of S3 pupils achieving Third level or above in Reading
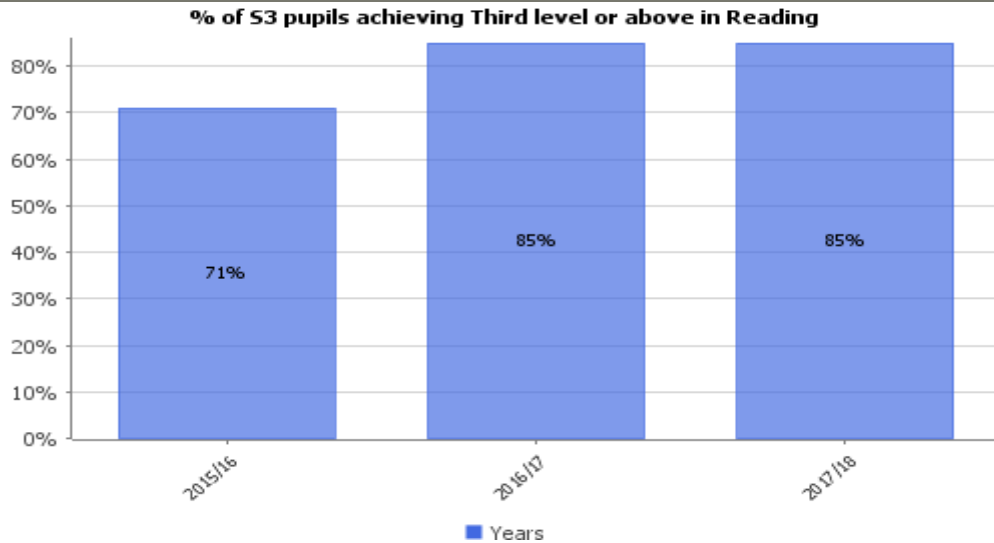
Status	✅
Data Period	2018
Value	85%
Target	86%
Long Trend	⬆
Short Trend	▬

% of S3 pupils achieving Third level or above in Reading

- 2015/16: 71%
- 2016/17: 85%
- 2017/18: 85%

% of S3 pupils achieving Fourth level in Reading

% of S3 pupils achieving Fourth level in Reading
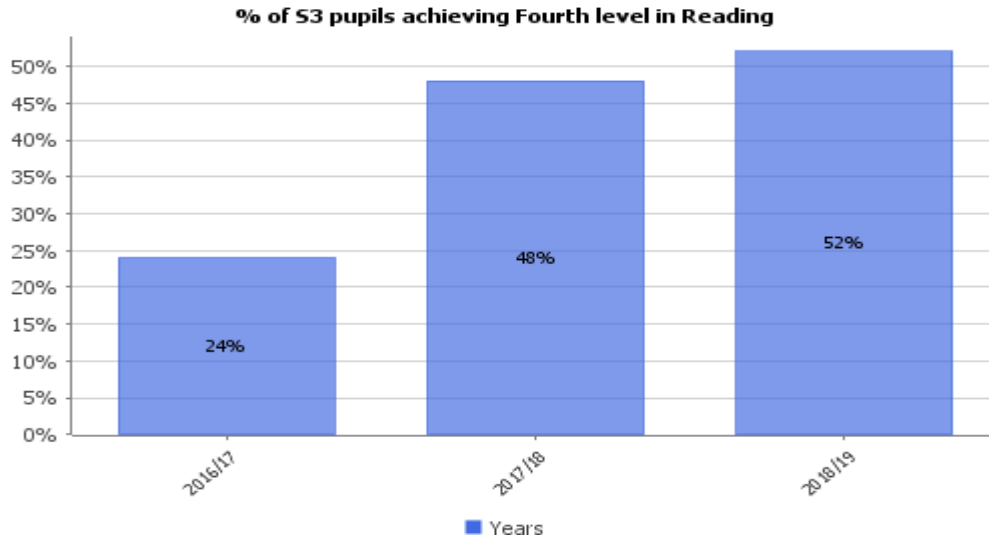
Status	✅
Data Period	2018
Value	52%
Target	49%
Long Trend	⬆
Short Trend	⬆

Chart values: 2016/17: 24%, 2017/18: 48%, 2018/19: 52%

% of P1 pupils achieving expected level in Writing

% of P1 pupils achieving expected level in Writing
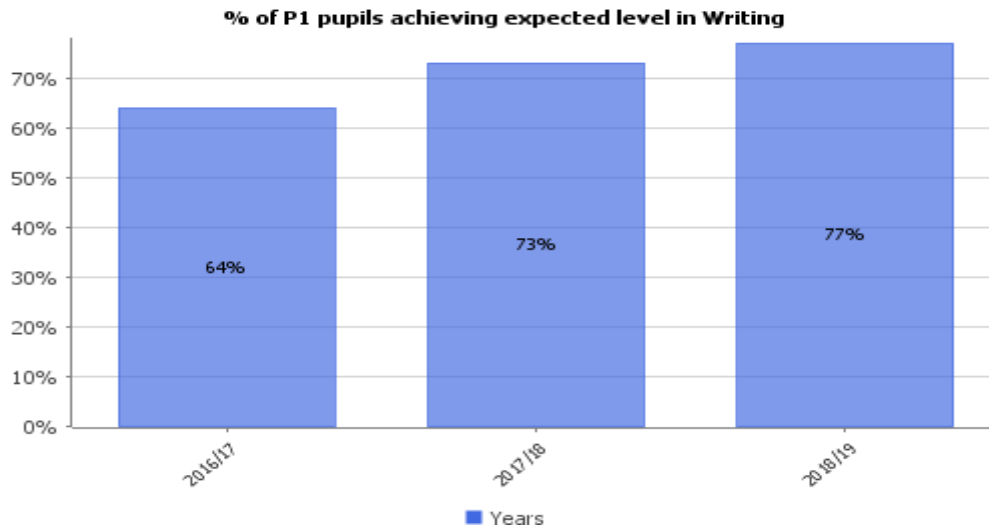
Status	✅
Data Period	2018
Value	77%
Target	74%
Long Trend	⬆
Short Trend	⬆

Chart values: 2016/17: 64%, 2017/18: 73%, 2018/19: 77%

% of P4 pupils achieving expected level in Writing

% of P4 pupils achieving expected level in Writing

- 2016/17: 52%
- 2017/18: 70%
- 2018/19: 72%
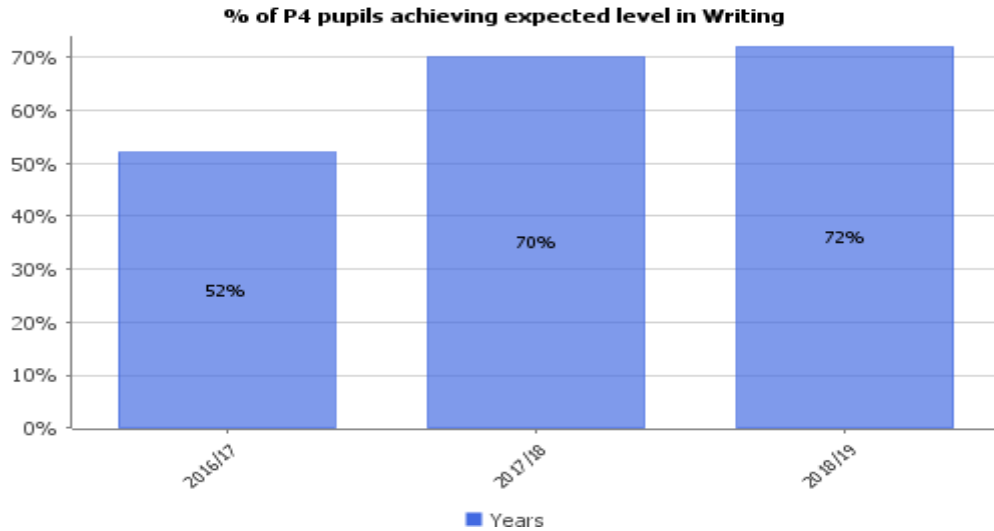
Status	✅
Data Period	2018
Value	72%
Target	71%
Long Trend	⬆
Short Trend	⬆

% of P7 pupils achieving expected level in Writing

% of P7 pupils achieving expected level in Writing

- 2016/17: 49%
- 2017/18: 66%
- 2018/19: 73%
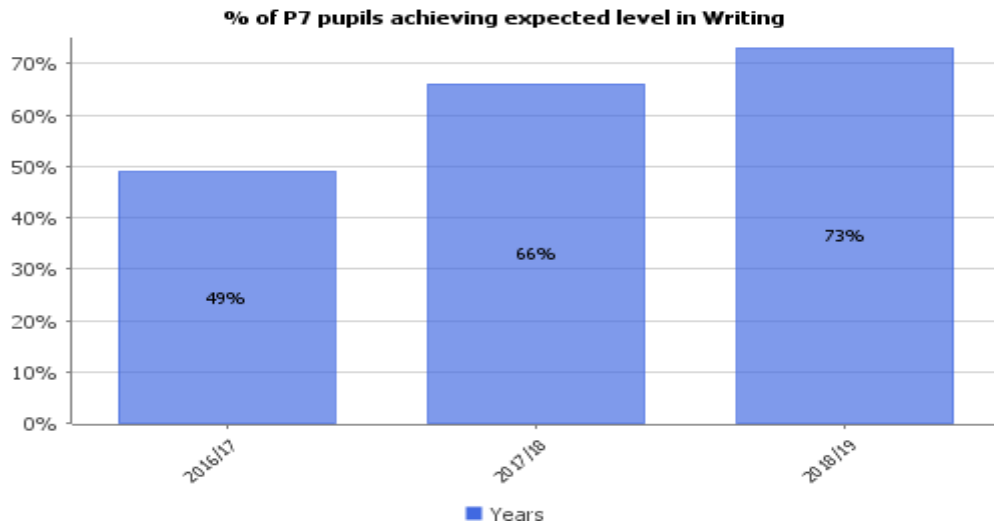
Status	✅
Data Period	2018
Value	73%
Target	67%
Long Trend	⬆
Short Trend	⬆

% of S3 pupils achieving Third level or better in Writing

% of S3 pupils achieving Third level or better in Writing
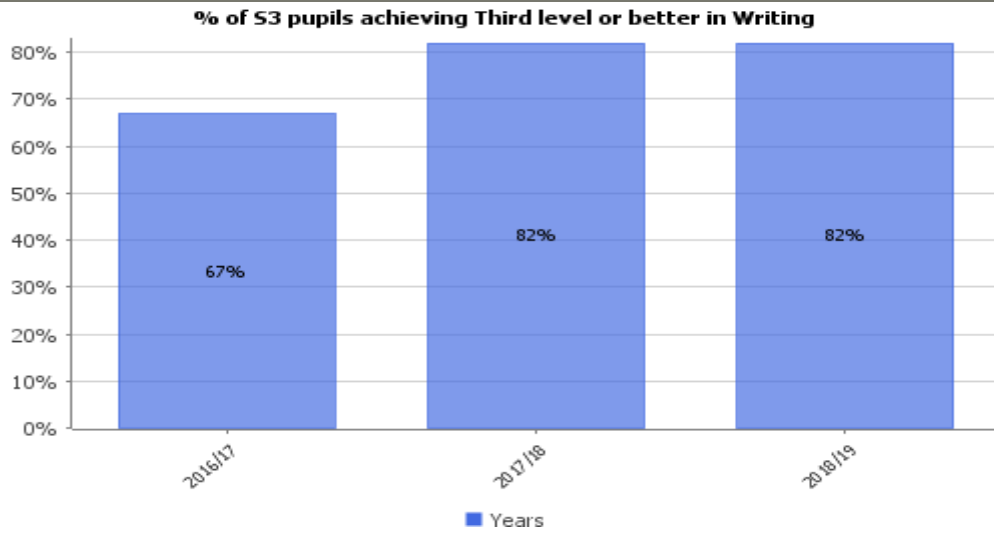
Status	✅
Data Period	2018
Value	82%
Target	83%
Long Trend	⬆
Short Trend	▬

% of S3 pupils achieving Fourth level in Writing

% of S3 pupils achieving Fourth level in Writing
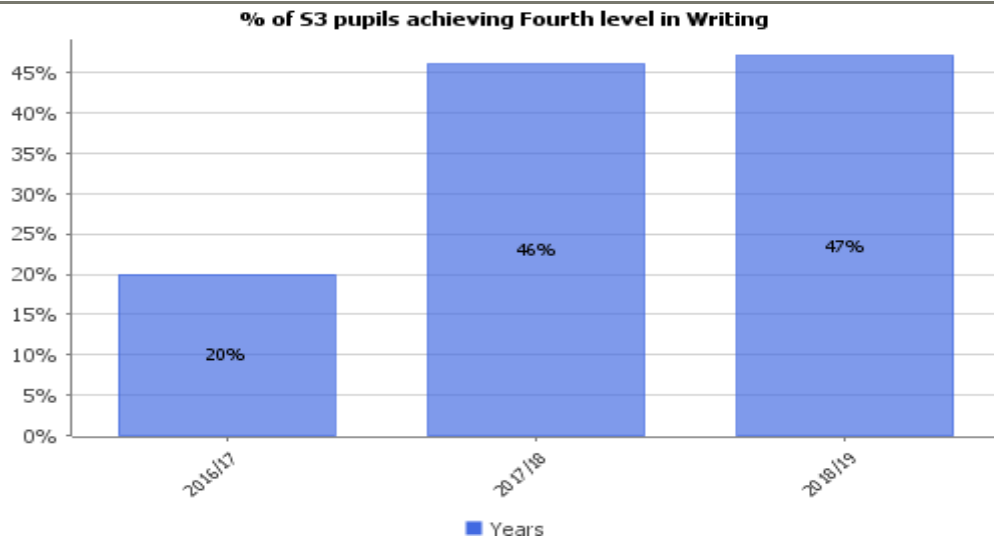
Status	✅
Data Period	2018
Value	47%
Target	47%
Long Trend	⬆
Short Trend	⬆

% of P1 pupils achieving expected levels in Listening and Talking

% of P1 pupils achieving expected levels in Listening and Talking
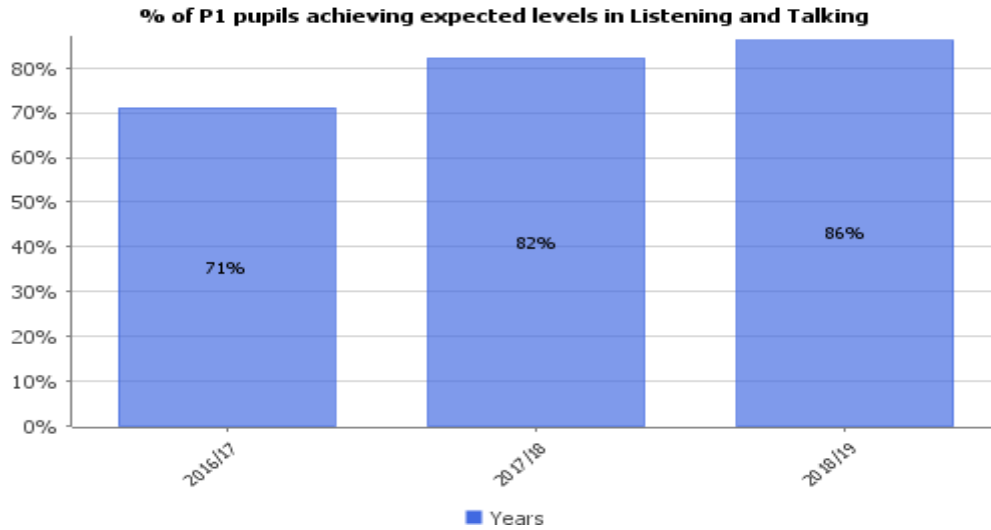
Status	✅
Data Period	2018
Value	86%
Target	83%
Long Trend	⬆
Short Trend	⬆

% of P4 pupils achieving expected levels in Listening and Talking

% of P4 pupils achieving expected levels in Listening and Talking
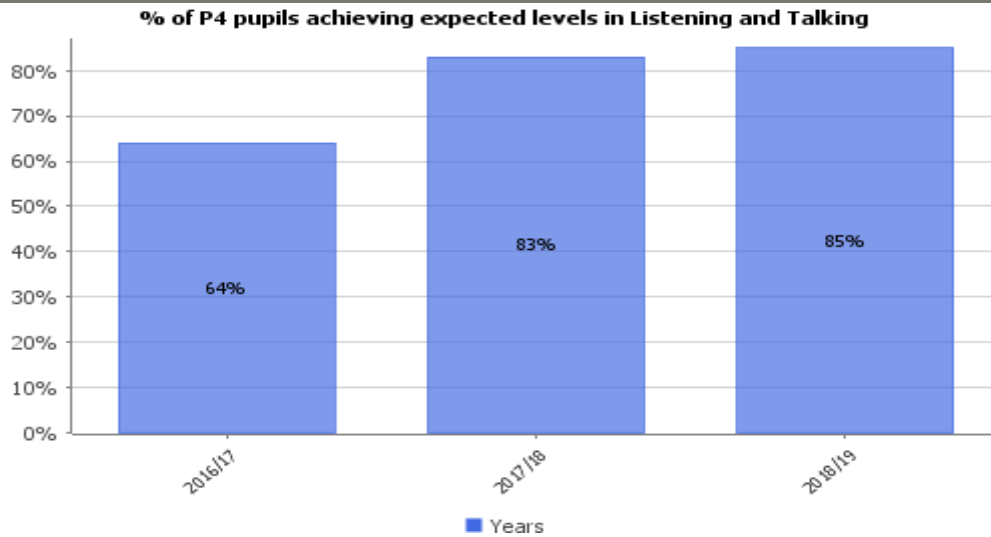
Status	✅
Data Period	2018
Value	85%
Target	84%
Long Trend	⬆
Short Trend	⬆

% of P7 pupils achieving expected levels in Listening and Talking

% of P7 pupils achieving expected levels in Listening and Talking
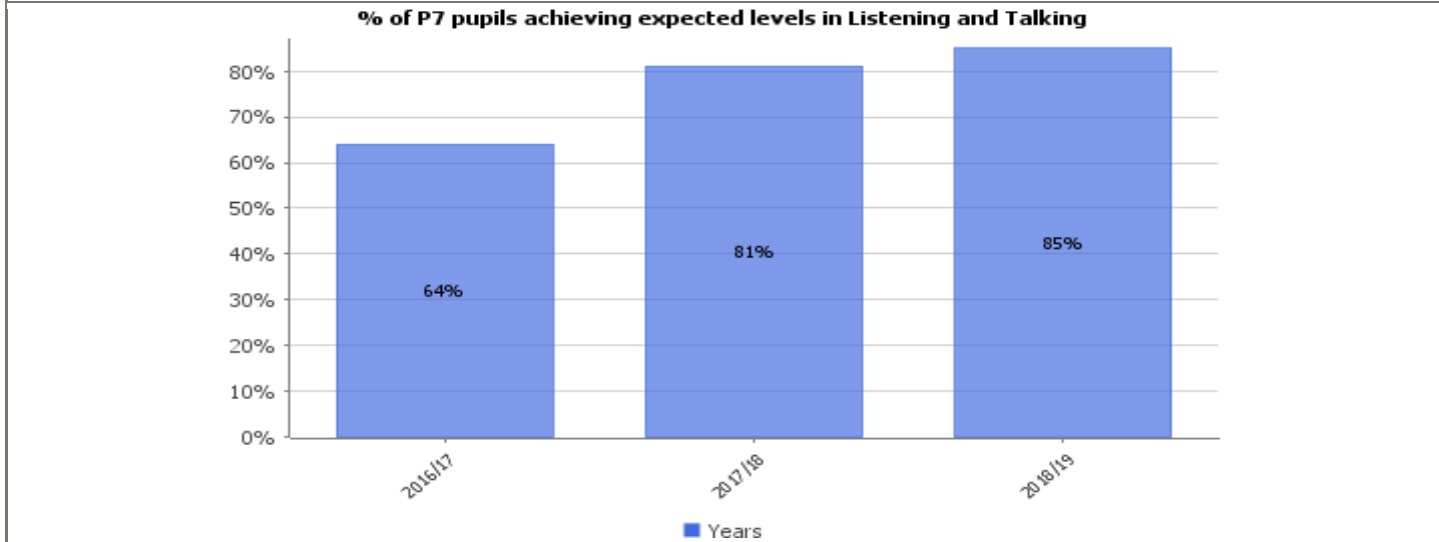
Status	✅
Data Period	2018
Value	85%
Target	82%
Long Trend	⬆
Short Trend	⬆

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

% of S3 pupils achieving Third level or above in Listening and Talking
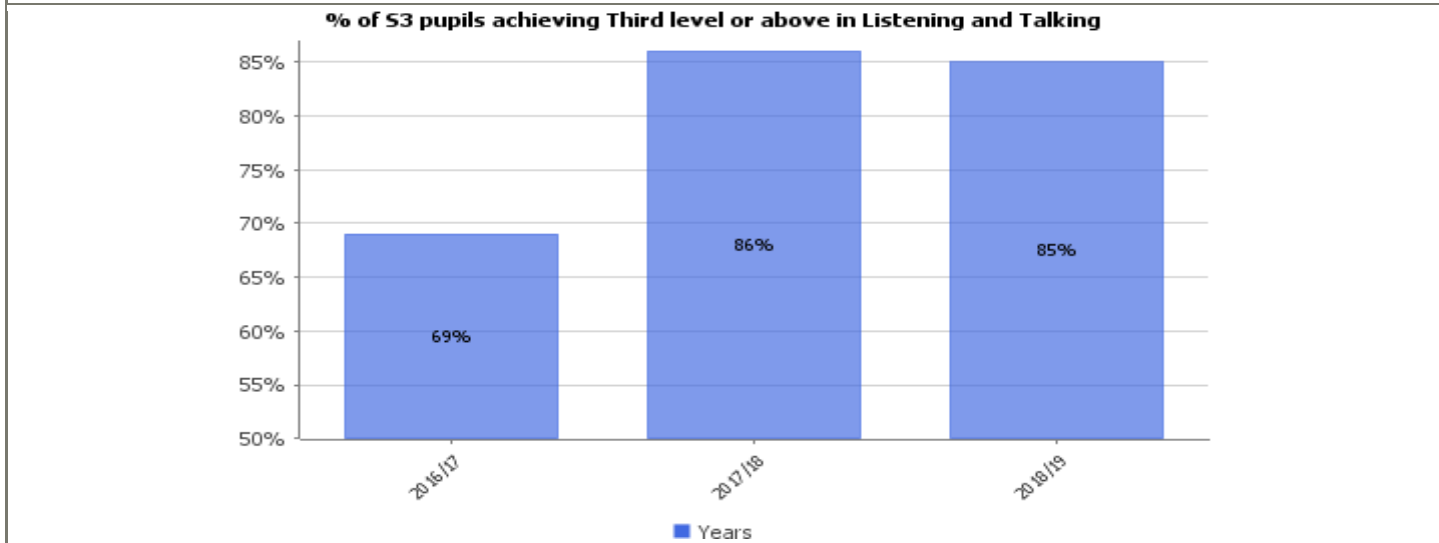
Status	✅
Data Period	2018
Value	85%
Target	87%
Long Trend	⬆
Short Trend	⬇

