

Public Document Pack



To: Councillor Malik, Convener; Councillor Imrie, Vice Convener; Councillor Jennifer Stewart, the Depute Provost; Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Houghton, Hutchison, Macdonald, MacGregor and Mennie; and Mrs Louise Bruce (Parent Representative – Primary / ASN); 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) and one vacancy (Third Religious Representative).

Town House,
ABERDEEN, 26 May 2021

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **THURSDAY, 3 JUNE 2021 at 10.00 am.**

Members of the press and public are not permitted to enter the Town House at this time. The meeting will be webcast and a live stream can be viewed on the Council's website.

FRASER BELL
CHIEF OFFICER - GOVERNANCE

BUSINESS

NOTIFICATION OF URGENT BUSINESS

- 1.1 There are no items of urgent business at this time

DETERMINATION OF EXEMPT BUSINESS

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

DECLARATIONS OF INTEREST

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

DEPUTATIONS

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Previous Meeting of 17 March 2021 (Pages 7 - 10)

NOTICES OF MOTION

- 6.1 There are no notices of motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 11 - 14)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

PERFORMANCE AND RISK

- 9.1 Education Operations Performance Management Framework - CUS/21/131 (Pages 15 - 32)
- 9.2 Education Improvement Journey and National Improvement Framework - CUS/21/130 (Pages 33 - 128)

GENERAL BUSINESS

- 10.1 Parental Engagement Plan 2021-2024 - OPE/21/134 (Pages 129 - 142)
- 10.2 Free School Meals - OPE/21/139 (Pages 143 - 150)
- 10.3 Proposed consultation to establish catchment areas for Gaelic Medium Education - RES/21/133 (Pages 151 - 160)
- 10.4 Lochside Academy - Transport & Safe Routes to Schools Annual Update - OPE/21/110 (Pages 161 - 168)

- 10.5 [Aberdeen Summer of Play Programme 2021/2022 - OPE/21/129](#) (Pages 169 - 196)
- 10.6 [Supporting Learners - OPE/21/132](#) (Pages 197 - 214)
- 10.7 [Inspection Reporting - OPE/21/122](#) (Pages 215 - 248)

Impact Assessments related to reports on this agenda can be viewed [here](#)

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

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DECLARATIONS OF INTEREST

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

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

For example, I know the applicant / I am a member of the Board of X / I am employed by...

and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

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

OR

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

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

OR

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

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

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 17 March 2021. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Malik, Convener; and Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Hutchison, Imrie, Lumsden (as substitute for Councillor Wheeler), Macdonald, MacGregor, Radley (as substitute for Councillor Mennie) and Councillor Jennifer Stewart, the Depute Provost. External Members:- Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Anthony Rafferty, (Parent Representative - Primary / ASN) (as substitute for Mrs Tracey Blackie); Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools).

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

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

In the absence of the Convener, the Vice Convener took the chair.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING OF 20 JANUARY 2021

2. The Committee had before it the minute of its previous meeting of 20 January 2021 for approval.

In relation to Article 3 (Minute of Previous Meeting), the Convener advised that the service update which had included the requested information on children who had been excluded on more than one occasion had been re-sent to Councillor Mennie as requested; and in relation to Article 7 (Early Learning and Childcare Expansion) a service update had been circulated to advise if the 23 remaining capital projects were still on budget and on schedule for completion by August 2021 as instructed at the last meeting.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

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

EDUCATION OPERATIONAL DELIVERY COMMITTEE

17 March 2021

Members asked a number of questions of officers in respect of item 27 on the planner (School Estate Plan).

The Committee resolved:-

- (i) to note that the Committee Annual Effectiveness report would now be presented to the November 2021 meeting to enable sufficient data to be collected due to the cancellation of meetings in 2020;
- (ii) to note the comments from officers in respect of the school estate including that an update would be provided on Bucksburn later in the year, and in respect of the query from the Parent Forum about an update on Countesswells, to note that this would be included in the Community Campus report due to Committee in November;
- (iii) to note that the Chief Officer – Education would take back to the school placings team the comments made by Mr Rafferty in respect of the reasons given in school placing appeals around capacity in schools; and
- (iv) to otherwise note the planner.