% of S3 pupils achieving Fourth level in Listening and Talking

% of S3 pupils achieving Fourth level in Listening and Talking

Status	✅
Data Period	2018
Value	53%
Target	48%
Long Trend	⬆
Short Trend	⬆

% of P1 pupils achieving expected level in Numeracy

% of P1 pupils achieving expected level in Numeracy

Status	✅
Data Period	2018
Value	82%
Target	81%
Long Trend	⬆
Short Trend	⬆
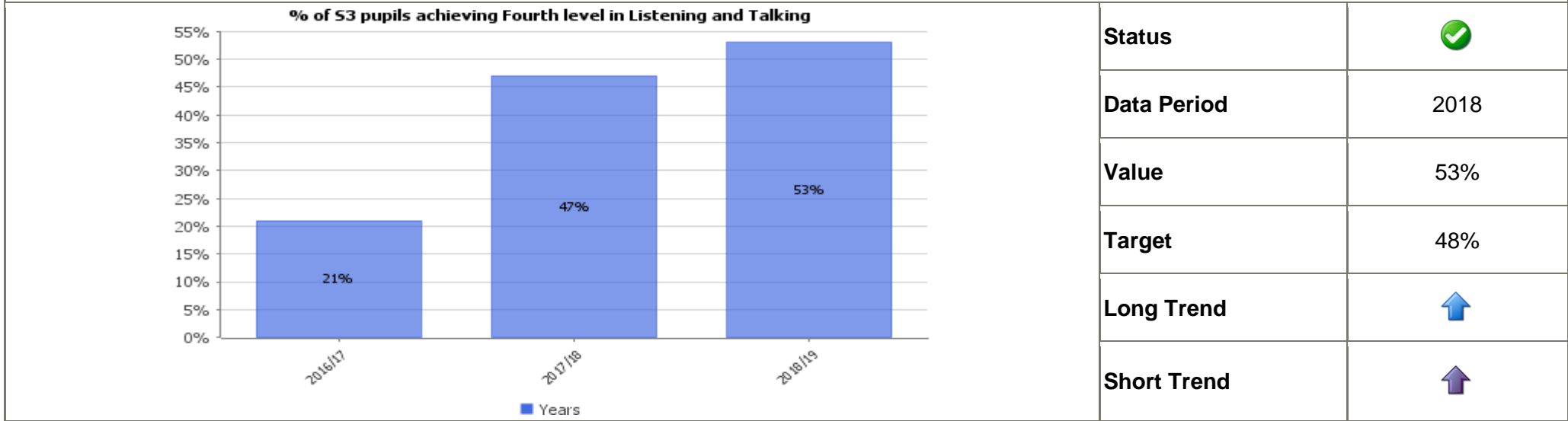
% of P4 pupils achieving expected level in Numeracy

% of P4 pupils achieving expected level in Numeracy
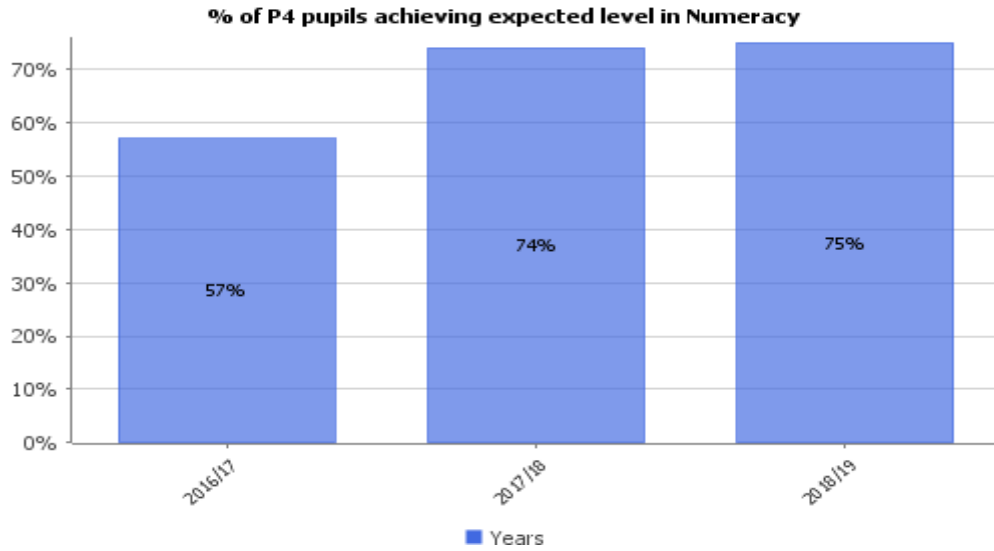
Status	✅
Data Period	2018
Value	75%
Target	75%
Long Trend	⬆️
Short Trend	⬆️

% of P7 pupils achieving expected level in Numeracy

% of P7 pupils achieving expected level in Numeracy
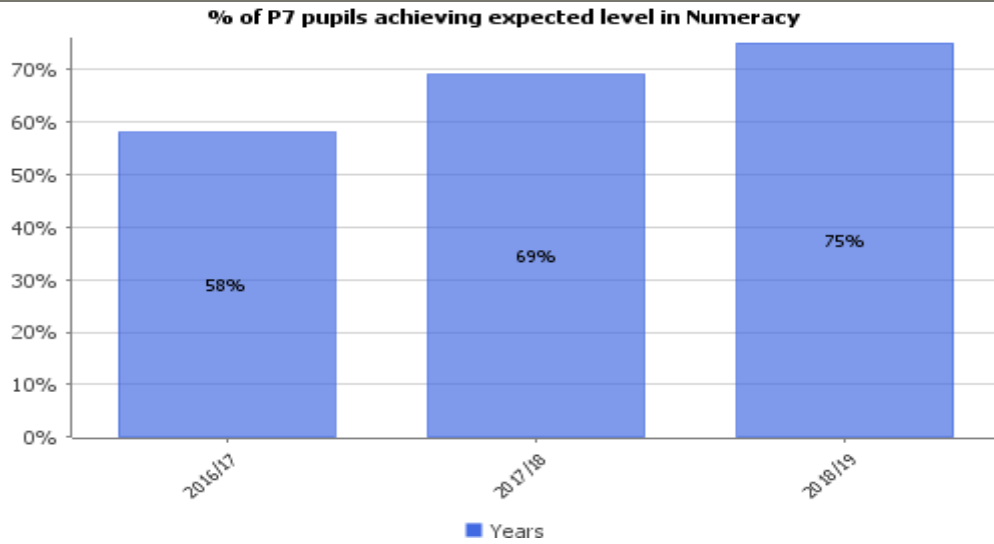
Status	✅
Data Period	2018
Value	75%
Target	70%
Long Trend	⬆️
Short Trend	⬆️

% of S3 pupils achieving Third level or above in Numeracy

% of S3 pupils achieving Third level or above in Numeracy

Year	Value
2016/17	83%
2017/18	82%
2018/19	84%

■ Years
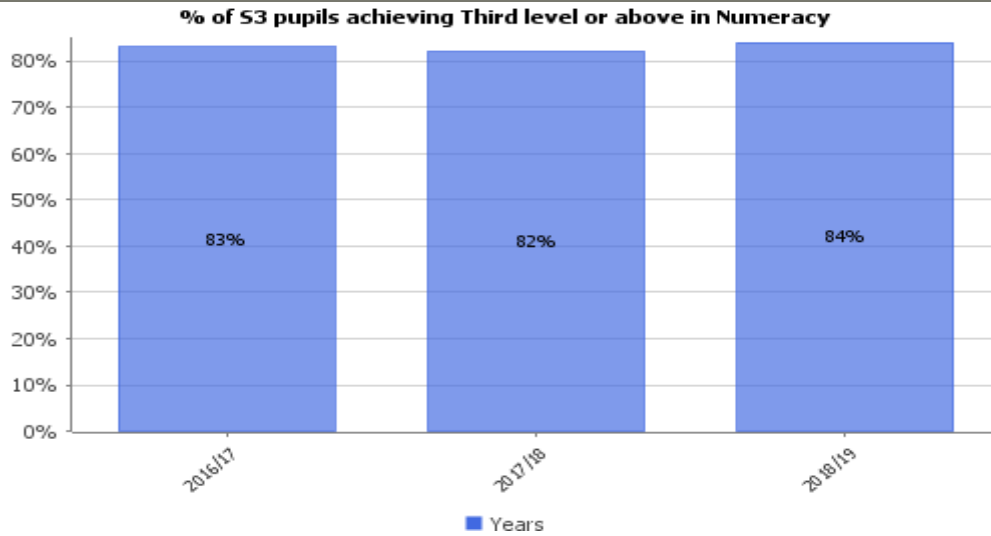
Status	✅
Data Period	2018
Value	84%
Target	83%
Long Trend	⬆
Short Trend	⬆

% of S3 pupils achieving Fourth level in Numeracy

% of S3 pupils achieving Fourth level in Numeracy

Year	Value
2016/17	45%
2017/18	51%
2018/19	62%

■ Years
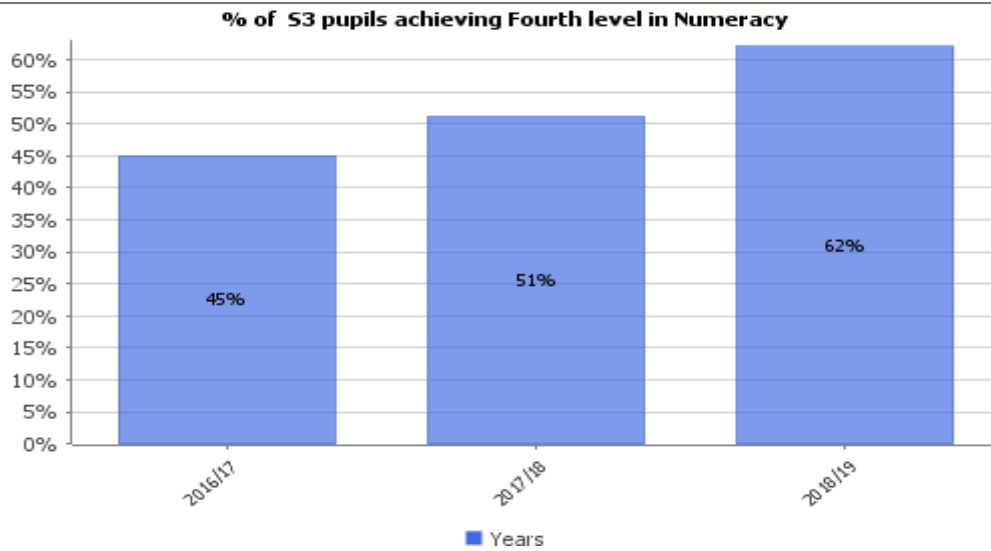
Status	✅
Data Period	2018
Value	62%
Target	52%
Long Trend	⬆
Short Trend	⬆

ICFS SPI 2 - Post School Participation

The percentage of positive initial destinations in Aberdeen has risen between the 2017 and 2018 School Leaver Destinations Report initial surveys with a statistically marginal increase from 90.8% of total school leavers to 91 4%.

The proportion of leavers entering HE and FE (combined) fell to 69.5% from the 2016-17 high of 72.2% placing the City just below the upper quartile of local authorities for this sub-indicator, with both categories experiencing a reduction of just under 2%. In both instances, the proportion of leavers entering these destinations has continued to be above the national figure for the past three years.

Employment showed the greatest increase of just over 3% to 18.5% whilst the proportion of leavers classed as Unemployed Seeking Work fell from the previous year figure (8.1%) to its lowest level in four years (6.9%) although both of these measures remain short of national and city-level outcomes for a third consecutive year.

At this level, the 2018 outcome for initial destinations for the City is below the Scotland figure of 94.4% with limited closing of the gap to the national outcome and comparing the City's result in the context of the more relevant Large Urban Area classification, the 2018 outcome falls (a) 2% below the LUA figure of 93.4% and (b) marginally below the Four Cities figure of 92.3% although this level of differential cannot be judged to be statistically significant given the relative cohort sizes.

From the available data, the now three-year reduction in job density levels within the City, and consequential impact on Employment related destinations, appears to be the most influential factor in terms of differential experience between Aberdeen and its City comparators.

At the same time, the 2018 figure represents a fourth consecutive year of relative improvement and out with these categories, the remaining outcomes are generally in line with the national figures and display an improving trend, albeit that the increase in the proportion of leavers whose destination is Not Known is an influence that may be suppressing the overall figures. Previous experience has suggested that a significant number of these Not Known pupils are likely to be Employed and resident out with the City.

Improvement Context

The outcome for 2018 highlights the extent to which the City's leavers are, through the provision of the Curriculum for Excellence and flexibility of learning opportunities, being enabled to exercise greater choice around engagement in continuing learning and/or being better placed to compete for employment in what has, more recently, been a relatively challenging period in terms of youth employment in Aberdeen.

At the same time, from the data, some challenge appears to remain in raising the level of employment readiness/competitiveness of those who choose to look to this area as a destination as an alternative to Higher, Further Education and Training to match national levels and the current employment markets.

This is an area which the provision of Foundation Apprenticeships, the Corporate Parenting Strategy and the Council's support of opportunities for young people within local authority and partner providers (e.g. internships) is designed to address an influence in the medium term.

The Education Service continues to develop methodologies between and across various external and internal teams that will enhance the capacity for interpretation of the data provided by Insight and inform action planning for supporting young people to attain positive destinations.

The increasing impact of the City Campus, consortia arrangements (and Foundation Apprenticeships), offering access to additional vocational training in partnership with the local FE provider and a wider range of educational qualifications than was previously available through individual schools, is believed to be a relevant factor as indications are that the higher levels of attainment in vocational qualifications are beginning to influence Employment and, to a lesser extent, Training outcomes.

The City's National Improvement Framework Plan and LOIP expressly monitor outcomes against this measure and reflect the outcomes in terms of overall improvement aims within the Integrated Children's and Family function and Education Service.

ICFS SPI 02 - Increasing Post School Participation

% school leavers from publicly funded schools in positive initial destinations by academic year

% school leavers from publicly funded schools in positive initial destinations by academic year
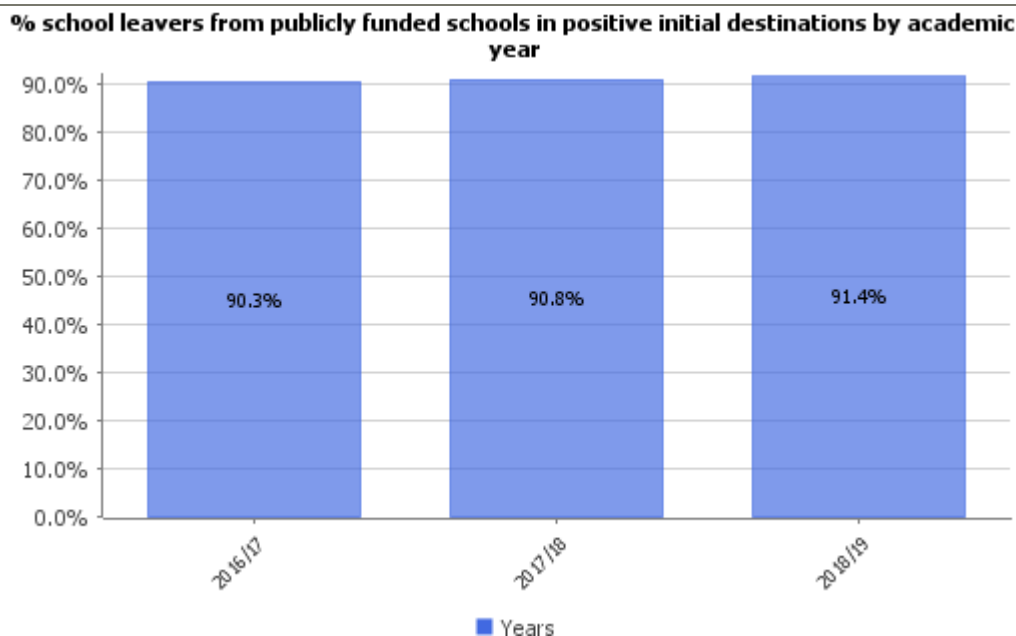
Status	✅
Data Period	2018
Value	91.4%
Target	91.9%
Long Trend	⬆
Short Trend	⬆

ICFS SPI 3 – Inspections of Educational Provision

87.7% or 135 out of 154 Quality Reference Indicator areas evaluated during Education Scotland (ES) and Care Inspectorate (CI) inspections conducted in 2018-19 were rated as 'Satisfactory' or 'Adequate' and above, a statistically significant fall in comparison with 2017-18 (95.8%) which had represented the previous time series high for the City and was informed by the prior inspection frameworks..

This is the first occasion on which the City's outcome for this measure has been recorded at a figure below 90% but is not directly comparable with the previous five years of data, due to changes in inspection regimes, and caution should be exercised when considering this data in a longer-term context.

39 from 49 of the settings inspected (79.5%) achieved satisfactory and/or adequate or above ratings for each core Quality Reference Indicator (equating to a comprehensive positive evaluation). This figure is below that in 2017-18 (95.2%) although above both 2015-16 and 2014-15 levels with the proportion of individual establishments (incorporating sites with multiple assessments of settings) achieving an overall positive assessment being 86.4% (38 of 44 establishments)

Underlying this outcome, the overall proportion of Care Inspectorate evaluations rated Good or above (the LGBF national benchmark measure) fell with a uniform decline in outcomes across most themes, which is consistent with expectations arising from the new inspection regime introduced in April 2018, albeit that the variation against the prior year is greater than might have been anticipated.

Education Scotland based outcomes, representing a smaller proportion of the overall inspection numbers, have been less influenced by change and are similar to those in both of the previous years, and indication that services have adapted relatively well to the changes in Education Scotland inspection introduced in 2017-18, (although this is based on a limited number of inspections)

Improvement Context

With the introduction of new national ELC quality standards and more substantive roll-out of the revised Education Scotland inspection framework, it is not possible to make direct trend assessments against performance in previous years. On this basis, it is more appropriative to regard the outcome for 2018-19 as a refreshed baseline against which future evaluations of performance can be benchmarked. As yet, there is insufficient nationally published data for 2018-19 to offer additional comparative assessments of performance.

Education Services continues to work closely with Northern Alliance partners, the Care Inspectorate and Education Scotland to improve and compare data analysis and share lessons learned from other local authority experiences of these early stages under the new frameworks that offered a first opportunity to apply data analysis to a substantive sample of inspections, the intelligence from which was absorbed into standing improvement planning (outlined through 'How Good Is Our Early Learning and Childcare' and ; How Good Is Our School 4') for 2019-120

Strategically, the City's current LOIP, Children and Young People's Plan, National Improvement Framework for education, Early Learning and Childcare Expansion Plan and Service/ School level Improvement Plans all currently reflect improvement steps that are informed by analysis and critical evaluation of the Indicator's outcomes.

ICFS SPI 03 - Inspections of Publicly Funded Educational Provision
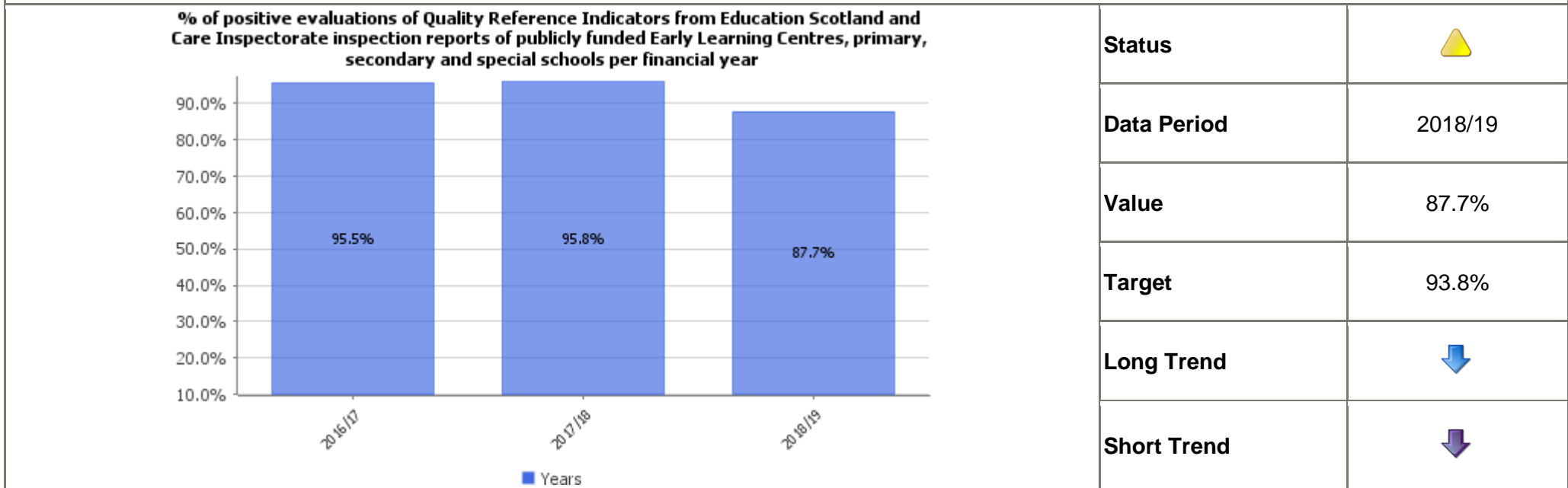
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres, primary, secondary and special schools per financial year		
	Status	⚠️
	Data Period	2018/19
	Value	87.7%
	Target	93.8%
	Long Trend	⬇️
	Short Trend	⬇️

IFCS SPI 4 – Inspections of Early Learning and Childcare

The total number of Education Scotland and Care Inspectorate inspections of settings undertaken for the period was 45. Of these, 38 inspections resulted in positive outcomes against the full suite of core Quality Reference Indicators reviewed, with three Education Scotland and five Care Inspectorate inspections identifying areas for specific improvement.

From these inspections 126 of the 140 QRI examined were rated as meeting the requirements for an evaluation of 'Satisfactory and/or Adequate or above' With an overall outcome of 90%, the 2018-19 result is materially below that of the previous peak year (97.7%), a decline which is commensurate with provider expectations, within and across local authorities, of the impact arising from changes to the ELC inspection regime and introduction of the Health and Social Care standards.

This trend is in line with the national position extrapolated from the most recent Education Scotland and Care Inspectorate national reports and encompass a reduction in the combined proportion of Indicator assessments at Good or Above from 68.8% in 2017-18 to 52.9%% (albeit against an enhanced sample size)

In terms of drill-down from the inspections completed, fourteen settings recorded one or more benchmark gradings of Very Good against the QRI framework, the same number as in 2017-18 This included five local authority primary school nurseries: Forehill, Hanover, Holy Family, Mile End, and West Park, along with nine partner provider operators

Improvement Context

At an operational level, the quality training and development focus in the twelve months period has been on supporting staff and partner providers to work with the "How Good is Our Early Learning and Childcare" model and preparing and adjusting to the material changes to inspection regimes, in particular those aligned with the Care Inspectorate functions. Additional work on both of these themes is to be continued in the current academic year.

The ACC National Improvement Framework Plan has also framed the ELC Services improvement planning and outcome objectives in response to the provisions of the Education (Scotland) Act 2016 whilst introduction of, and delivery against, the new Health and Social Care Standards which, from April 2018, framed the revised Care Inspectorate evaluation methodology, will continue to be a primary driver of both operational and strategic improvement planning during the 2019-20 academic year.

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

Although perhaps too early to establish, as a result of the limited number of inspections completed in 2019-20, this learning is beginning to show signs of impact with a stronger inspection picture from the commencement of the 2019 academic year. The Inspection Reporting report also being considered at this meeting, outlines the outcomes to date for the current academic year.

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

ICFS SPI 04 Early Learning and Childcare Inspections

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year		
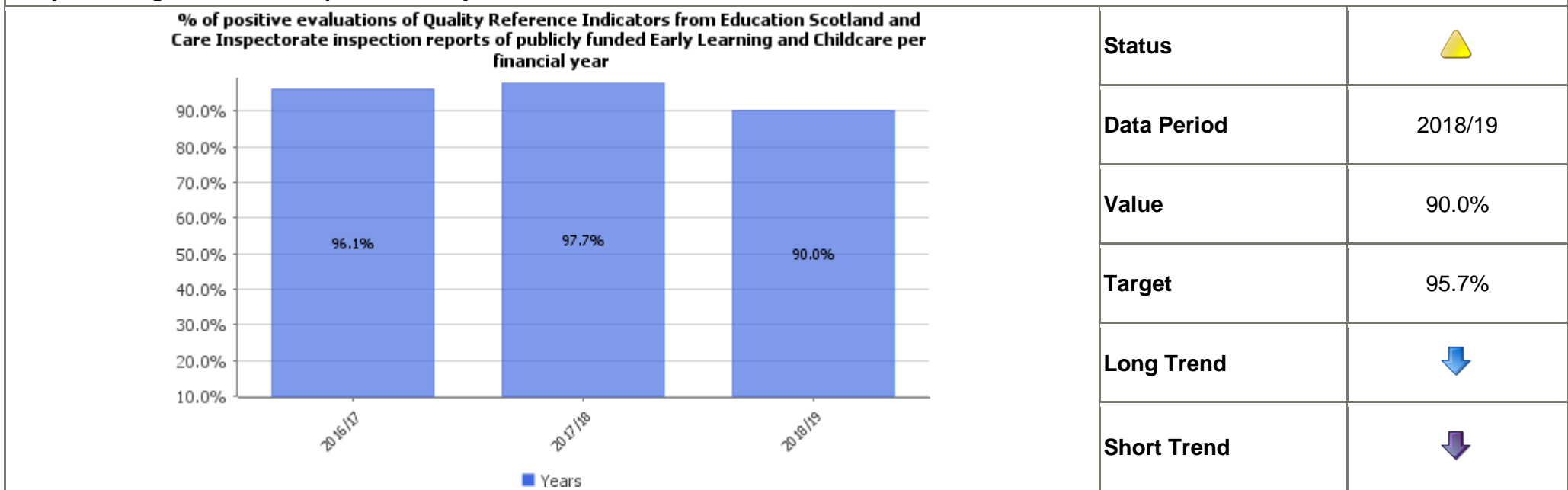
Status		⚠
Data Period		2018/19
Value		90.0%
Target		95.7%
Long Trend		⬇
Short Trend		⬇

(chart data: 2016/17 = 96.1%, 2017/18 = 97.7%, 2018/19 = 90.0%)

ICFS SPI 5 – Early Learning and Childcare Provision*

The combined percentage of registered and funded allocations against the eligible 3 and 4-year-old populations rose from 87.4% in the previous year to 93.8%, (at the local sample point in 2018*) representing a five-year high and maintaining a consistent improvement trend, and with an increase in the number of registrations of City resident children from 4,132 to 4,436.

At Ante Pre-school level (aged 3), the figure rose from 85.1% to 92.8% with some 2,214 registrations and the outcome for Pre-school eligibility increasing from 89.9% to 94.75%. In each instance, the overall eligible population change was minimal, so the percentage outcomes have not been influenced by the indicator denominator.

Whilst not incorporated in the SPI framework at this point in time, it is anticipated that provision for eligible 2-year-olds will be folded into future reporting. On this basis, and to provide baseline information, 341 2-year olds, (an estimated 59.0% of the eligible population), were placed in ELC provision at the 2018-19 snapshot point, an increase on the 168 children (29.5%) placed at the previous year data snapshot

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

Page 50

Improvement Context

The intermediate target set for 2018-19, in line with the 2020-21 objective outlined in the City's LOIP, was that 94% (+/- 1% to accommodate population projection variances) of potential demand, based on the eligible population would have access to an allocated ELC placement.

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

In 2018-19 in support of the continued development of the Plan, much of the improvement focus had been on delivering against the enhanced understanding of the prospective needs of existing and future service users gained in 2017-18 and focusing resource, both in terms of physical capital and workforce investment, to meet predicted potential demand and supply 'bottlenecks'

ICFS SPI 05 Early Learning and Childcare Provision

% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings
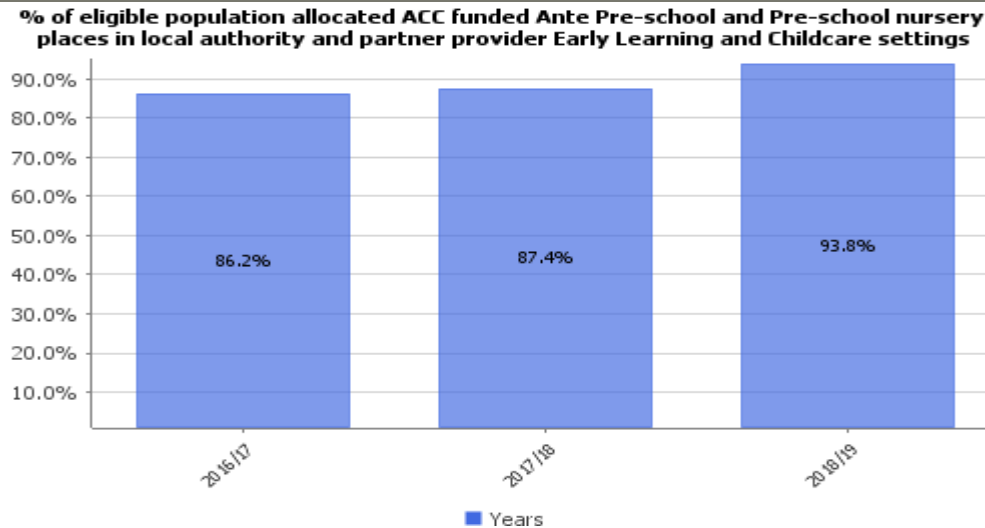
Status	✅
Data Period	2018/19
Value	93.8%
Target	94.0%
Long Trend	⬆️
Short Trend	⬆️

PI Status		Long Term Trends		Short Term Trends	
🛑	Alert – 20% or more outwith target	⬆️	Improving	⬆️	Improving
⚠️	Warning – 5% or more outwith target	▬	No Change	▬	No Change
✅	OK – on target	⬇️	Getting Worse	⬇️	Getting Worse

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 March 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Developing a Child Friendly City
REPORT NUMBER	OPE/20/056
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Matt Reid
TERMS OF REFERENCE	1

1.   PURPOSE OF REPORT

1.1   To provide an overview of some of our work to become a Child Friendly City.

2.   RECOMMENDATIONS

That Committee:-

2.1   note the work undertaken to date as we work to become a Child Friendly City; and

2.2   instruct the Chief Education Officer to establish a representative city-wide pupil forum that will meet regularly and support identification and setting of strategic priorities of the service, discuss a range of relevant issues and influence the recommendations being brought before the Education Operational Delivery Committee.

3.   BACKGROUND

3.1.1   The Unicef's Child Friendly Cities Initiative is a global programme aiming to translate Unicef's mission - to advance children's rights and well-being - into action at the local level. Using the UN Convention on the Rights of the Child (UNCRC) as our guide, Unicef work with political leaders, young people, social workers, community organisations and others, to make sure children have a say in shaping local services.

3.1.2   In doing so they aim to create neighbourhoods, communities and cities where children and young people are treated with dignity, have a say in decisions that affect them, experience services that are built with and for them, know what services are available and feel safe and prioritised. A child friendly city (CFC) is a place where the voices, needs, priorities and rights of children are considered and taken seriously.

3.1.3   The approach brings together the vision of childhood set out by the UN Convention on the Rights of the Child and the core tenets of a human rights-based approach.

3.1.4   The Community Planning Partnership is in the final stages of finalising the self-evaluation and associated action plan. This will ensure that all Community Planning Partners work to a clear set of actions. As the self-evaluation process has progressed, a number of key themes are emerging for action and focus areas ('badges') have been identified correspondingly. These include:
- 'Participating' and,
- 'Child-Friendly Services'.

3.1.5   These focus areas require all services to be child and young person (CYP)-Friendly, which includes routinely applying a children's rights-based approach (CRBA) to design, develop and commission delivery ('Child-Friendly Services'). They also ask that CYP's views are genuinely considered in decision-making processes within the local authority, enabling them to draw on their own knowledge skills and abilities, and that there is clarity about how their participation has made an impact ('Participating').

3.1.6   Furthermore, Scotland will incorporate the United Nations Convention on the Rights of the Child (UNCRC) into law to the maximum extent possible within the powers of the Scottish Parliament. To incorporate the UNCRC into law a Bill will be laid before Parliament this year and this will provide children and young people (or advocates acting on their behalf) with a legal challenge should their rights be denied or neglected. Article 12 of the UNCRC states that Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during housing decisions, school closures/re-zoning or the child's day-to-day home life.

3.2   Level of influence currently experienced by children and young people in schools and communities

3.2.1   All children currently have the opportunity to influence decision making at a local level within their own school communities, pupils are key stakeholders when determining annual school priorities as part of the school improvement planning process. In addition, there are a number of community-based groups which actively engage with children and young people in decision making, Priority Based Budgeting in priority areas being an example of the level of influence available to some.

3.2.2 There are many well-established Pupil Participation Groups within schools who independently set agendas and actively drive forward improvement, whilst others are less mature and still rely more heavily on adult support and intervention. The service is working to promote consistent practice in this area to ensure that all pupils of school age have a voice and mechanism to directly influence decisions which affect them.

3.2.3 Despite some excellent practice in this area, there is currently no mechanism for children and young people to directly influence the on-going work of the central team. When developing committee reports, council officers now consistently seek feedback through school-based pupil voice forums and this data, such as that shared to establish the school holiday pattern, directly influences decision-making and has been welcomed and valued by Elected Members. This practice will continue.

3.3 An approach from the Pupil Leadership Group at Bridge of Don Academy

3.3.1 A senior pupil leadership group at Bridge of Don Academy have undertaken considerable work around a range of sustainability and recycling issues related to the Sustainable Development Goals (SDGs), particularly Goal 12 (Responsible Consumption and Production), Goal 13 (Climate Change), Goal 14 (Life Below Water) and Goal 15 (Life on Land). They sought information from other secondary schools to help them to identify the extent of recycling in our schools.

3.3.2 A child rights-based approach is key for the achievement of the Sustainable Development Goals (SDGs) All goals and targets of the '2030 Agenda for Sustainable Development' are relevant for children, even where they are not explicitly mentioned. For there to be realisation of the goals, children's rights need to be respected, protected and promoted in all areas of implementation.

3.3.3 The group uncovered inconsistencies in terms of approaches to recycling across schools and a lack of shared understanding about which materials could and could not be recycled. With this in mind, the group decided to write to the Chief Executive to seek her help in improving practice and raising awareness. The Chief Executive met the young people and identified resources to support their campaign. Officers decided to approach the group to seek their help in ensuring that all city schools develop a shared understanding of recyclable materials and are provided with greater access to recycling bins in their school and local communities.

3.3.4 Officers met with the Leadership group to discuss their concerns and to support them to develop a strategic approach to addressing the issues raised. Working closely with the group, the pupils are being supported to create a short film to highlight the issues related to recycling and showcase the steps they have taken to raise awareness across their school community and improve recycling in schools. Through close partnership working between council officers, the school and young people, pupils have been supported and empowered to become advocates for change and it has further demonstrated the importance of establishing a mechanism for children and

young people to directly share their thoughts and opinions to inform strategic decision-making.

3.4   Moving Forward to become a Child Friendly City

3.4.1   The value and importance of meaningful engagement of children and young people in strategic decision-making cannot be overstated. The recently published Education Scotland refreshed narrative of Curriculum for Excellence places renewed emphasis on the need to build the capacity of our children and young people to become 'Responsible Citizens' and 'Effective Contributors', stating that we must "enable children and young people to be democratic citizens and active shapers of the world".

3.4.2   Our ongoing commitment to becoming the first Unicef accredited Child Friendly City in Scotland and Stretch Outcome 7 of the LOIP (Child Friendly City which supports all children to prosper and engage actively with their communities by 2026) means that it is imperative that we establish a robust and effective mechanism for children and young people to directly influence strategic decision-making. The proposed group will be invited to identify and share their views on a range of issues within the service and, through coordination and planning with report authors, the group will also serve as a mechanism for consultation on wider issues.

3.4.3   It is recommended that Elected Members support the creation of a representative city-wide pupil-led participation forum which will enable pupils from across the city to share their views and opinions on a range of issues that directly affect them.

3.4.4   It is envisaged that this pupil group will largely be comprised of secondary age pupils from across each city associated school group who will act as representatives of pupils for each secondary school and corresponding feeder schools. The Chief Education Officer will meet regularly with the group to discuss a range of issues and to support setting the strategic priorities of the service and influence the recommendations being brought before the Education Operational Delivery Committee.

4.   FINANCIAL IMPLICATIONS

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

5.   LEGAL IMPLICATIONS

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

6.   MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Potential costs for logistical movement of children and young people across the city to one central venue.	L	Mitigated by investigating the use of digital solutions such as Microsoft Teams.
Legal	Potential non-compliance with future UNCRC incorporation in Scot's Law, specifically with relation to Article 12 of the UNCRC.	L	Mitigated through the creation of a robust mechanism for children and young people to directly influence decision-making.
Employee	None		
Customer	Disaffection of children and young people who feel that their views are not sought or used to inform decision-making.	L	Mitigated through the creation of a robust mechanism for children and young people to directly influence decision-making.
Reputational	Risk of not realising our ambition to become a CFC.	L	Mitigated through meaningful ongoing engagement with children and young people.

7.   OUTCOMES

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

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The plan provides consideration for range of future engagement activities/opportunities to ensure that we actively seek the informed children and young people and deliver a customer focussed service.

Governance	Overseen by Chief Officers and by the Education Operational Delivery Committee.
Technology	The plan includes consideration of potential advantages and cost savings through the use of technology.
Partnerships and Alliances	Significant partnership work is key to addressing the needs of our learners and empowering them to become advocates for change.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

None.

10. APPENDICES

None.

11. REPORT AUTHOR CONTACT DETAILS

Matt Reid
Education Support Officer
matreid@aberdeencity.gov.uk

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12th March 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Children's Learning in an Empowered System
REPORT NUMBER	OPE/20/054
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard & Craig McDermott
TERMS OF REFERENCE	1, 5 and 6

1.1 PURPOSE OF REPORT

1.1.1 In November 2019 the Education Operational Delivery Committee instructed officers to work with staff in schools and Trade Unions to address the key themes highlighted in committee report OPE/19/415. Officers were instructed to report progress within 2 committee cycles. In January, Officers confirmed that the EIS Survey (commissioned in May 2019, which surveyed their members around instances of violence and aggression in schools) findings be taken into account as part of this work.

2.1 RECOMMENDATIONS

That Committee:-

2.1.1 Note the approach being taken and progress made to date;

2.1.2 Instruct the Programme Manager to Report on the programme within 3 committee cycles.

3.1 BACKGROUND

3.1.1 The report presented to Committee in November 2019 identified a comprehensive range of improvements necessary to build a stronger universal, targeted and specialist offer to children and young people.

3.1.2 The wide-ranging nature of the planned improvements led to the appointment of a seconded Programme Manager to oversee and coordinate improvements in January 2020.

3.1.3 In order to better understand current vulnerabilities in our local system the Programme Manager has undertaken a robust review of the data, and held a series of face-to-face structured interviews with staff across the Education Service, including Early Years Practitioner, Pupil Support Assistant, Teacher, Principal Teacher, Depute Head Teacher, and Head Teacher colleagues from Primary, Secondary and Special Schools/Services. Central Officers and the Educational Psychology Service were also consulted. To date, 51 interviews have taken place and this sphere of work is set to continue over the coming months.

3.1.4 National consultation events with parents and carers have been utilised to gain further qualitative data and there are plans in place to integrate children and young people, and parent/carer voice element into this consultation via ASG workshops. Work in this regard has started through the Parent Council Connect group who have piloted the parental questions.

3.1.5 It is anticipated that opportunities for consultation and engagement will be on-going throughout the lifetime of this programme. This approach will enable the Service to consistently learn and improve. This is leading to a 'live' Action Plan with fluid actions to take account of lines of enquiry (please see Appendix A).

3.2 DATA REVIEW

3.2.1 Over January the Programme Manager reviewed a variety of datasets; this data analysis will be on-going as new areas of enquiry become apparent.

3.2.2 A review of the city's learner profile took place in January 2020. The profile is based on live data, taken directly from schools, via SEEMiS. 31.9% of young people, across all learning provision, have a recorded additional support need. On average, 30.85% of young people per primary school have a recorded additional support need (ASN). 36.15% have a recorded need in secondary. The national average figure for ASN is 29% and we can conclude that, in general terms, schools are accurately recording the need for additional support.

3.2.3 THE NEEDS OF CHILDREN AND YOUNG PEOPLE

3.2.4 The most prevalent recorded needs across our schools are as follows:
- English as an Additional Language – 11.24% learners;
- Social/Emotional/Behavioural Needs – 6.61% learners;
- Moderate Learning Difficulty – 5.46% learners;
- Specific Learning Difficulty (other than dyslexia) – 3.98% learners;
- Family Issues – 3.18% learners;
- Language or Speech Disorder – 2.86% learners;
- Autistic Spectrum Condition – 2.73% learners.

3.2.5 It should be noted that many children and young people may have a number of additional support needs and therefore sit across a number of groups.

3.2.6 EXCLUSION AND ATTENDANCE DATA

3.2.7 Exclusion data from August to December 2019 evidences a number involving children and young people with an additional support need. Officers are currently reviewing our exclusion guidance to further clarify the legal position. In addition, Officers now monitor the exclusion rates of those with additional support needs/disability on a monthly basis to gain further insight in this area.

3.2.8 Data suggests children and young people with a Social/Emotional/Behavioural Need (SEBN) are at greatest risk of exclusion. This endorses the need to urgently review our approaches in this area and work is progressing to align provisions and resource across education and children's social work.

3.2.9 A review of attendance data shows a similar trend, with those with additional support needs having poorer levels of attendance than their peers. Officers intend to investigate this further – via monthly tracking and monitoring, and ongoing quality improvement activity – to understand the root cause before deciding on appropriate action.

3.2.10 ATTAINMENT AND DESTINATIONS DATA

3.2.11 INSIGHT (Scotland's benchmarking tool for the senior phase) data was used to generate four-year averages that relate to senior phase attainment of young people across Aberdeen City. The average difference in literacy attainment for young people with a recorded ASN – across Scottish Credit and Qualifications Framework (SCQF) levels 4-6 – in comparison with their peers is 19.57%. The biggest differential exists between SCQF 4 and 5 with attainment gaps of 12.78% and 24.33% respectively. The SCQF level 4-6 average gap for numeracy is 18.20% and, again, there are respective gaps of 15.36% and 23.3% for attainment at SCQF levels 4 and 5. It should be noted, however, that attainment across almost all literacy and numeracy measures for ASN young people sit above the Virtual Comparator (VC) with exception of level 4 literacy (-0.02%).

3.2.12 Our position compared to the Virtual Comparator is positive although it is important that we aspire to close the gap between those with a recognised additional support need and their peers wherever possible. Further analysis is currently being undertaken to understand the performance of individual groups to ensure that Officers have a clear picture of performance as this will help fully determine the impact of current approaches.

3.2.13 Aberdeen City's four-year average positive destination figure is 90.68% and 84.88% for ASN young people. The ASN figure sits below the VC (88.54%) and national average (89.17%). There is a need to look carefully at the learning pathways of children with additional support needs over S5 and S6 to ensure that we work effectively with Community Planning Partners to support young people into adulthood. This finding is mirrored by anecdotal evidence from parents and carers who report that their young person can feel unsupported and unprepared for life beyond school. This has to be a key consideration as we move forward.

3.2.14 DEMAND FOR SPECIALIST PROVISION

3.2.15 Specialist provision is available at Orchard Brae, Bucksburn ASN Wing and Mile End. The needs for such provision are assessed via transitions planning.

3.2.16 Transition planning has identified an increased need within specialist provision and additional capacity is being secured for the next academic session.

3.2.17 Data from schools and face-to-face engagement with staff confirms the complexity of need present within specialist provision (Orchard Brae, Mile End and Bucksburn) has increased over time due to both advances in medical science and wider societal changes. This impacts city-wide provision twofold:
1) The continuum of support is unlikely to remain multi-directional (i.e. learners returning to mainstream provision with support when success has been achieved) due to the complexity and severity of the learners' needs;
2) The level of need within mainstream provision has, as a result, increased whilst staffing shortages have reduced the level of Support for Learning.

3.2.18 STAFF EXPERIENCE

3.2.19 In May 2019 the Educational Institute of Scotland (EIS) commissioned a survey amongst its members in Aberdeen City. The survey concluded that 28.14% of all respondents – 660 members – had been physically assaulted by a child/young person during session 2018-2019 and 53.75% report being verbally abused. The respondents' comments also evidence the want and need for high-quality professional learning.

3.2.20 Professional learning themes highlighted by Education Staff in the 2019 Aberdeen City Council Education Survey include Social, Emotional & Mental Health / Behavioural Needs (such as Attention Deficit Hyperactivity Disorder, Autistic Spectrum Conditions, Anger Management, Challenging/Violent Behaviours), Nurturing approaches, Attachment theory, and the suggestion of de-escalation training for staff. The original consultation reported to Committee in November and discussions with stakeholders confirm this as a necessary programme of training with staff requesting support around information sharing and matching learners' needs to sources of support and resource, particularly in terms of increasing universal capacity and understanding targeted/specialist thresholds.

3.2.21 The views of parents/carers have been sought initially in the context of The National Parent Forum for Scotland's (NPFS) consultation around the national review of Additional Support for Learning. All parents who participated voiced the desire for mandatory professional learning about ASN, consistent with the professional learning programme listed above.

3.2.22 The EIS survey evidences the need for greater clarity and consistency around near miss/incident reporting and post-incident support: circa 50% of respondents report a lack of awareness around this procedure. This is supported by face-to-face engagement, and the ongoing review of Child's Plans, which further-evidence the need for additional professional learning

around the use of a Person-Centred Risk Assessment (PCRA) to proactively mitigate risk. The Health and Safety Team is currently consulting on a revised incident procedure.

3.2.23 The Programme Manager, a Health & Safety Advisor and EIS colleagues jointly reviewed Near Miss and Incident Report data. This highlighted themes that can further support our direction of travel:

De-escalation training is required in order to provide clarity and to support school staff to appropriately respond to, and mitigate against, instances of distressed young people becoming violent and/or aggressive;

Procedural training around the roles and responsibilities associated with, and use of, near miss/incident reporting and investigation, PCRA, and appropriate/proportionate post-incident support for all parties involved.

Additional joint meetings have been diarised in order to continue this process with the view of feeding this information back to the Supporting Learners Work Group (see 3.3.1) via a standing agenda item.

3.2.24 REQUESTING ADDITIONAL SUPPORT AND SPECIALIST SERVICES

3.2.25 There are currently several routes to obtaining support for children and young people from specialist services. Most staff highlighted the want for a single request procedure for **all** services and agreed the child's plan minimised bureaucracy as a request mechanism. Ongoing review of current process and face-to-face engagement with staff and parents/carers has confirmed the appropriateness of the use of a Plan to access support. However, a professional learning need exists around the development of robust plans (e.g. Individualised Education Programmes (IEPs), Child's Plans, and Coordinated Support Plans (CSPs)), which are inclusive of SMART (Specific, Measurable, Achievable, Relevant, Timely) targets and PCRA categories as quality is variable. It is thought that the Microsoft work to streamline planning will greatly aid this work.

3.2.26 Face-to-face engagement with staff highlights the need (and desire) for streamlined/simple information sources that provide clear and succinct information about available services. Parents/Carers highlighted the need for this from a family's perspective and requested that consideration be given to the accessibility of information for families and clear signposting, for example to Enquire (The Scottish Advice Service for Additional Support for Learning). Officers have started to refresh the information contained in the Guide to Integrated Children and Family Services and the development of accessible information for families (please see Appendix B).

3.2.27 Ongoing review has identified transition planning, supported by robust and stringent timelines, as central to a future-proofed structure and system that can trend spot and, therefore, effectively meet the needs of learners. Transition planning (particularly around significant transitions such as pre-school to Primary 1, Primary 7 to Secondary 1, and Senior Phase to post-school) emerged as an area in which parents/carers would welcome increased focus

and multi-agency collaboration. The Leadership of Change Quality Improvement Officer is leading work in this area.

3.2.28 The analysis of data will continue as new lines of enquiry emerge. The principles of the recently published OECD approaches to evaluation will be adopted in future evaluations to provide a clear and consistent framework. These principles (Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability) aim to guide improvement activity, ensuring that systems align to provide resource-efficient and outcome-focused interventions.

3.3   Progress to Date – Developing a Stronger Universal Offer

3.3.1   A working group comprising senior leaders and trade unions has been established and Terms of Reference (please see Appendix C) have been agreed. This group will meet on a monthly basis, monitor progress and consider if any further short life working groups require to be established to support delivery of the programme: the Health & Safety sub-group is an example of this.

3.3.2   Many of the actions required to develop a strong universal offer were progressing prior to the Programme Manager being appointed. The Leadership of Change Improvement Group, with the support of the Building Capacity Team, have led work to address many of the recommendations including:
- Reviewing and streamlining our approaches to internal communication through the development and launch of a Sharepoint Site;
- Strengthening approaches to school and quality improvement;
- Facilitating National Improvement Framework (NIF) themed improvement events, of which evaluation is ongoing to establish the most impactful components and design future offers; and
- Delivering a high-quality professional learning offer as a result of evidence gathered during quality assurance/improvement activity.

3.3.3   A revised approach to Quality Improvement (QI) is currently being utilised to support improvement in learning, teaching and assessment. Initial feedback is extremely positive with some colleagues reporting that the refreshed approach more helpfully supports school improvement and delivery of a strong universal offer. The learning from the first QI visit exploring wellbeing, equality and inclusion is proving invaluable evidence to support improvement.

3.3.4   External resource funded by the National Lottery has been made available to support the function to reimagine how we can best support those with mental health needs through closer collaboration across education and children's social work; this external expertise comes at no cost to the Council. A multi-agency group, which includes head teacher colleagues, will start to progress the redesign in this area from February. A clear service model is anticipated by August 2020. The Service anticipates rolling out a comprehensive training package for all staff from March 2020 and would hope to report on progress in due course.

3.3.5   The Raising Attainment Leadership Group, under the leadership of the Quality Improvement Manager, has drafted an agreed Aberdeen City Learning,

Teaching and Assessment Standard. The digital interactive Standard will support all practitioners to fully understand and aspire to best practice and be supported by a professional learning offer to help build capacity and resilience amongst staff.

3.3.6 Leadership development is a key area for investment and leadership development is overseen by the Leadership of Change Improvement Group. A committee paper outlining plans is to be presented before Committee in March 2020.

3.3.7 Microsoft 365 is being used to support the development of professional learning in differentiation and we anticipate this opportunity being available in March. This will be the first fully digital training opportunity and the impact will be closely scrutinised to support next steps. Microsoft Teams is being rolled out across the Authority and this will further support digital collaboration and the sharing of best practice.

3.3.8 Pupil Support Assistant (PSA) allocations are being reviewed to ensure they incorporate: a universal element to account for every young person's entitlement to personalised support; a health and safety element to account for provision of first aid; and a targeted element that takes account of each school's pupil need profile, including the complexity of said need. Updated guidance for schools around the use of SEEMiS to record pupil need is in development to sharpen this process. This will provide greater clarity and consistency around the recording of additional support needs. This approach aims to promote equity across the system and the impact will be closely monitored.

3.3.9 Progress against the recommendations to build a strong universal offer are all in progress and the impact will be closely monitored as the improvements are fully implemented.

3.4   Progress to Date – Developing a Stronger Targeted Offer

3.4.1 Success in this area relies upon time investment and a robust understanding of a wide-ranging data set outlined in section 3.2. Work in this regard has started and an initial triangulation of evidence is underway to ensure that all parties share a common understanding of the vulnerabilities and support collaborative improvement.

3.4.2 The report presented to committee in January 2020, *Empowering the System* (OPE/20/004), outlines the service's plan in terms of reviewing the Devolved School Management (DSM) scheme thus building flexibility within schools with regards to using resource to meet the needs of learners. This aims to strengthen localised partnership working and build capacity and resilience at both school and locality levels. Support for Learning (SfL) Teacher allocations have been reviewed in order to further increase capacity. The review of DSM is on track to be presented to Committee in May following an extensive period of consultation with all stakeholders due to commence in March.

3.4.3 The experience and expertise within existing Support for Learning teams is being utilised to devise a programme of bespoke professional learning that

focuses on "The 5 Roles". This aims to promote equity across the system for both young people and staff and ensure that all schools have access to a higher level of expertise on site. Work is currently underway to design the programme and consider how to effectively ensure that all staff have the opportunity to start engaging with the programme by the end of this academic year, although difficulties recruiting staff may impact on delivery. Our approach will be kept under review to ensure maximum reach.

3.4.4 An updated *Partnership Forums' Guidance* has been co-designed with Community Learning and Development (CLD) and made available to schools in November 2019. It provides clear expectations and suggestions about effective partnership working and focuses on early intervention and primary prevention at local level. Face-to-face engagement highlighted strong practice in specific Associated School Groups (ASG) and this will be shared in order to promote greater consistency across the city. Joint working with CLD is ongoing to strengthen the partnership working element, which is central to the impact of Partnership Forums meeting learners' needs. A 'Meeting of Chairs' was convened in February to further influence the sharing of best practice.

3.4.5 The role and allocation of Education Social Work (ESW) is being aligned in order to build capacity and enable early intervention for families, as well as young people, at local level. The model aims to provide consistent and uninterrupted support for young people and their families through flexible locality allocations and supervision through Children's Social Work.

3.4.6 Coordinated Support Plan (CSP) guidance for schools has been developed and published in the new SharePoint site. Examples of strong and robust Child's Planning practice are being collated via transitions planning processes and ongoing QI procedures, and this will be used, in conjunction with data gathered from ongoing consultation, to provide professional learning opportunities for staff. A Microsoft solution that supports the creation of Individualised Education Programmes (IEPs) and Child's Plans is in development: this will support a reduction in bureaucracy whilst increasing consistency and is anticipated to be launched in early March 2020.

3.4.7 The recently-published *Autism Outreach – Support Guidance 2019* was highlighted as strong and desirable practice in terms of signposting and outlining a service offer. Officers are currently working to ensure that similar documents exist across all services alongside accessible information on how our local system works to support children and young people with additional support needs. More accessible information will support children, young people and families to better understand local systems.

3.4.8 A single request for additional/transition support, that encompasses all services, is being developed. A common procedure can be better tracked/monitored in terms of both identifying professional learning needs and looking at demand in the system enabling improved identification of gaps in provision as we move forward. This data led approach will help keep the provision of resource fluid and responsive to emerging needs.

3.4.9 Officers continue to await refreshed Scottish Government GIRFEC Operational Guidance. Publication will trigger a review of our locally agreed partnership arrangements.

3.4.10 The Early Years' Service is working closely with Children's Social Work to formalise an approach to Family Learning from 2020. This agreement will help to strengthen our universal and targeted offer to families.

3.5   Progress to Date – Developing a Stronger Specialist Offer

3.5.1 There is a need to rigorously analyse information regarding the changing needs of children and young people as advances in medical science and societal changes have significantly changed the range and scale of need being met in city schools. Initial data analysis highlights the significant increase in the number of children and young people with severe and complex needs, some of which are life limiting.

3.5.2 The lack of consistent provision of Support for Learning has impacted on the ability of schools to meet the needs of all learners and work is underway to rebuild this provision.

3.5.3 All Local Authorities have received Scottish Government funding to strengthen the provision of support staff in schools as part of the Additional Support for Learning implementation; this funding is intended for the provision of pupil support staff in schools. For this valuable resource to effectively support learners a range of skills and expertise are required around the area of trauma, adverse childhood experiences (ACEs), and relational approaches. Officers are in the process of developing a training programme to support this investment in our workforce to ensure that the additional finance is used to strengthen our local system.

3.5.4 Considerable work continues to be required in this area although the pressure on specialist placements requires to be addressed in the first instance. Officers seek permission to increase the number of enhanced provision places, within the funding envelope afforded to the service, in order to mitigate the risk identified.

4.   FINANCIAL IMPLICATIONS

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

5.   LEGAL IMPLICATIONS

5.1   The Local Authority has many legal duties including those of:
- The Education (Additional Support for Learning) (Scotland) Act 2004
- The Children (Scotland) Act 1995
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

The approach being taken to develop the programme of support outlined in this Report will assist the Council as Education Authority to fulfil these duties more effectively, and secure necessary and appropriate education and additional support for our children and young people.

6. MANAGEMENT OF RISK

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

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Ensuring the children and young people realise their potential will help achieve the two stretch aims:

	• 10% increase in employment across priority and volume growth sectors by 2026. • 90% of working age people in Living Wage employment by 2026.
Prosperous People	Four of the children's stretch aims are particularly relevant to this report: • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026 • 85% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.
Prosperous Place	90% of the population in Aberdeen will feel environmentally and socially resilient in their communities by 2026.

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

8.   IMPACT ASSESSMENTS

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

9.   BACKGROUND PAPERS

None

10.   APPENDICES

Appendix A – Action Plan
Appendix B – Information for Parents
Appendix C – Supporting Learners Steering Group Terms of Reference

11.   REPORT AUTHOR CONTACT DETAILS

Name: Craig McDermott
Title: Programme Manager – Supporting Learners
Email Address: CMcDermott@aberdeencity.gov.uk

Supporting Learners Project Management Chart

Theme/Activity	Lead/Assigned To	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
		EODC		EODC		EODC		EODC		EODC		EODC		EODC	
Looking Outward Nationally	CMcD			Ongoing as Required →											
Data Capture/Analysis	CMcD			Data Analysis & Triangulation / Ongoing Evaluation against OECD Criteria →											
Project Management	Working/Steering Group			Working Group Established		Monthly Project Management Meetings →									
Quality Improvement	QIM/QIO Teams			2.3		3.2						3.1			
Gathering Staff Views	CMcD			Baseline Staff Engagement											
Gathering Family Views	CMcD/DC				PC/NPFS Engagement & ASG Family Workshops										
RfA Process/Transitions	CMcD/SM				Review of (Specialist/Enhanced) RfA Process						Implementation / Future Planning & Trend Spotting				
Staffing	ES/QIM Team				PSA/DSM Finalised	Recruitment/Restructure Process					Implementation / Further Recruitment				
CLPL: Child's Plans	CMcD/MS/EP Service					Child's Plan Dos/Don'ts		Launch							
Overview of Services	CMcD w/all Services/HL?					Design and Construction of 'Sign-posting/Information Sharing' Website (inc. Family Friendly Resources)									Launch
H&S: Violence/Aggression	H&S Team			Policy Consultation			Managing Violence CLPL (H&S)					Managing Violence CLPL (H&S)			
SEBMH Realignment	T&F Working Group				Task & Finish Working Group						Implement	Future Planning & Trend Spotting			
SEBMH Professional Learning	CMcD/MS/LM			Establish & Design		Delivery					Delivery				
Enhanced Provision	SM/CMcD/GM/RfA Group					Establish and Prepare Satellite/Senior Phase Provision					Implement	Future Planning & Trend Spotting			
SFL Bespoke CLPL	CMcD/SFL Working Group					SFL '5 Roles' Working Group				Delivery of Programme					
Microsoft: Plans & CLPL	SM			HT Launch	Implement		Use in RfA								
SEEMiS Guidance	CMcD			HT Feedback	Link to PSA Allocation						ScotXed				
Partnership Forums	QIM LoC			Chairs' Meet											
Education Social Work	GS/QIM HMW	Realignment of Services: Consultation and Workgroup													
Learning & Teaching Standard	SM/Raising Attainment Group				HT Feedback										
GIRFEC Guidance (pending)	QIM HWB														
ICR: The Promise/Plan (VS)	HT VS (LG)														

LIVE DOCUMENT - SUBJECT TO ALTERATION

This page is intentionally left blank

Aberdeen: Supporting our learners with additional support needs

Introduction for young people and parents

What are additional support needs?
Needs which require support, which is different, or more than other children normally get.

A child or young person is considered to have additional support needs if they are unable to benefit from or unlikely to benefit from school or pre-school education without help which is additional to, or different from, the educational provision made generally for their peers. Children and young people who are looked after by Aberdeen City Council are held as having additional support needs unless we determine that they do not require additional support in order to benefit from education.

What are some of the factors that give rise to additional support needs?
Additional support needs can be caused by different things

Four categories can be used to help us understand and consider what can be done to help:
- Learning environment:

Can include barriers to learning, achievement, being part of the life of school. Consideration should be given to ethos and relationships in school, what the curriculum is like or could be like, approaches to learning and teaching, use of technology, peer support.
    Schools can support this by:
  - monitoring and reviewing learning environments
  - Asking children about difficulties and how these could be overcome
  - having an accessible and simple environment
  - use clear and accessible
  - have a curriculum and experiences which meet the context of the school, and needs of our children and young people
  - approaches to learning and teaching are up to date and appropriate and creative
  - use of digital technology
  - quality assurance and improvement planning embedded
  - consider consultation: colleagues, partnerships, national advice, specialist
- Family circumstances:

Can include bereavement, family breakdown, home disrupted by poverty, domestic abuse, parental alcohol, drug misuse, parental mental/ physical health problems, learner is a mother, young carer, from a family of Armed Services deployed into conflict, family affected by imprisonment, looked after, recently left care.
Schools can support this by:
  - knowing our children, young people, families and communities well
  - using understanding to consider potential barriers, how and who can deal with these
  - listening to partnership agencies, joining up primary and secondary school info

- targeted resources including pupil equity funding as appropriate
- nurturing, protective activities and groups
- enabling effective relationships with key school staff
- considering support from appropriate agencies

- Disability or health need:

For example, where a child is a disabled child, sensory impairment, specific language difficulty, foetal alcohol spectrum disorder, autism spectrum condition, learning difficulties. Mental health/ wellbeing issues: anxiety, eating disorders which have disrupted learning. Schools can support these by:
- considering support ie what can be done or available in school
- consultation: child, young person, family, NHS, colleagues, agencies, specialist
- physical adaptation and resources to enable independence
- use specialist knowledge: colleagues, school nurse, partnership forum, child and adolescent mental health services, counselling services

- Social and emotional factors

Examples would include a child or young person who is being bullied or engaging in bullying behaviours, attachment difficulties, trauma affected.
Schools can support this by:
- having a clear, consistent ethos and policy followed by all
- enabling effective relationships with key people in school: eg staff, buddies, activities
- considering consultation depending on nature of factor and impact.
- voluntary, peer support, group, partnerships, support from appropriate agencies

There are many reasons why children and young people may need support to help them learn. Additional support needs can be long, short-term, or can be the help they need to get through a difficult time. As our children and young people are individuals, the support given will be based on individual needs and circumstances. This means that our children who may have similar additional support needs may be supported in differing ways.

What about wellbeing needs?
Wellbeing are the key areas that children and young people need in order to be ready to learn.

All services are working together in Aberdeen to make sure that every child enjoys being young and at the same time is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These eight indicators, often shortened to SHANARRI – represent the basic requirements for all children and young people to grow, develop and reach their full potential. Further information: https://www.aberdeengettingitright.org.uk/

Does the Children & Families Service have a policy on provision for children and young people with additional support needs?
Aberdeen City Council operates a policy of inclusion. Information about how this is applied is available in our Guide to Children and Family Services *(Link)*. Further information as to

how children and young people are supported in schools is available from your Head Teacher.

How do we identify if a child or young person has an additional support need?
We know our children, young people and families well and use this information to help us consider if there is an additional support need.

Sometimes children and young people may have their additional support needs identified at a very young age, for example if they have a medical condition or have support from specific agencies. For others, needs may emerge later.

Parents may recognise that their child is experiencing difficulties and seek advice through the school or NHS. Staff in schools assess learning as part of daily practice. They know their learners well: strengths, needs, progress and involve them in planning for learning. They regularly plan, record and report. This ensures action is taken as quickly as possible to identify barriers and consider any further assessment of needs.

Assessment is an ongoing process and schools will be able to identify most children and young people through our normal learning and reporting on educational progress. In Aberdeen our schools use a staged intervention process to help consider what supports and strategies are appropriate for our learners.

We identify by building a profile of the child/ young person, strengths by people who know them well which may include:
- Views of the child/ young person
- Views of parent
- Views of professionals
- Consider appropriate plans and strategies

When required we may ask other agencies to help identify an additional support need. This may be through advice, consultation, assessment and/or support. Parents views and the views of the child or young person will be part of this process.

What if I want an assessment?
Contact school.

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009 enables parents, young people or eligible children to request to arrange for an assessment or examination including educational, psychological or medical. This request should be to your child's school and in a recordable format ie writing, video and should state the reason for the request. We will acknowledge the request as soon as possible and the response to a request for assessment should be made within 10 weeks. The 10-week period begins when the education authority requests the assessment from the appropriate agency.
This right applies when we are proposing to establish whether a child or young person has additional support needs, or requires a coordinated support plan, or we propose to review an existing plan. The right to request an assessment applies at any time. Where it has been established that the child or

young person has additional support needs, another assessment may be requested if you consider this necessary.

There are times when we may decide not to arrange an assessment:

- may not be seen as being relevant given the child's or young person's circumstances
- may be unnecessary as there has not been a significant change in the child's or young person's circumstances since an earlier assessment was completed
- may be within an inappropriate timescale e.g. within a short time of a previous request
- may repeat recent assessments already carried out

Where we decide not to comply with a request for assessment, we will inform the person who made the request (the child, young person or parents) in writing, of our decision not to comply and explain why we are refusing the request. We will also inform the person who made the request about the right to access mediation services (in the case of young people and parents only) and dispute resolution arrangements and, where appropriate, the Tribunal. This process will not impact on our continuing to work together to support any additional support needs.

For more information please contact the appropriate school.

How do we provide support for a child or young person identified as having an additional support need?

Support depends on the individual child or your person and what they need**.**

As our children and young people are individuals, the support given will reflect individual needs and circumstances. This means that our children who may have similar additional support needs may be supported in differing ways.

Additional support generally falls into three overlapping headings:

- approaches to learning and teaching
- support from personnel
- provision of resources

In Aberdeen we use the staged intervention framework which includes:

- an emphasis on inclusion with early intervention in the most effective and least intrusive way;
- early and meaningful involvement and participation of the pupil and parents in the process; and
- effective, efficient and equitable targeting of resources.

Support for learners aged 5-18 years is categorised as follows:

Universal support: support delivered by class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

Targeted support: support delivered by class teacher and other school staff. When appropriate, support will be provided by support services across Integrated children and family services.

Specialist/ Multi-agency support: support delivered by school and others. May be short term and help identify effective means of learner being fully included. In exceptional cases learners may be supported in another provision.

How do we ensure that we are meeting the needs of our children and young people?

Assessing and reviewing progress is part of our everyday learning in schools. This includes looking at where we can see improvements and what else needs to be considered.

Most children who have additional support needs are supported fully by their class or subject teacher who provides the learning environment, curriculum, resources and approaches to suit individual needs. Information will be shared with appropriate school staff who are working with the child/ young person.

Where appropriate, further planning may be required. This may include consideration of:

- the pupil in their learning environment
- identifying and understanding barriers to learning and their impact on the pupil's learning
- identifying areas of progress/strengths/interests
- working with the pupil, school staff, parents and partner agencies
- identifying strategies, routines, approaches, actions
- planning a programme of intervention

Personal planning may include: a strategy sheet shared with staff; an individual education programme or IEP, a personal learning plan; a care plan; a person-centred risk assessment or PCRA; a child's plan; a co-ordinated support plan or CSP.

What is the role of the named person?

The named person is someone already involved in offering support as part of their every day job.
This is normally the establishment contact: Head Teacher, Depute Head Teacher, Guidance Teacher, Pupil Support Teacher for example. Support can include:
- building an understanding of the wellbeing of the child or young person
- working with the child, young person and parent to explore options to promote wellbeing and respond to identified needs
- providing direct advice or support
- connecting the child, young person and their parent to services which can provide support
- considering the need for joint support across services and coordinated planning

How do we use plans to support learning for those with additional needs?

All teachers plan for learners and their learning and review progress.
Personal Learning Planning includes frequent opportunities to discuss learning with an adult who knows them, helping to set goals for next stages in learning. All children with additional support needs should be engaged in personal learning planning, for many this will be enough to address additional support needs.

What is an Individualised Educational Programme, IEP?
An IEP is a plan for an individual with set targets to work towards, which is reviewed and updated to show any progress and next steps.

For those with needs that require extensive personalisation of the curriculum. Before an IEP is put in place consideration should be given to differentiation; organisation of opportunities to respond or complete tasks in different ways; individual or small group support from adult/ children; IT. Agreement of professionals that an IEP is appropriate, needs cannot be met through curriculum planning, differentiation or current supports alone. The IEP may include a SMART plan: how needs are to be met, learning outcomes, what specific additional support is required, over what timescale.
The IEP used to inform learning and teaching and is reviewed regularly by teachers and children as part of cycle. The needs of pupils are discussed as part of learning conversations and the timing of reviews supports transitions.

When do we use a Child's Plan?
This is a plan for children with needs who require support from more than one agency.

The team around the child will meet to draw up the child's plan. This should include the child or young person, parents and any other professionals who may provide support. In most cases, the plan will identify some targets for the child or young person's learning. If a child also has an IEP, this will be referred to in their child's plan. The plan will be reviewed at least once a year or more frequently depending on the young person's progress. Parents should always be involved in the review of their child's plan and should receive a copy.

What other plans might we use?
There are several plans which can be helpful for our learners.

A Young Carer's Statement: All children identified as young carers must be offered a Young Carers Statement. Range of health care plans for different areas within health eg medical, occupational therapy, speech and language therapy, physiotherapy. Each plan informed by an assessment process with clear objectives and outcomes.

What is a co-ordinated support plan or CSP?
A CSP is a legal plan for those with significant additional support needs where other agencies are significantly involved and where that support needs planned well together.

This is a statutory plan for children/ young people with complex and enduring additional support needs who require significant, frequent additional support from education and other agencies to achieve educational objectives.
The CSP supports professionals work together to plan and coordinate roles and involvement to help children and young people achieve educational targets. It must be prepared even if parents disagree and is not linked to resources. A member of the school's senior management team, in consultation with parents, will liaise with other agencies to prepare the co-ordinated support plan and to arrange reviews which must begin at least 12 months from the date the plan was made or amended. Further information is available from Enquire.

How do I know if my child needs a coordinated support plan?
A meeting will be held in school and you will be invited.

Information from other agencies will be considered and the criteria for the CSP discussed.

What if I think my child needs a coordinated support plan?
Contact the school asking for a CSP to be considered.

You must do this in a recordable format ie in writing or video and state why you think a CSP is required. School will then advise you of the date for the meeting. The school will notify you within 8 weeks of the decision to consider the need for a CSP or not to progress the request. If it is decided not to progress your request, this is seen as decision not to prepare a CSP, and you can appeal to the Tribunal.

What if I think there needs to be a written plan?
Contact the school.

Where you think that additional support needs are significant and require a written plan, you should make the school establishment contact aware. This may be the Head Teacher, Guidance Teacher, Support for Learning team for example. They will then be able to discuss and agree any actions with you.
Any plan benefits from support and co-operation of parents. Parents bring a unique understanding and experience to the plan. The information you provide will help the amend, improve and implement the agreed plan. Your child's school can also provide advice where there may be ways to support the plan at home. Communication is an essential aspect of this, meetings and keeping in regular contact with school will help everyone have a shared understanding. If you have any concerns, make the establishment contact aware, please give our schools and Head Teachers the opportunity to address these.

What about attending a meeting?
Meetings help to get a full understanding for everyone involved.

In order to gain a full understanding of any support needs, strategies or actions, you may be asked to attend a meeting. These can be with the class teacher, support for learning, guidance teacher or may involve others including the head teacher, depute head teacher, school nurse, educational psychologist, social work, staff from specialist teams such as English as an additional language, vision support.
The invitation letter or email should tell you the purpose of the meeting and who has been invited. You may also wish to add things to discuss. You can also ask for any draft assessments or plans prior to the meeting.
Consider preparing for the meeting: identifying strengths or any concerns can be helpful.
You can bring a supporter who can listen or take notes or an advocate who may take part in the discussion for you.

There will also be a record of the meeting, this may be a minute or the agreed plan: IEP or child's plan for example.

What if I want to discuss with someone not at school?
If you have a disagreement with the us about additional support needs, we ask that you contact the school in the first instance.

Parents, eligible children and young people can obtain advice, further information and support about how we meet additional support needs in Aberdeen, including support and advocacy services from a Quality Improvement Manager. Their contact details are available from the appropriate school.

What if I want to speak to someone who is independent?
There are a number of places to ask or find out more.

For information about additional support needs and your rights:
Reach is service for young people to help you understand rights to extra support in school. Understanding what additional support for learning is can help when you are talking to your child's school about their learning or support needs. Enquire can:
- help you feel informed about your child's rights to additional support
- offer advice on how to work with your school to get the right support in place
- explain options for resolving disagreements

If you have a concern and don't feel it has been addressed, you can access independent mediation. This is a free service for parents and young people in Aberdeen. Parents can contact SACRO directly by phone 01224 560550 or email infoaberdeen@sacro.org.uk to make an initial appointment or to discuss whether mediation may be an appropriate route. Parents can also be referred by someone else, but the permission of the family involved is required as mediation is a voluntary process.

What if I want to make a complaint?
Please tell us as soon as you can.

If you are telling us about something for the first time, please give us the opportunity to put things right before complaining by contacting the school, if you have tried reporting the problem and it has not been resolved, you can make a complaint.

What is the ASN Tribunal?
The ASN Tribunal deals with specific disagreements about additional support needs.

The Additional Support Needs Tribunal hears references (appeals) from parents and young people against decisions of education authorities regarding the provision of educational support under the Education (Additional Support for Learning) (Scotland) Act 2004.

You can appeal to the Tribunal if you are unhappy with:

- a decision to prepare or not prepare a CSP for your child
- a decision to continue or discontinue your child's CSP following a review
- the length of time it is taking to decide whether your child needs a CSP, to prepare the CSP or review the CSP. You can also appeal if the local authority fails to review your child's CSP after 12 months
- a decision to refuse your request to find out if your child needs a CSP, or your request to have an early review of the CSP
- some of the information in your child's CSP
- the failure to provide the additional support included in the CSP
- a decision to refuse a placing request where a CSP exists, or is required but not yet prepared, or if an appeal against a refusal of a placing request has not yet been considered

Even if no co-ordinated support plan is involved the Tribunal will hear appeals on:

- the refusal of a placing request to a special school
- failures over post-school transition duties
- issues related to disability discrimination of pupils

Eligible children aged between 12 and 15 years who have capacity to make a reference (and where their wellbeing will not be adversely affected) can also make two types of references:

- in relation to a co-ordinated support plan
- appeal against the education authority's assessment of the child's capacity or wellbeing

Where can I find information and support?

Your child's school

School information

NHS Grampian

Education Psychology Service

Family Information Service

Aberdeen Parent Council Forum

Library service

Enquire

Social Work

Advocacy services

Mediation

Supporting Learners in an Empowered System
Steering Group Terms of Reference

Background

The report *Supporting Learners in an Empowered System* was presented to the Education Operational Delivery Committee (EODC) on 12 November 2019 following a request, from said committee, in January 2019 about how effectively schools can meet the needs of those with Additional Support Needs (ASN). The report is based on staff survey activity, which subsequently took place. The report recommends that EOCD:

A. Note the consultation undertaken with staff and the broad messages fed back as part of this consultation exercise and instruct the Chief Operating Officer to work with staff in schools and Trade Unions to address the key themes emerging from the consultation in order to build a stronger universal, targeted and specialist provision; and
B. As part of the above engagement with colleagues, instruct the Chief Operating Officer to review the current provision of targeted and specialist support to ensure that it is reshaped to meet current and future demand; and report on progress at the March meeting of this Committee

In addition, in May 2019, the EIS surveyed its members about their experiences of violent and aggressive behaviour in schools. The survey came as a result of increased member contact from those experiencing such behaviour from children and young people in the workplace.

Role

It is the responsibility of the group to collaborate in order to provide evidence of improvement in terms of the recommendations as set out in the aforementioned report to EOCD.

The group have a responsibility to support statutory planning, provision and reporting in keeping with the following legislation and guidance:
- Additional Support for Learning (Scotland) Act 2004 (as amended);
- All relevant Aberdeen City Council policies;
- Children and Young People (Scotland) Act 2014;
- Equality Act 2010;
- General Teaching Council Scotland (GTCS) Standards for Full Registration and Career Long Professional Learning (2012);
- Health and Safety at Work etc. Act (1974);
- Included, Engaged & Involved: Part 1 - Attendance in Scottish Schools; Part 2 - A Positive Approach to Managing School Exclusions (2017);
- Management of Health and Safety at Work Regulations (1999);
- Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) (1995);
- Supporting Children's Learning: Statutory Guidance on the ASL (Scotland) Act 2004 – Code of Practice (3rd Edition, 2017);
- The Safety Representatives and Safety Committees Regulations (1977).

Remit

In order to fulfil these roles, the Supporting Learners Steering Group will work collegiately (in partnership with our children, young people and their carers) to:
- Ascertain compliance with local policy and implementation across the Education service;
- Undertake data analysis in order to build an accurate and holistic picture of need (both in terms of learners' and staff professional learning) across the Authority;

- Ascertain and quantify the demand on provision/services across the city and consider how we are best-placed to support the full range of additional support needs, thus maximising and strengthening capacity to ensure we are fulfilling our legal obligation to children and young people;
- Act as an advisory board with regards to the Supporting Learners workstream;
- Generate a proposal that can be presented to the EODC, which incorporates an offer of professional learning.

Ways of Working
- The group will be Chaired by Craig McDermott (Programme Manager - Supporting Learners). The Vice Chair is Ron Constable (EIS).
- An action log of each meeting will be taken on a rotational basis and circulated within 1 week of the meeting.
- Papers will be issued by the Chair a week in advance of each meeting.
- Meetings will take place every four weeks (one per calendar month) and will last no longer than one hour.
- A Microsoft Team will be used to support information sharing and maximise collaboration.

Representation
1) Eleanor Sheppard: Chief Education Officer
2) Shona Milne: Quality Improvement Manager
3) Craig McDermott: Programme Manager - Supporting Learners
4) Ron Constable: EIS Union Representative
5) Thomas Whyte: SSTA Union Representative
6) David Willis: GMB Union Representative
7) TBC: UNITE Union Representative
8) Kenny Luke: UNISON Union Representative
9) Joanne Hesford: Secondary Head Teacher
10) TBC: Secondary Head Teacher
11) Aileen McNair: Primary Depute Head Teacher
12) Mark Evans: Primary Head Teacher
13) Alison Price: Head Teacher (ASN Head Teachers' Association)
14) Fiona Nicol/Melissa Whiston: Educational Psychologist

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 March 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Leadership Development
REPORT NUMBER	OPE/20/053
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Gael Ross
TERMS OF REFERENCE	1

1. **PURPOSE OF REPORT**

1.1 The purpose of this report is to provide Elected Members with an overview of current and proposed approaches to leadership development.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 note the direction of travel in the development of leadership capacity;

2.2 instruct the Chief Education Officer to implement and continually review the Professional Learning & Leadership Framework (Draft); and

2.3 instruct the Chief Education Officer to develop a visualisation of the Leadership Professional Learning Offer to align Local and National programmes and the ACC Capability Framework in order to clarify routes to Leadership.

3. **BACKGROUND**

3.1 **Why is leadership Important?**

3.1.1 Within the National Improvement Framework, Leadership is recognised as one of the most important aspects of the success of any school. Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, generally have a strong track record of ensuring the highest quality of learning and teaching.

3.1.2 School and Early Learning & Childcare inspections currently focus on Quality Indicators 1.3 Leadership of Change. This indicator assesses the leadership capacity across the whole school community and guides distributed leadership and shared accountability and responsibility. This guides us to focus strongly on the development of leadership at all levels.

3.1.3 Many Local Authorities, including Aberdeen City, face challenges in recruiting Senior Leaders. It is imperative that we invest in our middle leaders to ensure that there is a pool of talent who are well placed to lead our schools in the future and work hard to attract staff to the city.

3.1.4 Strengthening 'the middle' was a key recommendation of the OECD in their review; *Improving Schools In Scotland: An OECD Perspective*. Recommendations include: enhancing the capacity of teachers, practitioners, early learning and childcare settings and schools to collaborate and become mutually accountable for improvement; how they work with other partners; and the role of local authorities and other partners in leading and supporting improvement in education. Strengthening the middle means, among other things, considering what happens above the level of the individual school or early learning and childcare setting and beneath the level of national government in Scottish education.

3.2 Developing Leaders of Learning

3.2.1 In order to maximise the impact of the central team, consideration has been given to how on-going processes can be used to develop leadership capacity and capability through a more collaborative culture.

3.2.2 A new approach to quality improvement has provided school senior leaders with more focused opportunities for high quality professional dialogue with colleagues in other schools in order to develop a shared understanding of the 'standard' and a mechanism to collaborate for improvement.

3.2.3 Quality Improvement Visits now operate in Trios, with leaders from two other schools supporting the quality improvement process. Not only is this helping to develop a shared understanding of standards, it is helping colleagues make connections across our school estate in order to work collaboratively on shared agendas.

3.2.4 Aberdeen City Council has a mixed profile of school leaders with some very experienced through to those who are new to a senior position. The Trios approach is helping to cascade the knowledge and skills of our experienced senior leaders to support improvement beyond their own school. This makes best use of available resource across the system. The make-up of each trio has been considered carefully to support this.

3.2.5   The initial feedback from schools around this process has been extremely positive and this will continue to be gathered to identify strengths and support planned next steps around the leadership of learning. Many of those who have had opportunities to engage in quality improvement visits outwith their own settings are keen to play a greater role and this enthusiasm will be harnessed as we continue to review our approaches.

3.2.6   For the first time all Improvement Events have been open to Senior Leadership teams. The events are themed around How Good is Our school Framework, evaluation information and take into account the National Improvement Framework but ensure that all senior leaders have the opportunity to engage in the strategic direction of the service.   Opening improvement events to Leadership Teams, rather than only the Head Teacher, is helping to develop a more consistent understanding of local and national agendas and expectations and time to work collaboratively on a shared improvement agenda.

3.2.7   The report to Committee in January 2020, "Empowering the System" (OPE/20/004) highlights changes within the Education Service structure which has been designed to enable and support empowerment. There are early signs that these structural and procedural changes that have followed, offer more collaborative approaches which have impacted positively on the development of a positive culture between the central team and across school Leadership Teams. This 'one team' approach is helping to unify the service around a shared agenda and increase the pace of and capacity for improvement in line with the recommendation of 'Strengthening the Middle from the OECD report *Improving Schools In Scotland*.

3.2.8   Middle leaders in secondary schools have harnessed the opportunity to share best practice across Faculties. An initial event last year saw secondary Middle Leaders share innovations and best practice with others and the approach was extremely well received. This event was shaped by Middle Leaders for Middle Leaders and only sought endorsement from the central team, a testament to the professionalism and drive for improvement in our schools. The Chief Education Officer has recently endorsed secondary leaders' plans to replicate this model in order to share the best practice identified during Quality Improvement visits. This model of Middle Leaders empowering Middle Leaders is to be commended and illustrates how a collective responsibility for the system is being taken forward with minimal direction from central officers.

3.2.9   In partnership with The General Teaching Council for Scotland (GTCS), 2 full days professional learning opportunities have been delivered in relation to Coaching for Success and Coaching for PR&D.   These development opportunities are aligned to the updated Guidelines for Professional Review and Development 'Unlocking the potential of Professional Review and Development' and support a coaching approach.   Training events in this area have been well received and had a more significant impact on our middle leaders, offering an opportunity for Senior Leadership Teams to develop a shared understanding of a coaching approach which can support and challenge practitioners within professional learning conversations.

3.2.10 Senior Leaders and members of the Central Improvement Team continue to offer a varied and supportive professional learning offer in relation to leadership opportunities. A positive example of this is ACC Routes to Leadership, led by 2 Head Teachers and supported by many other leaders through delivery of high quality sessions linked to national and local need.

3.2.11 Other networks of support for leaders that are currently under review are the Principal Teacher / Depute Head Teacher Primary Forum and the Newly Appointed Heads Group. Both have had positive feedback although capacity to deliver and support these groups has been difficult to maintain due to lead staff changing roles. Sustainability has to be a consideration as we move forward.

3.3 **Professional Learning & Leadership Framework (Draft)**

3.3.1 All teaching staff require to maintain the professional standards as detailed by the GTCS. The GTCS require that all Local Authorities consider how they are supporting teaching staff to achieve these standards and routinely quality assure approaches to ensure that they are satisfied that appropriate mechanisms are in place to support Professional Review and Development. Members should note that the GTCS refer to the review process as PR&D and that this terminology is used throughout the document. The process of review is not dissimilar from the Continuous Review and Development (CR&D) being rolled out for all other Aberdeen City employees, including school support staff.

3.3.2 The revision of our Professional Learning and Leadership Framework (Draft) (Appendix A) takes account of the need for all teaching staff to develop leadership capacity and the need for a range of pathways to leadership. This has also been developed in line with updated guidance from GTCS 'Unlocking the Potential of Professional Review and Development 2019'. This essentially sets out a direction of travel required to ensure full compliance with the GTCS standards and will continue to be reviewed and updated to support national and local developments.

3.3.3 The Professional Learning & Leadership Framework sets the expectations of school leaders working for Aberdeen City and signposts an associated Professional Learning Programme to ensure that opportunities are available to develop the skills and competencies required. Opportunities are varied and comprise a mix of national and local offers and supportive groups led by skilled senior leaders. This is constantly being reviewed and developed.

3.3.4 It is important that the Professional Learning Programme offers genuine support, progression and a suite of learning opportunities which will be available for all, to support professional learning and leadership within classrooms, schools, and systems leadership levels.

3.3.5 The framework reflects the GTCS professional standards, uses the self-evaluation process from GTCS and articulates with the National Model for Professional Learning utilised by national bodies.

3.3.6 The professional learning and leadership framework has been accredited by GTCS as part of our Professional Review & Development and Professional Update process. Following discussion with Trade Unions on 26th February, the QIM and Trade Unions will collaborate further in order to finalise our approach. The quality of the document has resulted in the Leadership of Change Quality Improvement Manager being asked to support the GTCS reaccreditation of other local authorities in this area. This provides a helpful means of maintaining an awareness of the work of other Authorities in this area.

3.4   Links with the ACC Capability Framework and other associated standards

3.4.1 The ACC Capability Framework supports the development of leadership stating that distributed leadership, alongside individual capability, underpins our cultural and organisational change journey. Therefore, the levels within this assume that everyone has a part to play in terms of a leadership role, whether they are paid to be a manager or leader of people or not. We define leadership as - 'The art of moving others to a common goal' and this notion of leadership cuts across all levels.

3.4.2 Every member of staff has a responsibility for delivering our purpose as an individual but also for supporting others to do the same, therefore we are working hard to make the connections, where appropriate to ACC Capability Framework to ensure we provide as broad an offer as possible and that we increase uptake of the quality learning opportunities available across the organisation through the Learning Academy.

3.4.3 The Care Inspectorate also have clear standards for staff with regard to our duties to keep children safe. It is important that we consider how best to present a cohesive offer that effectively harmonises all expectations and development opportunities.

3.5   Aligning Frameworks and Standards to our Professional Learning and Leadership Framework, developing our Steps into Leadership.

3.5.1 The Leadership of Change Improvement Group and the Building Capacity Team is drafting a visual Steps into Leadership offer as part of the wider Professional learning programme to exemplify potential pathways to leadership. This is likely to be a live digital document which is responsive to evaluation evidence and new opportunities available. Although likely to take a significant investment of time it is thought that this approach will help illustrate how the many sources of professional learning can support an individual's leadership journey and take full account of the workforce plan recently presented to the Staff Governance Committee.

3.5.2 Officers would anticipate that a digital tool could be operational by the end of this academic year.

3.6   Steps taken to increase Leadership Opportunities

3.6.1 National leadership programmes tend to be of high quality but are often hosted in the central belt. Engagement with national agencies, both through ACC and

the Northern Alliance has resulted in opportunities being made available more locally and this has increased attendance levels.

3.6.2 Increasingly, Leadership professional learning is being well attended, including the ACC Routes to Leadership sessions, designed and run by ACC school leaders for ACC school staff. Consistent application and attendance at Leadership professional learning led by Education Scotland and Leadership Programmes at the University of Aberdeen show that there is an interest in this area of development. Opportunities are available to all staff whether in promoted post or not and these provide the opportunity to develop leadership knowledge and skills. Opportunities for systems leadership has also been offered in partnership with Education Scotland and more recently through the Northern Alliance.

3.6.3 In partnership with the Northern Alliance there has been a significant increase in Leadership professional learning support. The Leadership of Change Quality Improvement Manager represents ACC on the Northern Alliance Leadership Workstream and is also working in partnership with the University to develop the use of the Northern Alliance Learning Hub to enable digital collaboration and shared learning. Regular updates are provided through newsletters and links to the Northern Alliance website have been made more accessible through the EduSharepoint Site to ensure colleagues in schools recognise and take up these offers.

3.6.4 A tracking system has been set up to review access to leadership opportunities, support 'talent spotting' and consider appropriate support, challenge and planned next steps for those attending. This includes monitoring uptake across schools as it is important that leadership opportunities are promoted across our local system. Closer partnership working within the Quality Improvement Team allows discussion to take place in recognition of aspiring leaders through Quality Improvement visits and although at the early stages, capturing this data in partnership with Head Teachers through the PR&D process is invaluable for building capacity and sustainability within the organisation. Currently this tracking shows a continued interest in the uptake of leadership development offers.

3.6.5 Through EduSharepoint site all professional learning offers are made available to all staff and opportunities from the Northern Alliance and other Partners are also shared. We will continue to build on this approach as a resource to share information with all Education Staff and work closely with partners to share wider opportunities in this way.

3.6.6 Initial conversations have taken place with Aberdeen University and Skills Development Scotland to consider a more joined up approach to Leadership Development and this will continue to be developed over the coming months in collaboration with People and Organisation. It is hoped that a shared offer, where colleagues in the respective organisations can access supports across the system can be developed along with job shadowing opportunities to broaden perspectives and help all leaders gain a wider appreciation of the system. It is hoped that these offers will be exemplified through our digital tool.

3.6.7 Following the implementation of Office 365 and continued work in partnership with Microsoft, planning for a new professional learning offer will ensure careful consideration is being taken to think creatively about the way in which this is being delivered and where possible digital solutions used to support this. With ongoing difficulties to access professional learning during the school day due to staffing vacancies, Microsoft Teams and digital solutions such as Webinars will be used to capture professional learning and allow us to begin thinking differently about the best learning experience.

3.6.8 Improved use is being made of colleagues in People and Organisation with some school leaders being offered coaching and mentoring. This approach has been welcomed by those who have benefited and will be further promoted and made clear on our digital tool.

3.6.9 Quality Improvement Visits have highlighted that some school leaders may benefit from a handbook designed to share effective approaches to developing teacher agency. This work is currently being scoped and likely to utilise the skills of our experienced leaders to support its development.

3.6.10 Access to a high quality mentor and coach can be invaluable to staff who are new to a post or new to the city. We continue to look increasingly at our offer of providing high quality mentors to all and have agreement in principle to work across partners in relation to a coaching approach.

3.6.11 The ethos and reputation of an organisation does much to attract staff and leaders. The service continues to collaborate, innovate and share successes to ensure that Aberdeen is seen as an attractive option for staff.

3.6.12 As part of the Early Years Expansion and in support of a growing workforce, we want to nurture the seeds of leadership in our own existing workforce. This will enable us to develop a workforce that is valued, trusted, supported, skilled, confident and continually improving. With investment in staff training, programmes to support leadership development will be rolled out from February 2020, including 'Leading Change' a programme for Senior Early Years Practitioners and 'Stepping into Leadership' for Aspiring Early Years Practitioners. Use of identified best practice will support these programmes from both within and beyond ACC.

4.   FINANCIAL IMPLICATIONS

4.1   Currently, funding for a number of leadership opportunities are supported by Scottish Government through Education Scotland, however planning for ongoing and developing Leadership Professional Learning will need to be taken into account when considering the allocation of current and future Professional Learning budgets.

4.2   Into Headship Funding is supported by Scottish Government at this time, however there is an uncertainty about the length of time this will continue and this may have an impact on the service or individuals supporting this qualification.

5. LEGAL IMPLICATIONS

5.1   *The Standards In Scotland's Schools etc. Act 2000* places an obligation on Local Authorities to secure improvement in all schools, therefore it is essential that these schools are well led and that leadership opportunities are developed to ensure this.

5.2   As of August 2020 and in relation to Section 90A of the *Education (Scotland) Act 1980, The Head Teachers Education and Training Standards (Scotland) Regulations 2019* identifies the need for all newly appointed Head Teachers to have completed the Standard for Headship. This is awarded in relation to practitioners completing the Into Headship programme and therefore it is a requirement for us to meet the needs of our school communities and professional standards.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Funding for required qualifications.	L	Currently supported by Scottish Government.
Legal	Failure to deliver on legal duties	L	Actions and proposed actions satisfy these legal duties.
Employee	Risk of employees unable to access appropriate training due to current staffing difficulties.	L	Support in place from the Local Authority Education Service to identify a variety of ways to provide leadership opportunities.
Customer	Potential for children or young people to be disadvantaged by not having access to a quality educational experience with strong leadership.	L	Close monitoring of leadership support by the Education Service through the revised education structure and Quality Improvement Calendar.
Reputational	Risk of reputational damage for school and service	M	This report will provide some assurance that plans being implemented are effective

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Children who have their learning and wellbeing needs well met are more able to contribute to a prosperous economy. This requires schools to be well led.

Design Principles of Target Operating Model

	Impact of Report
Customer Service Design	Review of performance data enables the service to be shaped to support continued improvement.
Organisational Design	Seeks to ensure the best use of resource in the system.
Governance	Overseen by the Chief Education Officer and Quality Improvement Managers and by the Education Operational Delivery Committee.
Workforce	Ensures that colleagues in schools and settings have the skills and knowledge to support their roles and responsibilities and anticipated standards.
Process Design	Revised monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Technology	Supports increased use of technology to improve outcomes for children and young people through simplifying messaging to staff around anticipated standards.
Partnerships and Alliances	Promotes and makes use of wider partnership support as appropriate.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A - Professional Learning & Leadership Framework (Draft)

11. REPORT AUTHOR CONTACT DETAILS

Gael Ross
Quality Improvement Manager

gaeross@aberdeencity.gov.uk   01224 522823

Professional Learning

&

Leadership Development Framework

For Teachers

TEACHER PROFESSIONAL LEARNING & LEADERSHIP DEVELOPMENT FRAMEWORK

Rationale

The purpose of this resource is to support all schools in implementing a framework that offers professional learning and develops leadership capacity. It can be used to support colleagues when considering their PR&D and Professional Update. It also compliments Aberdeen's vision where all people prosper.

By working in partnership, we aim to 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
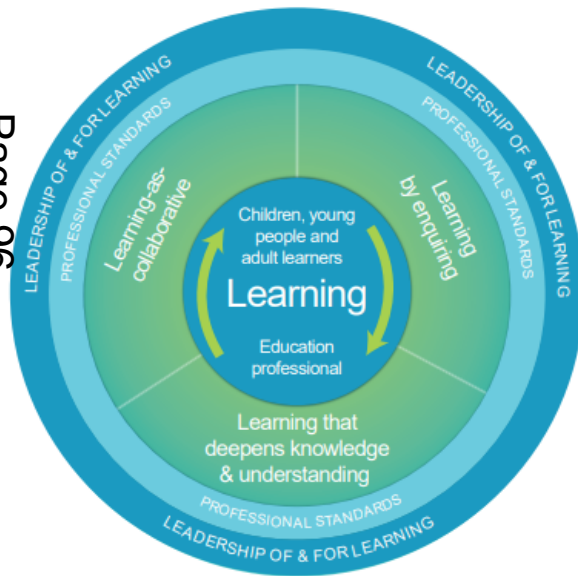
National Model for Professional Learning within the Framework for Educational Leadership (SCEL).

This framework is designed to support school staff at **all levels** by identifying contexts that encourage professional learning and leadership development and to confirm signposts for this. This is driven by the national model for professional learning promoted by Education Scotland:

"identifies the key principles and features of effective learning that build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning."

Within the National Improvement Framework (NIF), leadership is confirmed as one of the key drivers that supports improvement:

"Leadership is recognised as one of the most important aspects of the success of any School. Leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence for all"

Professional learning and development of leadership at all levels is therefore seen as a key priority to increase effectiveness across all of our schools and in all of our classrooms. This framework also seeks to support the development of leadership as a quality and an approach to be embraced by all even if they are not aspiring to promoted positions. Additionally, it will support critical aspects of professional development and succession-planning regarding school leadership.

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Professional Learning & Leadership Development Programmes

The Professional learning & Leadership framework will set the expectations of school leaders working for Aberdeen City and an associated Professional Learning Programme will ensure that opportunities are available to develop the skills and competencies required of each leader. It is important that the framework offers genuine support, progression and a suite of programmes which will be available for all, to support professional learning and leadership within classrooms, schools, and systems leadership levels. This will reflect the appropriate GTCS professional standard, use the self-evaluation process from GTCS and articulate with the National Model for Professional Learning within the Framework for Educational Leadership (Education Scotland).

Within Aberdeen we aim to offer nurturing, relevant learning for all to develop a culture of high quality practitioners and of distributed leadership within this. The framework includes not only technical skills and knowledge but also behaviours and attitudes to develop individual confidence, competence and resilience There is a need for the central team to model improvement and routinely look inwards, outward and forward to develop the self-improving culture we aspire for and an unrelenting focus on being bureaucracy light.

Practitioners and School leaders require a baseline knowledge and through induction arrangements, elements of this framework are planned to ensure we provide a coherent strategy for building teacher agency, leadership and social capital. Opportunities to develop pedagogy and coaching and mentoring skills will feature, as will opportunities to further develop understanding of improvement methodologies.

Self Evaluation Process
(GTCS)

Learning and teaching will feature heavily at Improvement Events to ensure a common understanding of the leadership of learning and teaching and clarify what core and supplementary professional learning is required. This will be supported by a suite of tools to enhance self-improvement, self and peer evaluation, school and local authority quality improvement arrangements and an expectation that schools use local Teacher Learning Communities (TLCs) to empower practitioners. As we work to increase the baseline experience for children it is likely that some activities will be mandatory. Progress in this area will be monitored throughout quality improvement activities.

To ensure a consistent educational offer and build an empowered system, 6 Improvement Events will be offered to all School SLTs over a year. Sector Head Teacher meetings will remain in place to support further developments and link with Improvement Events. There will be an expectation that school leaders make use of these opportunities provided to engage staff in the key themes which will build a more consistent offer across the City and consideration will be given to how best we provide additional opportunities to engage at practitioner level through planned events and the use of technology. Where possible these events will be aligned with the focus on the upcoming quality improvement visit to support schools to prepare for this. Terms of reference for Partnership meetings will be reviewed to sharpen the focus on collaborative improvement.

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Investing time in developing a shared understanding of 'the standard' in relation to our vision and based on current exemplification from Education Scotland, is central to improving our system.

A variety of professional learning engagement opportunities is required in order to respond to the needs of individual practitioners, however there is also a need to shape a high quality offer, designed around the agreed standard with a focus on wellbeing and high quality learning and teaching.

Key features of effective PRD & Professional Update

"Effective PRD is central to professional learning, improving the effectiveness of learning and teaching and raising achievement for children and young people. It enables teachers to evaluate practice and plan for future professional learning. It supports the on-going development of teachers' knowledge, understanding, skills and abilities through engagement in self-evaluation, and learning from effective and innovative practice and research. It can bring about transformational change through a range of relevant career-long professional learning."

Professional Review & Development (Education Scotland)
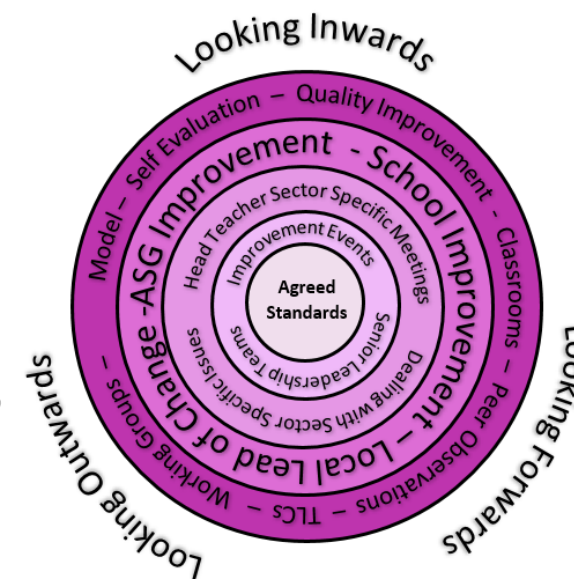
The revised national guidance on PRD is designed to support effective PRD processes. It identifies six key features of effective PRD:

- Entitlement and responsibility of all as part of commitment to Professional Learning.
- Positive impact on planning and engagement in Professional Learning and practice within ethos of collegiality.
- Ongoing process that is supportive and challenging.
- Founded on robust, evidence-based self-evaluation.
- Focussed professional dialogue, based on coaching approaches.
- Maintained reflective record of Professional Learning and associated evidence of impact.

Planning & Preparing for effective PRD

It is the responsibility of the reviewee to secure an appropriate date and time for PRD annually and professional update every 5 years. All reviewers are encouraged to support effective engagement in PRD of all teaching colleagues including relief and part time staff and offer support and guidance to complete this within the appropriate timescale.

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

It is important that both the reviewee and the reviewer involved in a PRD meeting has taken the time to prepare and has all the necessary information in advance.

From September 2019 all teaching staff will transition from MyGTCS to MyPL for recording all professional learning and this will provide a consistent approach for supporting professional dialogue.

The PRD discussion provides a valuable opportunity for you to consider the impact of your professional learning. The purpose of recording your reflections of your professional learning experience and associated evidence of impact is not to prove what you have done but rather to help you, prompt you and support you in your discussions with your line manager and to inform your own development and future professional learning.

Further guidance regarding PRD and Professional Update can be found on the GTCS Website following the link here.

Who completes my PRD?

Reviewer	SLT including Faculty Head	HT	QIO/QIM	QIM	QIM	CEO
Reviewee	Teacher including relief and peripatetic	SLT including Faculty Head	HT	DO/ESO/QIO	QIO	QIM

Relief teachers who undertake infrequent supply or are not in the same school for more than 30 days, will be supported by the Professional Learning and Development Team.

Participating in and leading effective PRD

Adopting a coaching approach in the course of a PRD meeting allows the reviewee to genuinely consider and identify their professional development for themselves and consequently to develop a greater sense of confidence and empowerment. The reviewer often follows a framework and brings a clear structure and methodology to the conversation which helps centre on the teacher as learner, helping them to think critically about their own professional learning, development and impact on practice.

You can view more information on coaching and mentoring on the GTCS website following the link here.

For coaching questions which will support effective PRD, see **Appendix 1.**

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Deferral of Professional Update

We recognise that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/ paternity/ adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required.

If a registrant is unable to complete the process in the designated year, then the registrant will have the opportunity to request a deferral. This deferral request should be made through MyGTCS and MyPL from September 2019, for the reviewer to action and GTCS will be informed of the decision automatically. Deferrals for reasons other than those above will not normally be granted and this should be discussed in person with the reviewee at the earliest opportunity with appeals following the agreed local authority processes which can be found within the Managing Performance Policy on PeopleAnytime.

Quality Improvement of PRD

It is important that we seek the views of reviewees and reviewers to inform practice. The Professional Learning and Development team supported by the QIM Team will ensure a quality improvement focus on an annual basis from a representative sample of schools. A 3 yearly cycle will take place with year 1 falling in 2019-2020

Year 1 – North (2019-2020)	Year 2 – West (2020-2021)	Year 3 – South (2021-2022)
Bridge of Don ASG	Bucksburn ASG	Lochside ASG
Old Machar ASG	Hazlehead ASG	Harlaw ASG
St Machar ASG	Northfield ASG	Aberdeen Grammar ASG
Dyce ASG		Cults ASG

Feedback will be used to monitor teacher engagement, the quality of the process and the impact on professional development and outcomes for learners. This will inform future guidance, support and staff development in this area.

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Supporting the Development of Leadership Capacity

School Leadership

The NIF suggests: *"Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching."*

School leadership is a key driver for improvement. Evidence from the OECD and elsewhere demonstrates that leaders, at all levels, who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching.

The leadership of a school is a major factor in its capacity to be self-improving.   The role modelling and clear expectations set by school leadership teams cannot be underestimated. The Head Teacher Charter clarifies responsibilities and it is crucial that we develop leaders who are well placed to lead our local systems.

Enablers

The development of leadership capacity in schools is dependent on there being a culture of trust, openness and commitment to personal and professional improvement. Aspects that **enable** the development of leadership at all levels may include:

- Strategic vision and expectations being clear and communicated well
- People feeling supported, valued and respected
- There being an atmosphere of openness, trust and good relationships
- Work and achievements being acknowledged
- Responsibility being shared
- People being self-aware in a culture of reflection, learning and focus on on-going improvement
- The modelling of high quality leadership
- People having a voice and being treated fairly   (See **Appendix 2** for further details)

It is also helpful to think of leadership as an approach and a set of behaviours that apply to all staff.

In the appendices there is an exemplification that shows opportunities for leadership development for all colleagues and certain aspects that are more closely aligned to preparation for particular leadership positions. This is organised into 3 sections and may assist in PRD /PU discussions and school improvement-planning:

- Classroom leadership
- Middle leadership
- Senior leadership

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Roles and Suggested Professional Actions

To ensure on-going focus on leadership development in schools the following suggested roles and professional actions may be helpful:

Role	Responsibilities
Classroom leaders	− to commit to self- improvement based on reflection, self-evaluation and collaborative dialogue with others − to see and think about your role as a leadership role − to engage in activities that demonstrate leadership in the classroom − to develop and share classroom practice which impacts on outcomes for children and young people
Middle leaders	− to support the professional learning and development of all colleagues − to create opportunities for leadership roles for other colleagues − to delegate as appropriate leadership roles for other colleagues − to discuss leadership development as a relevant focus for all colleagues − to encourage and commit to peer self-evaluation − to model effective leadership − to include focus on improving leadership in all evaluation and planning activities − to support colleagues in preparing for promoted positions
Senior leaders	− to create a culture of trust and mutual respect exists − to ensure a commitment across the school to the development of and planning to support improving leadership capacity − to respond to the needs of succession-planning for leadership positions across the school − to model effective leadership and collaborative working with other school/ASG / Partnerships − to include focus on improving leadership in all evaluation and planning activities − to support colleagues in preparing for promoted positions − to provide appropriate learning and other opportunities for all staff to develop leadership skills and gain from leadership experiences
Lead Officers	− to create across the service a culture of trust and professional aspiration − to prioritise at service level the development of leadership capacity in and across schools − to monitor and respond to the needs of succession-planning in schools, especially with regard to the context of head teachers − to include focus on leadership development in QA Visits − to ensure that appropriate professional learning opportunities are in place to develop leadership capacity

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Quality Improvement of Leadership Development in Schools

Each school leadership team will receive support to explore the leadership QIs and leadership framework which will be useful prior to professional reviews of leaders.

In terms of evaluating specifically the quality of leadership development in schools, certain themes within How Good Is Our School 4? Would be useful to consider.

- QI 1.2 Leadership of learning – themes 1 and 2(professional engagement and collegiate working and impact of career-long professional learning)
- QI 1.3 Leadership of change – themes 1and 2 (developing a shared vision, values and aims and strategic-planning for continuous improvement)
- QI 1.4 Leadership and management of staff - theme 2 (building and sustaining a professional staff team)

When evaluating the quality of leadership development in school consideration must be given to the overall quality and effectiveness of leadership itself. Such a wider evaluation of the quality of leadership in schools is assisted further through the application of QIs 1.1 and 1.5.

Schools or faculties should consider the challenge questions to support understanding of current views and practice across the school community.

Additionally, reflection against the GTCS standards can assist with self-evaluation of the quality of personal leadership capacity at different levels in a school.

For this see GTCS sources regarding self-evaluation of leadership and management: [Leadership and Management](#)

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Links and Resources to Support Leadership Development

To enhance the effectiveness of the application of this framework to support leadership development at all levels, the following sources should be used to provide reflection and subsequent improvement in delivery:

Education Scotland:
Improvement Hub pages on Leadership

SCEL (Scottish College for Educational Leadership)
Framework for Educational Leadership
SCEL website

GTCS:
GTCS Professional Standards
GTCS Access to Research
GTCS Professional Update

Aberdeen City Council:
Aberdeen Online Learning (OIL)

The Scottish Government:
National Improvement Framework:
Teaching Scotland's Future

The University of Aberdeen:
Programmes offered

External Providers of Leadership Development Learning:
SLS- a range of CPL activities to support leadership in a range of contexts
TED Talks – web-based presentations on leadership etc
Free Learning from the Open University
Osiris Scotland Educational Leadership

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Coaching for Improvement

Coaching Questions

- Thinking about your achievements and professional learning over the last year, what have been your successes?

- How has your professional learning deepened your knowledge and developed you practice?

- What changes to your professional thinking and practice have you made over the last year?

- What has contributed to that?

- What impact, if any, has there been on:

  yourself as a learner?

  on your pupils/learners?

  on your wider professional community?

- How do you know?

- What are your plans for the coming year in relation to the professional standards?

  What professional learning might be undertaken to support this?

  What impact do you hope this will have and how will you evidence this?

- How might you support the development of colleagues?

- What professional development with regards to leadership at all levels or career progression can I support you with?

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

Level 1
Responsibility for leading self

Valued for knowledge and skills in their specialist area

Individual contributors responsible for personal performance and delivering outcomes through self-management, sometimes with guidance from team leaders

Unlikely to have responsibility for supervision of others

Level 2 (plus 1)
Responsibility for leading others

Valued for experience in their specialist area and their ability to lead projects and/or on specific areas of work

Leaders of individual contributors through formal line management or through matrix or project management

May have supervisory responsibility for helping others perform effectively

May be a leader of team(s) with responsibility for the effective management of people and the development of others

Level 3 (plus 1-2)
Responsibility for leading teams

Valued for the ability to lead others and influence within the organisation and with external parties

Individuals responsible for leading and influencing service delivery, or with a regulatory or strategic advisory role

Experienced leaders who lead other managers or subject matter specialists

Level 4 (plus 1-3)
Responsibility for leading the organisation

Valued for the ability to lead leaders and the organisation and influence through sector and system leadership

Individuals with strategic responsibilities across the whole organisation who inspire direction and purpose and who are skilled in strategic and transformational leadership

Responsibility for providing leadership both internally and externally

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

DEVELOPING LEADERSHIP CAPACITY- TEACHER LEADERSHIP

Teacher Leadership   **Coaching Wheel**

SCEL describe such leaders and what they do as follows:

"P*assionate about caring for children and young people. Through informed and innovative practice, close scrutiny of pupils' learning needs and high expectations they play a fundamental role in improving outcomes for children and young people. Teachers develop leadership through effective communication and collaboration with colleagues. Teachers as leaders demonstrate integrity, have a positive impact on their school community and model career-long professional learning."*

The detail below illustrates contexts to support development of capacity for colleagues who either aim to remain in their current role or who may be aspiring to promoted leadership positions.

a) Opportunities For leadership development	Skills/qualities, GTCS professional actions to be developed

Possible contexts for supporting leadership development **may** include:
 	
• Leading developments in an aspect of the curriculum
• Leading a practitioner enquiry and collating findings to share
• Engagement in SCEL Teacher Leadership Programme
• Engagement with SCEL Framework and associated learning activities
• Leading developments in an aspect of teaching, learning and assessment
• Mentoring probationers or other colleagues
• Taking responsibility for a sports team or school club
• Mentoring learners – out-with usual classroom contacts
• Supporting the successful organisation of school events e.g. sports day
• Presenting at staff meetings and assembly
• Taking part in an action research project and sharing findings
• Joining in with staff working groups e.g. eco, TLCs, etc.
• Supporting aspects of nursery/primary/secondary transition
• Being mentored / coached by another colleague
• Taking on department management and admin roles
• Engaging in peer self-evaluation within own school or wider ASG
	• Skills, qualities and professional actions demonstrated by classroom leaders and supported through such activities can be identified under four main areas:
	  – Values and commitment
	  – Learning and teaching
	  – High expectations and ambition
	  – Communication and collaboration
	
	• Experience of decision-making in a professional context
	
	• The awareness of self as a leader will be developed
	
	• The awareness of the challenges of leadership will also be encountered
	
	• Engagement in such activities also allows for staff to work within different contexts and liaise with different colleagues

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

b) Preparation for promoted positions	Expected impact/personal development
Possible engagement that could support colleagues in preparing for a promoted position and gain specific qualifications may include: • Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders) • Participation in Aberdeen OIL training courses and leadership training programmes • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Participation in Leading and Managing from The Middle- Aberdeen University, one-year 60 credit Masters Level learning • Shadowing a Principal Teacher / DHT/(faculty, cluster, learner support) • Seeking and receiving advice regarding applying for a leadership position • Taking part in practice interviews as arranged by senior leaders in school	• Increased self-confidence in personal leadership capacity • Enhanced awareness of the demands, expectations and complexity of middle leadership • Experience of reflecting against professional standards for leaders • Experience of reflecting against aspects of the leadership QI's within HGIOS4 • Increased ability to apply and succeed in gaining a leadership position in a school

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

DEVELOPING LEADERSHIP CAPACITY- MIDDLE LEADERSHIP

Middle Leadership   **Coaching Wheel**

SCEL describe such leaders and what they do as follows:

Middle leaders are key drivers in ensuring positive outcomes for all learners. Through working collaboratively with school leaders, members of their teams and partners, they devise and contribute to the school's vision and values, ensuring that the strategic direction of the school is communicated effectively with all stakeholders.

Leading from the middle and middle leadership can be understood in several different ways which apply to all practitioners at all stages of their career. However, middle leaders can be described as those who have a specified leadership remit beyond the classroom and are provided with resources to carry this out. Such roles might include – but are not limited to – class teacher, depute headteacher, principal teacher or head of faculty

The detail below illustrates contexts to support development of capacity for colleagues who either remain in their current role or who may be aspiring to senior leadership positions.

<table>
<tr><td>a) Opportunities For leadership development</td><td>Skills/qualities, GTCS professional actions to be developed</td></tr>
<tr>
<td>

Possible contexts for supporting leadership development **may** include:

- Chairing or participating in staff working group
- Shadowing other middle leaders
- Engagement with SCEL Framework and associated learning activities
- Leading a whole school development identified through SQUIP
- Mentoring / coaching colleagues including peer middle leaders
- Presenting to staff, parents and or assemblies on aspects of school improvement
- Leading a local research project across a faculty or area of responsibility
- Planning whole-school events e.g. STEM Week, House Meetings
- Engagement in peer self-evaluation with colleagues from other schools
- Supporting SLT colleagues in improvement-planning, timetabling etc
- Attending SLT meetings
- Representing the school at engagement events with parents
- Taking on board aspects of a service-level development
- Shadow SLT colleagues at another school
- Chairing an ASG/local partnership initiative
- Participation in Quality Improvement visits to other schools

</td>
<td>

- Skills, qualities and professional actions expected of middle leaders and supported through such activities can be identified under the following areas:
    - Leading learning, teaching and assessment
    - Leading, supporting and developing staff
    - Leading improvements across a specific area/faculty
    - Allocating resources to support equity for learners
- The adherence to a shared vision and the promotion of professional values
- Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement
- Develop coherent approaches to professional learning which build and sustain teachers' practice
- Lead and work collaboratively to enhance teaching which leads to high quality learning experiences
- Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

</td>
</tr>
</table>

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

b) Preparation for promoted positions	Expected impact/personal development
Possible engagement that would support colleagues in preparing for a senior promoted position and gain specific qualifications may include: • Participation in collaborative activities with other middle leaders/faculties/schools • Participation in Masters-level programme of study as part of wider MEd qualification (e.g., Leading and Managing from The Middle- Aberdeen University or SLS accredited Programme for Middle Leadership) • Shadowing senior leader colleagues • Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders and potentially Head Teachers) • Participation in Aberdeen OIL courses and leadership training programmes • Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme • Supported engagement in applications for senior leadership positions and coaching to assist in development of senior leaders	• Increased confidence in scope, expectations and challenges of middle and senior leadership • Increased confidence and knowledge of leadership approaches and issues • Reflection against GTCS Standards for Leadership and Management leading to personal action-planning to develop capacity • Experience of leadership in a range of contexts • Benefit gained through dialogue with other leaders in different settings

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

DEVELOPING LEADERSHIP CAPACITY- SENIOR LEADERSHIP

Senior Leadership   Coaching Wheel

SCEL describe such leaders and what they do as follows:

"As lead learners, school leaders ensure that a strong and consistent focus is placed on learning and teaching in their schools. They have, and outline, clear and high expectations regarding the standard of learning and teaching which they expect to see throughout their school and drive improvements in attainment and achievement. They are adept in motivating teachers to meet these standards and work closely with middle leaders to provide effective on-going support and challenge for teachers to ensure excellence in learning and teaching."

In particular, the significant role of head teachers in being systems leaders is referenced by the GTCS: *"The Head Teacher acts as the leading professional in a school and as an officer in the local authority. The Head Teacher also plays a pivotal role within the broader children's services network. Head Teachers lead the whole school community in order to establish, sustain and enhance a positive ethos and culture of learning through which every learner is able to learn effectively and achieve their potential".*

Successful school leaders invest in their personal development and the detail below illustrates contexts to support development of capacity for colleagues who either aim to remain in their current role or who may be aspiring to senior leadership or head teacher positions.

a) Opportunities For leadership development	Skills/qualities, GTCS professional actions to be developed

Possible contexts for supporting leadership development **may** include:
• Chairing or participating in staff working groups or whole school meetings
• Shadowing other senior leaders or head teachers
• Engagement with SCEL Framework and associated learning activities
• Leading a whole school development linked to the SQUIP
• Mentoring / coaching colleagues including peer middle or senior leaders
• Presenting aspects of school improvement to other senior colleagues (e.g. APHT, PT/ DHT Forum, ACC HT Meetings)
• Presenting to staff and or assemblies on aspects of school improvement
• Leading a local research project across the school/ other schools/ ASG / Partnership
• Planning and delivering effective whole-school events
• Arrange for involvement with other services that support learners
• Engagement in peer self-evaluation with colleagues from other schools
	• Skills, qualities and professional actions expected of senior leaders and supported through such activities can be identified under the following areas:
	  – Creating, sharing and epitomising a clarity of vision and values
	  – Establishing, sustaining and enhancing the culture of self-evaluation for school improvement
	  – Developing staff capability, capacity and leadership to support the culture and practice of learning
	  – Ensuring consistent high quality teaching and learning for all learners
	  – Building and sustaining partnerships with learners, families and relevant partners to meet the identified needs of all learners
	  – Allocating resources effectively in line with identified strategic approaches to ensure equity for learners
	
	• Increased experience of applying previously acquired leadership skills in a wider context, i.e., whole-school, cluster or wider system

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

- Supporting SLT colleagues in non-remit areas of improvement-planning, timetabling etc. - Attending or chairing SLT meetings - Representing the school at engagement events with parents or wider community - Leading on aspects of a service-level development - Shadow SLT colleagues at another school - Chairing an ASG / Local Partnership initiative	- Awareness of the complexity and breadth of school leadership - Knowledge of the varying political contexts in which senior leaders operate
b) Preparation for promoted positions	**Expected impact/personal development**
Possible engagement that would support colleagues in preparing for a senior promoted or head teacher position and gain specific qualifications may include: - Participation in Masters-level programme of study as part of wider MEd qualification, e.g. Into Headship /In Headship as delivered by the University of Aberdeen - Participation in SCEL-led programmes including Towards Headship and Excellence in Headship - Shadowing senior leader colleagues in other schools and engagement in collaborative evaluation activities - Self-evaluation against GTCS Standard for Leadership and Management (Middle Leaders **and** Head Teachers) - Participation in Quality Improvement visits to other schools - Participation in Aberdeen OIL courses and leadership training programmes - Sharing leadership for learning reflections as part of an inter-school peer self-evaluation programme	- Increased confidence in scope, expectations and challenges of senior leadership and of head teacher - Increased confidence and knowledge of leadership approaches, issues and dilemmas - Reflection against GTCS Standards for Leadership and Management (Head Teachers) leading to personal action-planning to develop capacity - Experience of leadership in a range of contexts including systems leadership - Benefit gained through dialogue with other leaders in different settings - Improved preparation for application/assessment centre/interview for senior leadership and head teacher positions

Our professional learning programme is developed in partnership with GTCS, SCEL, OSIRIS and the Northern Alliance.   Leadership and practitioner events will be held on a annual basis and where possible, work in this area will be shared with ITE and will inform the probationer offer.

Offers nurturing, relevant learning opportunities for all   Strengthens the resilience of all   Celebrates aspiration, ambition and innovation with all

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	12 March 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	OPE/20/055
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

1.1 The report aims to provide Elected Members with oversight of Education Scotland and Care Inspectorate inspection reporting since the last Committee cycle.

2. RECOMMENDATIONS

That Committee:-

2.1 note the contents of this report; and

2.2 instruct the Chief Education Officer to continue to support schools to implement improvements in order to address the recommendations made by Education Scotland and the Care Inspectorate.

3.0 The Education Scotland Inspection Process

3.1.1 Education Scotland inspect schools on a proportionate basis, using a sampling approach rather than a cyclical model. An annual sample of 120 schools are selected nationally to enable Education Scotland to provide evidence for the National Improvement Framework, with Education Scotland analysis of all 120 national inspections informing national policy and strategy. The length of time since last inspection can be a factor in determining which schools are inspected.

3.1.2   Through inspection, Education Scotland aims to:
- provide assurance and public accountability;
- promote improvement; and
- inform the development of national educational policy and practice.

3.1.3   There are subtle differences between Inspection arrangements across sector although all school inspections focus on the same core Quality Indicators (QIs) from the framework used to evaluate schools known as How Good Is Our School?:
- QI 1.3 Leadership of change
- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement
- QI 3.1 Ensuring wellbeing, equality and inclusion

Each QI is given a rating on a six point scale ranging from unsatisfactory through to excellent.

3.1.4   In addition, and in keeping with the national direction of travel, Inspectors currently explore the extent to which the education system is moving towards an empowered system through discussion with key stakeholders during the inspection.

3.1.5   The process of Inspection differs slightly across sector although in general terms each inspection comprises:
- the analysis of pre-inspection questionnaires to stakeholders including parents and carers, children and young people, staff and partners;
- review of documentation requested by the Inspection team;
- a scoping meeting where the Senior Leadership Team share their journey to improvement and self-evaluation evidence;
- a series of classroom visits to validate and triangulate the information shared at the scoping meeting;
- a series of focus groups with stakeholders and staff to validate and triangulate information shared at the scoping meeting;
- a feedback meeting;
- a published letter of inspection findings and associated Summary of Findings (SIF); and
- a return inspection where a school does not achieve a grading of satisfactory or better.

3.2.1   **The Early Learning and Childcare Inspection Process**
Early Learning and Childcare settings are inspected by both Education Scotland and the Care Inspectorate. Education Scotland use the associated Quality Indicators from How Good Is Our Early Learning and Childcare to inspect whilst The Care Inspectorate make use of the Health and Social Care Standards.   The inspection approaches are broadly similar and often take place at the same time.

3.2,2   The Care Inspectorate currently inspect:
- Quality of care and support
- Quality of environment
- Quality of staffing
- Quality of management and leadership

SECONDARY SCHOOL INSPECTIONS

3.3.1   **Hazlehead Academy** was inspected on October 2019 as part of a short model inspection which focussed on 2 of the Core QIs.

3.3.2   The strengths identified during the inspection were that:
- The headteacher and senior leaders promote values as central to the life and work of the school. This is resulting in positive relationships between staff and young people for most of the time. Relationships are strengthened further by staff and partners' offer of a wide range of opportunities for achievements and clubs. Young people's participation is encouraged by ensuring cost is not a barrier;
- Senior leaders and business partners have identified key skills for employment that young people will need for future careers in Aberdeen city and beyond. Almost all young people are aware of how opportunities for achievements progress these skills; and
- Young people appreciate the opportunity to learn Gàidhlig, with Gaelic (Learners) recently added to the curriculum. Most of the young people studying Gàidhlig do well in National Qualifications.

3.3.3   The following areas for improvement were identified and discussed with the headteacher and the Quality Improvement Manager:
- Ensure focused leadership of raising attainment, with all staff, led by senior leaders, clear on their roles and responsibilities. All staff should be able to evaluate the difference they are making to help young people achieve as highly as possible, particularly for those in S4 and S5;
- Take forward in depth, a manageable number of priorities for improvement. These should be underpinned by a clear vision, whilst ensuring well-paced change. Staff should continue to prioritise the work started on improving the curriculum;
- Continue to improve learning, teaching and assessment to better meet the needs of all young people. This should include ensuring tasks and activities support progression; and
- Take account of Gaelic in the strategic planning of the school. This should focus on increasing the numbers of young people that continue with Gaelic Medium Education from primary and throughout each stage of secondary. Young people need more regular opportunities to develop their fluency in the language.

Hazlehead Academy	Grade
Learning, Teaching and Assessment	Satisfactory
Raising Attainment and Achievement	Weak

3.3.4   The report was published on 21st January and a briefing was held for Local Elected Members on 24th January. This briefing outlined progress to date and provided an opportunity to share the comprehensive Action Plan in place to support school improvement (available in Appendix A). Many areas have already progressed with a significant review of remits to ensure a sharp focus on the recommendations. Inspectors will return within 1 year to evaluate progress.

3.4.1 **Harlaw Academy** was inspected in November 2019. The inspection team inspected all 4 quality indicators and found the following strengths in the school's work:

- Young people in the school are articulate, motivated and keen to participate in the school's improvement;
- Senior leaders and pupil support staff, working with partners, support well those young people who benefit from specialist help with their learning; and
- Most young people in the senior phase have access to a wide range of courses in National Qualifications, vocational learning and Open University modules. They benefit from a range of opportunities for achievement including youth award programmes and The Duke of Edinburgh Award. These help young people to become successful learners, gain leadership skills, improve their confidence and learn to work as part of a team.

3.4.2 The following areas for improvement were identified and discussed with the headteacher and the Quality Improvement Manager:

- Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people;
- Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect; and
- Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages.

Harlaw Academy	Grade
Leadership of Change	Weak
Learning, Teaching and Assessment	Satisfactory
Raising Attainment and Achievement	Satisfactory
Ensuring wellbeing, equality and inclusion	Weak

3.4.3 The report was published on the 4th February with a briefing coordinated for Local Elected Members on the same day. Officers were able to share that a new Head Teacher will begin his tenure at Harlaw at the beginning of March to lead improvements. Many areas of improvement have already been addressed and a provisional Action Plan is in place to address the recommendations (see Appendix B). This plan will be finalised with the new Head Teacher in March. Officers requested that a return inspection take place in 18 months to enable the new Head Teacher some time to become established at the school and the Inspection team has agreed this timescale for return.

PRIMARY SCHOOL INSPECTIONS

3.5.1 **Culter Primary School** was inspected in October 2019 by Education Scotland and the Care Inspectorate. The inspection team found the following strengths in the school's work:

- Confident, articulate children across the school and nursery who are polite, enthusiastic and eager to learn;

- The strong focus on children's health and wellbeing across the school and nursery resulting in the positive, respectful and supportive culture underpinned by the rights of the child. Children in the primary school are developing a very good understanding of how to improve their own wellbeing and the importance of recognising and understanding their emotions; and
- The valuable opportunities provided within the primary school for children to develop their skills through wider achievements as a result of strong staff teamwork and effective partnership working.

3.5.2 The following areas for improvement were identified and discussed with the headteacher and Quality Improvement Manager:
- Continue to provide clear, strategic guidance and direction to build and deepen nursery practitioner knowledge, skills and understanding of current thinking in early learning and childcare. Children require increased and consistent opportunities to lead their learning through play across both playrooms;
- Develop a shared understanding of good practice in learning and teaching across the school and nursery to ensure it is of consistently high quality, providing appropriate pace and challenge for all children; and
- Continue to develop the use of assessment to inform planning, tracking and monitoring and raise attainment further.

School	Grade
Leadership of Change	Good
Learning, Teaching and Assessment	Satisfactory
Raising Attainment and Achievement	Good
Ensuring Wellbeing, Equality and Inclusion	Very Good

Early Learning and Childcare	Grade
Leadership of Change	Satisfactory
Learning, Teaching and Assessment	Satisfactory
Ensuring Children's Progress	Good
Ensuring Wellbeing, Equality and Inclusion	Good

Care Inspectorate Gradings	Grade
Quality of care and support	Good
Quality of environment	Good

3.5.3 The school are using the inspection recommendations to help inform the School Improvement Plan and no additional Action Plan is deemed necessary. The school has demonstrated their capacity for improvement.

RETURN INSPECTIONS

3.6.1 **Kittybrewster Primary School** was inspected in December 2018 with evaluations spanning weak and satisfactory. The inspection of 2018 set out clear areas for improvement. The improvements deemed necessary were:

- Senior leaders should provide clear, strategic leadership and direction to staff to guide improvements across the school and nursery;
- Senior leaders should organise for staff to work with staff in other schools to ensure they understand national standards of attainment, and to develop consistency in the quality of teaching and learning across all stages;
- Continue to develop approaches to tracking and monitoring the work of the school and children's progress in learning, in order to raise children's attainment in literacy and numeracy;
- Across all stages, staff need to develop consistent approaches to assessment to inform children's next steps in learning. This will support children to know what they need to do to improve further; and
- Involve all children in planning and leading their learning, and in decision-making about aspects of school life that affect them. Provide more regular opportunities to give children choice and responsibility to develop greater independence in their learning.

3.6.2 In May 2019 the Chief Education Officer arranged for a central officer to be deployed as Acting Headteacher.

3.6.3 In December 2019 Inspectors returned to the school to evaluate progress. Inspectors have confirmed that all areas for improvement identified in 2018 have been addressed and that they will not return to the school. They are confident that the school now has the capacity to continue to improve. A permanent head teacher will now be appointed to the school.

3.6.4 Care Inspectorate grades for the Early Learning and Childcare have improved with gradings of 'good' now awarded across all measures.

3.6.5 Inspectors noted that the newly appointed senior team quickly made significant improvements and have effectively improved the environment for teaching and learning. In addition, parental support and parent involvement in the life and work of the school has increased.

3.7.1 **Gilcomstoun Primary School and Nursery Class** was visited in May 2018 by a team of inspectors from Education Scotland. With evaluations spanning weak and satisfactory, the inspection of 2018 set out clear areas for improvement. The improvements deemed necessary were:
- The leadership team should develop a clear strategic direction to guide well-paced leadership of change at all levels. This entails the robust use of self-evaluation, which leads to a shared understanding of strengths, improvement needs and evidence of improved outcomes;
- As a high priority, develop the curriculum to meet national expectations. This should enable children to build on their knowledge, skills and understanding as they move through the school. Children should be encouraged and supported to continue with Gaelic Medium Education as they move from primary to secondary;
- Build on the most effective practice to ensure high-quality learning, teaching and assessment across the school;
- Give prompt attention to ensuring that the learning needs of children are identified through reliable assessment, and are met through appropriate and timely support. As required, this should include specialist input; and

- Raise attainment in literacy and numeracy, as well as in other areas of learning, to enable children to make the best possible progress.

3.7.2 In October 2019 Inspectors returned to the school to evaluate progress. Inspectors have confirmed that the school has made progress in all areas for improvement identified in 2018 and are working to further embed some of the changes. Education Scotland have asked the Local Authority to report on progress within a year. If sufficient progress continues to be made it is unlikely that Education Scotland will return to the school. The School Quality Improvement Manager will oversee progress to ensure this pace is maintained.

3.7.3 Early Learning and Childcare grades are now:

Quality of Care and Support	Good
Quality of the Environment	Very Good
Quality of Staffing	Good
Quality of Leadership and Management	Good

ANTICIPATED RETURN INSPECTIONS

3.8.1 A number of schools are awaiting return inspections and a summary of progress is included below to ensure Elected Members are sighted on progress.

3.8.2 **Orchard Brae** has made changes to the remits of senior staff to ensure that the recommendations can be effectively taken forward. The main focus is currently around Learning, Teaching and Assessment. Care Inspectorate grades for Early Learning and Childcare have significantly improved with grades of very good being awarded for Quality of Care and Support and Quality of staffing and grades of Good for Quality of Environment and Quality of Leadership and Management.

3.8.3 **Dyce Primary** continues to work to improve based on the inspection findings and are currently working with officers and peer head teachers to improve Learning, Teaching and Assessment. Officers are working closely with the school to secure a permanent head teacher to help lead the school through the improvements required.

3.8.4 **Kingsford Primary** are continuing to work with central officers and peer Head Teachers to address the recommendations within the report. The Quality Improvement Visit has helped direct support to the school in order to improve the level of differentiation and support early years staff to deliver play-based learning.

3.8.5 **Milltimber Primary** are continuing to work with central officers to address the recommendations within the report. The school has been considering the refreshed narrative around Curriculum for Excellence to ensure that work is focussed and coherent.

INSPECTIONS OF EARLY LEARNING AND CHILDCARE

3.9.1 All Early Learning and Childcare settings need to be operating at Good or above in order to deliver 1140 hours from August 2020. The Early Years Team has been working closely with settings to ensure that they are operating a quality

service. Significant gains have been made over the last year with a higher number of settings now meeting national standards. A comprehensive action plan is in place for settings who are not yet achieving a grading of Good or better and Early Learning and Childcare (ELC) Locality Leads, who oversee quality improvement work across ELC, continue to support improvement in individual settings.

3.9.2 Between August and December 2019, Care Inspectorate carried out 19 inspections of Local Authority Early Learning and Childcare settings. 18 of these settings were awarded grades of good or very good and 1 setting was graded as adequate (Milltimber where Locality Leads continue to support). This is a marked improvement and evidences the positive impact of our Locality Leads in supporting improvement across Early Learning and Childcare.

3.9.3 During this period 10 inspections of Funded Provider settings took place with 8 receiving grades of good or very good and 2 settings receiving grades of adequate (Cove Bay Kindergarden and First Class.) Locality Leads continue to support both settings to meet the quality standard.

3.9.4 Currently 10 local Authority settings (Abbotswell, Broomhill, Charleston, Dyce, Kaimhill, Me2[1], Loirston, Milltimber, Holy Family and Ashgrove) and 9 Funded Provider settings(Altens, Oldmachar Pre-School, Amber Kindergarden, Bridges, Cove Bay Kindergarden, J Puddleducks, The kindergarden, First Class and Bright Horizons Dyce) have at least 1 area which has been graded below the standard.

3.9.5 ELC Locality Lead Officers are working closely with individual settings to ensure a bespoke support package tailored to their needs is in place in order to support their work to gain a minimum of Good in each area.

3.9.6 In many cases the Quality of Leadership and Management is emerging as an area for improvement. In response to this, the Early years team have developed a training package for current leaders and other aspiring leaders.

LEARNING FOR THE LOCAL AUTHORITY

3.10.1 There are a series of emerging themes from the inspection reports, most notably a theme of inconsistent approaches to Learning, Teaching and Assessment. Vulnerabilities in this area impact on all other QIs and it is important that the service support schools to improve practice. The Service professional learning offer has a clear focus on improving learning and teaching with significant uptake from all schools.

3.10.2 The current approach to Quality Improvement, the development of an Aberdeen City Council Standard for Learning, Teaching and Assessment and the standardisation of approaches to tracking and monitoring will support schools to improve further.

---

[1] Me 2 currently provides Early Learning and Childcare for eligible 2s.

3.10.3 A second key area being highlighted is the leadership of change. This leadership extends beyond the work of the senior team and it is important that we have a more systematic approach to developing leadership at all levels. The leadership framework being presented to this committee and the use of Trios to support Quality Improvement will help support work in this area. In addition, the service continues to streamline paperwork to ensure that leaders are well placed to lead so that their time can be effectively used to secure improvement.

3.10.4 Key messages from inspection are now collated and shared with colleagues. This approach ensures that staff teams remain aware of current national standards.

3.10.5 There is clear evidence that the approach being taken to support early learning and childcare settings is realising improvement. The appointment of Locality Leads over the last year has significantly added capacity to the team. Inspections continue to be monitored so that learning is shared across local authority and funded provider settings through established Quality Assurance arrangements.

4   FINANCIAL IMPLICATIONS

4.1   There are no financial implications from this report.

5.   LEGAL IMPLICATIONS

5.1   The Standards In Scotland's Schools Etc. Act 2000 places an obligation on Local Authorities to secure improvement in all schools whilst the Children and Young People (Scotland) Act 2014 places a duty on Local Authorities to provide 1140 hours of Early Learning and Childcare from 2020. Settings not able to provide a service rated as 'Good' or better will not be eligible to offer the expanded entitlement.

6.   MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Risk of an ELC setting not being able to deliver funded ELC due to poor quality	L	Mitigated through the development of more robust approaches to supporting improvement.
Legal	Failure to deliver on legal duties	L	Actions and proposed actions satisfy these legal duties.
Employee	Risk of employees feeling overwhelmed by the many improvements required.	L	Support in place from the Local Authority Education Service

Customer	Potential for children or young people to be disadvantaged by not having access to a quality educational experience.	L	Close monitoring of progress by the Education Service through the revised education structure
Reputational	Risk of reputational damage for school and service	M	This report will provide some assurance that plans being implemented are effective

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Children who have their learning and wellbeing needs well met are more able to contribute to a prosperous economy
Prosperous People	Children and young people who have their learning and wellbeing needs met are more likely to have fulfilling and more independent lives, as such this report closely aligns to all the children's stretch outcomes in the LOIP.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Review of performance data enables the service to be shaped to support continued improvement.
Organisational Design	Seeks to ensure the best use of resource in the system.
Governance	Overseen by the Chief Education Officer and Quality Improvement Managers and by the Education Operational Delivery Committee.
Workforce	Ensures that colleagues in schools and settings have clarity around their roles and responsibilities and anticipated standards.
Process Design	Revised monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Technology	Supports increased use of technology to improve outcomes for children and young people through simplifying messaging to staff around anticipated standards.
Partnerships and Alliances	Promotes and makes use of wider partnership support as appropriate.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A   Action Plan for Hazlehead Academy
Appendix B   Action Plan for Harlaw

11. REPORT AUTHOR CONTACT DETAILS

Eleanor Sheppard
Chief Education Officer
esheppard@aberdeencity.gov.uk
01224 522707

This page is intentionally left blank

HAZLEHEAD ACADEMY
Action Plan Following Inspection

Depute Head Teacher: Alan Daglish

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Senior leaders' focus on improving learning and teaching needs to be captured in a strategic statement of the expected standard within classrooms. Staff should continue to prioritise sharing and learning from where there is existing high-quality practice within Hazlehead Academy.	New Learning, Teaching & Assessment policy introduced in September. This will be supported by a web based version giving clear exemplification, examples of practice and professional learning opportunities.	Evidence captured during focus visits. Attainment data.
At the BGE stage, teachers need to work collaboratively to improve the quality of feedback to learners. In most cases, young people need to be more confident about how to make better progress.	Priority for PEF L&T lead. Working group to be established, inputs planned for January w/s meeting, all staff to attend OSIRIS course in February, follow up at faculty meetings and use QI visit in March to support progress.	Evidence captured during focus visits. Pupil Voice. Attainment data.
Where practice needs to improve, teachers need more direct feedback in achieving a better standard across the school. For this, senior leaders need to ensure a robust approach to quality assurance at faculty and whole-school level.	Raise with individual faculty heads at mid-session reviews in January/February and build on QA model introduced last session.	Evidence captured during focus visits. Attainment data.
Too often, teachers use the same approach for the whole class. Tasks and activities are not always well matched to the needs of all learners. In these situations, young people have insufficient opportunities to lead their own learning and develop independence. Teachers need to increase their range of questioning to develop young people's higher-order thinking skills. In the broad general education (BGE), almost all teachers need to provide more opportunities for young people to reflect upon their learning and evaluate their progress. More work is required on the use of differentiated approaches to learning. Most teachers need to collaborate further with support for learning staff and classroom assistants to effectively plan how they support young people in classes, and take forward interventions.	Existing area of focus which will continue. Some of this will be targeted up as part of ongoing work on effective L & T as mentioned above. Others, particularly questioning and differentiation, will follow on from the work on feedback. *We did a lot of work on the "standard" last session and completely changed the format of our internal QA visits. The ACC QI visit in March will complement this and a further set of visits will take place in June.*	Evidence captured during focus visits. Attainment data.

The use of digital technology should be more fully embedded into classroom practice through the medium of English and Gaelic.	Next steps following achievement of the Digital Schools Award. Staff and pupil groups in place to lead on this.	Captured as part of ongoing evidence gathering.

QI 3.2 - Raising Attainment and Achievement

All staff need to take responsibility for developing numeracy across all contexts of learning.	Appointment of PEF funded Numeracy lead with clear remit for developing numeracy in house and across the ASG.	
For numeracy, teachers need to increase the reliability of professional judgements of levels by using robust moderation activities. These should inform appropriate curriculum pathways across the school, with young people well guided to the most appropriate course. The school is not securing continuous improvement in numeracy for all young people. There are some constraints on young people's attainment in S4 and by S5. Senior leaders should continue to be proactive in ensuring that all young people leave school with an award in numeracy. In 2018, there was a decline in the percentage of young people leaving with a numeracy award at SCQF level 4 or better and SCQF level 5 or better. As a result, the school performed significantly lower than the VC. Between 2018 and 2019 in S4, the percentage of young people attaining numeracy at SCQF level 5 or better has declined to be significantly much lower than the VC. By S5, attainment has declined to be significantly much lower than the VC in 2019.	Key issues here are the numbers attaining L4+ and L5+, the numbers leaving without a qualification, moderation of CfE Levels and conversion into performance in NQ's. Short term Work with Maths to successfully implement their own action plan. Curriculum changes in place from June 2020. *Done.* Specific focus on accuracy of CfE levels. Medium term Whole school approach to developing Numeracy - in house and in partnership with the ASG. *Booklet for Staff and Parents issued already. Links with relevant staff in the ASG established.* Long term Family learning opportunities to build confidence of parents and enable them to help their children.	Data: - A numeracy qualification for all. *On track.* - Improved numbers attaining L4 and L5. - Improved performance over time. Appropriate pathways in place for senior phase learners.
Faculty heads and teachers need to be very focused on having high standards of learning and teaching, and high expectations of what young people can achieve. Most staff need to raise their expectations of what all young people may achieve.	Raise with individual faculty heads at mid-session reviews in January/February and tackled as part of L&T work outlined above.	

HAZLEHEAD ACADEMY
Action Plan Following Inspection

Depute Head Teacher: Kieran Kenny

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Senior leaders' planned review of the school's learning, teaching and assessment policy should include guidance on summative assessment and learning within unfamiliar contexts.	Specific Assessment Policy to be reviewed following introduction of over-arching L, T & A Policy.	Updated policy and guidance produced.
Teachers' professional judgements need to be supported with more regular moderation activities.	Regular item on agendas for DHT/Faculty Head 1:1 meetings and "Faculty Group" Meetings with DHT's.	Evidence of moderation activities. Reflected in attainment data.
In the senior phase, teachers share their experience of national standards from being markers and examiners with the Scottish Qualifications Authority (SQA). Others attend events to maintain their knowledge of assessment arrangements. Teachers can increase the impact of this professional learning to raise young people's attainment in the senior phase.	We raised this ourselves as it emerged from a number of attainment reviews as an action point.	Reflected in individual subject attainment data.
In the BGE, faculty heads track young people's progress, using a range of approaches. These need to be streamlined to include consistent features, such as how well groups of learners and individuals are making progress. Across the school, staff's conversations about progress should be aligned further to tracking and monitoring of progress. This should evidence how well barriers to learning, and challenges faced by young people, are being addressed.	Bespoke tracker produced to meet our specific needs. SEEMiS Progress & Achievement module to be introduced. *This has been done and was launched at the November In-service Day.* *S3 is currently being populated with data and S1/2 is being done in February.*	All staff have access to accurate data about all learners in the BGE.

Staff need to make better use of assessment information for young people who are experiencing disadvantage and barriers to their learning. They should ensure that appropriate interventions for equity and support are in place to improve outcomes for young people.	SQA Co-ordinator to ensure that pupils are entered and <mark>all potential qualifications are captured.</mark>	Reflected in attainment data.

QI 3.2 - Raising Attainment and Achievement

Senior leaders do not have a systematic strategic overview of progress over time in the BGE. Staff make variable use of data from primary.	Bespoke tracker produced to meet our specific needs. SEEMiS Progress & Achievement module to be introduced.	Senior team have access to accurate data for all learners in the BGE in one place.
Senior and middle leaders should continue as planned, to ensure that interventions close gaps in attainment and remain sustainable.	Rigorous monitoring of the attainment data of <mark>whole year groups</mark> and specific cohorts within each year group. *S4 have been in the spotlight since October - the entire year group and specific cohorts.*	Reflected in attainment data.

HAZLEHEAD ACADEMY
Action Plan Following Inspection

Depute Head Teacher: Donna Wilson

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Tracking and monitoring needs to include evidence of the engagement of young people in GME in activities in and beyond school which maintains and extend their fluency in Gaelic. Take account of Gaelic in the strategic planning of the school. This should focus on increasing the numbers that continue with Gaelic Medium Education from primary and throughout each stage of secondary. Young people need more regular opportunities to develop their fluency in the language.	Produce a specific action plan for GME in conjunction with staff from Gilcomstoun School and the relevant Development Officer. *Done.* Form a strategic working group for GME. *Done.* Look outwards to learn from schools in other local authorities. *Visit planned.*	Increased numbers continuing from Primary into Secondary. Increased numbers studying Gaelic - fluent speakers and beginners. Opportunities developed for learners to study more courses through the medium of Gaelic.

QI 3.2 - Raising Attainment and Achievement

As yet, the curriculum is not providing appropriate progression to improve attainment. At pace, staff should improve continuity and progression from the BGE to senior phase courses. As senior leaders use data to plan enhanced curricular outcomes, they should ensure that they regularly evaluate the impact of these changes on attainment.	Curriculum review is ongoing but a large number of new courses are being introduced in the senior phase from June 2020 and a revised BGE will be implemented following a lengthy consultation with all stakeholders. *Extensive review began in November 2018. New courses for Senior Phase learners and a revised BGE structure will be in place from June 2020. Impact will be monitored closely.*	Reflected in attainment data - specifically the number of qualifications attained by learners at particular levels.
Teachers need to collaborate with primary colleagues to increase their knowledge of young people's prior learning to improve progression.	Build on existing practice and provide more opportunities for teachers to share practice across the 2 sectors. *Existing practice involves Science and Modern Languages.*	Improved attainment in the BGE leading to improved attainment in National Qualifications. Evidence in tracking data. Pupil voice.
Senior leaders should extend their approach for reviewing attainment to the BGE. They recognise that an essential next step is to have an outward perspective to their review of attainment through professional dialogue and analysis.		

All staff need to take responsibility for developing literacy across all contexts of learning. The school is not securing continuous improvement in literacy for all young people. There are some constraints on young people's attainment in S4 and by S5. Senior leaders should continue to be proactive in ensuring that all young people leave school with an award in literacy. Between 2015-2018 in S4, the percentage of young people attaining at SCQF level 5 or better in literacy has been significantly lower than the VC in three out of four years. In 2019, attainment declined further to be significantly much lower than the VC. By S5 in the latest two years, the percentage of young people attaining at SCQF level 5 or better has fallen to significantly lower than the VC. The percentage of young people attaining at SCQF level 6 or better, has been significantly lower than the VC in four out of five years between 2015 and 2019.	Key issues here are the numbers attaining L4+ and L5+ and the numbers leaving without a qualification in Literacy. Short term Work with English to successfully implement their own action plan. ==Curriculum changes in place from June 2020.== *Done* Medium term ==Whole school approach== to developing Literacy - in house and in partnership with the ASG. Long term Continue to develop ==Family learning== opportunities to build confidence of parents and enable them to help their children. *Reading has been a focus (whole school and with families) and this has had a positive impact on attainment and engagement.*	Data: - A literacy qualification for all. - Improved numbers attaining L4, L5 and L6. - Improved performance over time. Appropriate pathways in place for senior phase learners.
Over time, young people could be making much better progress as they move through the school. In 2019 for young people in S4, at SCQF level 5C or better and SCQF level 5A or better, the percentage of young people attaining all possible number of qualifications is significantly much lower than the VC. In the latest year, there has been a fall in the percentage gaining between three and six qualifications at SCQF level 5 or better. Senior leaders are aware of the need for young people to gain more qualifications before they leave school. For this, they should continue to develop curriculum pathways that give a choice in next steps.	We need to get ==more leavers through more qualifications==: A very small number leave with no qualifications. ==5 or 6 L3's are behind VC.== ==5 or 6 L4's are behind VC.== ==Any number of L5's are behind VC.Use of data and rigorous tracking of pupils in S4.== Spotlight on individuals and numbers of subjects. Focus on specific groups, eg leavers. Target setting at attainment review meetings. Curriculum changes will provide more appropriate pathways for all learners from next session. *We have been monitoring this data closely since the inspection and current performance/predictions and the impact of these on whole school data will be discussed over the next few weeks with faculty heads.*	Data: - Greater stability in individual subject performance. - Increased numbers of qualifications achieved at all levels. - Improved grades at N5 and Higher.

HAZLEHEAD ACADEMY
Action Plan Following Inspection

Depute Head Teacher: Stuart Craig

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Teachers should consistently embed the values within classroom practice. To assist them in doing this, senior leaders need to advance plans to refresh the relationships policy to include restorative and rights-based approaches.	Continue with planned work on the compassionate and connected school community - whole staff events and twilight sessions. *Inputs have been delivered at August and November In-service days.* Develop a revised positive relationships policy with input from all stakeholders. *Group formed to work on this.*	Lesson observations. Pupil voice. Fewer referrals due to behaviour. Fewer incidences of exclusion.

QI 3.2 - Raising Attainment and Achievement

Senior and middle leaders should continue to embed CATAPULTS to enable young people to connect the skills they are acquiring across all contexts of the curriculum.	This is a specific part of the remit of the PT CATAPULTS post and part of developing effective Learning and Teaching. *2 appointments have been made to build on the success of the work done over the past 3 years.*	Lesson observations. Data held within our skills tracker. Pupil voice.
Senior leaders should ensure that all young people's achievements and accreditation awards are tracked. From this, they should analyse patterns of participation to be confident that all young people are benefitting from achievement opportunities.	This area received many positive comments. Recording and Tracking takes place and is used in a number of ways. Plans are already in place to further develop this. *PT CATAPULTS and PT Mentoring have specific responsibilities here.*	Data captured.

This page is intentionally left blank

Area for improvement	Specific action	Evidence of improvement
Theme 1: Leadership and empowerment		
Increase engagement of pupils, staff and partners to develop an empowered school with a shared vision and purpose	Work differently with the school community to agree priorities. Involve staff, pupils, parents/partners more in improvement at a school and classroom level	Questionnaire returns Self evaluation by groups Consistent articulation of vision/purpose
Consistent high expectations for learning, teaching and assessment	Use agreed L&T framework to develop shared expectations. Professional learning of staff to meet learner needs.	Self evaluation of classroom experience Staff PRD and teacher led enquiry
Theme 2: Effective learning and teaching		
Consistent approach to positive relationships and classroom ethos	Review relationships and anti-bullying policies. Work with Pivotal to develop visible consistencies.	Reduction in bullying, increased agency Consistent use of visible consistencies
Review BGE to ensure learning and teaching meets the needs of all learners	Support staff to better meet the diverse needs of pupils. Increase pace, challenge and engagement for all pupils in BGE Planning and moderation in BGE for level 4 E's and O's	Universal support evidenced in all classes Self evaluation of QI 2.3 and 2.4 Impact of tracking/moderation evidenced
Engage staff to ensure a deeper understanding and implementation of L&T policy	Staff to exemplify each aspect of the L&T framework Professional learning to support improvements in L&T Support staff in approaches to self-evaluation and improvement	Consistency of pupil experience Staff confidence and collaboration Staff skill in self evaluation for improvement
More fully involve pupils in their learning and progress through the BGE	Ensure all pupils know their current level, next steps and progression routes. Evidence pupil involvement in planning and leading learning	Pupil agency in their learning journey Profile and tracking progress Feedback from pupil groups
Track/monitor pupil progress and base decisions/interventions on robust moderation procedures	Track pupil progress in knowledge, skills and participation Ensure moderation informs planning, assessment and next steps in learning Ensure all learners have appropriate support and challenge	Teacher and whole school tracking Robust moderation in all areas linked to planning, assessment and feedback Pupil profile, targets and reports
Ensure the curriculum meets national expectations and offers opportunities for all our pupils	Ensure all pupils S3-S6 receive their full curriculum entitlement. Increase opportunities for IDL and learning for sustainability Ensure Lit, Num, H&WB are fully developed at all stages. Embed CES/CMS in all areas of the school as part of a wider approach to DYW, skills development and work placements	Curriculum audit and rationale Examples of rich and impactful IDL Tracking through pupil experiences Tracked through pupil profile and through pupil experiences across school
Theme 3: Wellbeing and inclusion		
Respond to safeguarding concerns identified during the inspection	See separate action plan for safeguarding points and review anti-bullying policy	Reduce numbers who feel unsafe and ensure we fully comply with guidelines
Support professional learning of staff to better meet full range of pupil needs	Ensure teachers adapt L&T to meet needs of all learners Ensure class teachers provide universal support to pupils	Feedback from class visits and pupils Evidence form lived experience of pupils

Page 133

	Provide opportunities for SfL staff to support across the 5 roles	Audit impact of SfL across roles
Streamline processes and develop overview of impact of targeted support	Review referral and monitoring systems. Audit targeted support and ensure they help pupils attain, achieve and progress onto positive sustained destinations	Record changes and their impact Tracking pupil experience within targeted support provision
Help all pupils, staff and visitors to feel included and engaged	Review PSE programmes Foster a consistent approach to positive relationships in classes Actively seek and act upon pupil views in all areas of the school Improve the school and learning environments for pupils to develop nurturing, rights respecting and inclusive behaviours	Feedback on new programmes Visible consistencies having impact Feedback from pupil representatives Involve community in maintaining inclusive rights respecting school/class ethos
Theme 4: Raising attainment		
Sustain recent improvements in attainment, achievement leading to improved destinations	Sustain actions which have improved attainment and achievement and help more pupils leave to a positive and sustained destination	Close scrutiny of performance data Accountability at all levels for continued improvements in attainment/achievement