EDUCATION OPERATIONS PERFORMANCE MANAGEMENT FRAMEWORK - CUS/21/061

4. With reference to article 5 of the minute of its previous meeting, the Committee had before it a report by the Director of Customer Services which presented an update on the status of key performance measures relating to the Education Operational cluster.

The report recommended:-

that the Committee note the report and provide comments and observations on the performance information contained in the report Appendix.

The Committee resolved:-

to note the report.

ADDITIONAL CLOSURE DAYS FOR SECONDARY SCHOOLS - OPE/21/077

5. The Committee had before it a report by the Chief Operating Officer which sought approval for the dates of two 'assessment and moderation support days' for secondary schools to support successful delivery of the Alternative Certification Model in place for session 2020/2021.

The report advised that an additional two days had been set aside by the Scottish Government for teachers to engage with the assessment, moderation and quality assurance process required for awarding National Qualifications. The two days would be additional in-service days specifically for assessment, moderation and quality assurance purposes, and could be deployed at the discretion of the Local Authority.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
17 March 2021

The report recommended:-

that the Committee –

- (a) note the Alternative Certification Model timeline in place across the city; and
- (b) instruct the Chief Education Officer to make a formal request to the Scottish Government for two ‘assessment support days’ on 28 May and 4 June 2021.

The Committee resolved:-

to approve the recommendations.

- **COUNCILLOR M. TAUQEER MALIK, Convener**

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	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	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	03 June 2021								
4	Education Improvement Journey and National Improvement Framework	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. This report will also cover an update on the National Improvement Framework Plan		Reyna Stewart	Data and Insights	Customer	1.1.3		
5	Summer of Play Programme 2021/2022	To seek approval for a proposed summer programme to support the wellbeing of children and young people across Aberdeen City who have been most impacted by the pandemic		Eleanor Sheppard	Education	Operations	1.1.1		
6	Proposed consultation to establish catchment areas for Gaelic Medium Education	To seek committee approval to launch a statutory consultation on proposals to establish catchment areas for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School		Andrew Jones	Corporate Landlord	Resources	1.1.1		
7	Parental Engagement Plan 2021-2024	To present the refreshed plan to Committee		Donna Cuthill	Education	Operations	1.1.1		
8	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
9	Supporting Learners	EOD Committee 26/11/20 - The Committee resolved to note the approach being taken and progress made to date; and instruct the Programme Manager to report on the programme within 3 committee cycles. EOD Committee 20/01/21 - In relation to the update on Request for Assistance data, to instruct the Programme Manager to report progress, including supporting data, as part of the Supporting Learners programme update, which is scheduled for Education Operational Delivery Committee in two committee cycles (June 2021).		Craig McDermott	Education	Operations	1.1.1		
10	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 / Vycki Ritson	Strategic Place Planning / Operations and Protective Services	Commissioning / Operations	1.1.1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
11	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer - Early Intervention and Community Empowerment 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		Derek McGowan / Neil Carnegie	Early Intervention and Community Empowerment	Customer	1.1.1		
12	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Gael Simpson	Education	Operations	1.1.6		
13	23 September 2021								
14	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
15	Digitalisation of Music Service	Council Budget 11/03/21 - to reject the £200,000 saving for the Music Service and instruct the Chief Education Officer to report to the Education Operational Delivery Committee by September 2021 on how the Music Service could use digitalisation to offer a more affordable offer to families and extend the reach of the service. As part of any redesign the Music Service should explore opportunities to collaborate to establish an online Music Service to ensure opportunities are open for all wanting to use the Music Service		Eleanor Sheppard	Education	Operations	TBC		
16	Senior Phase	EOD Committee 26/11/20 - The Committee resolved to note the analysis of performance across the senior phase and how the COVID-19 pandemic had impacted on employability and training options for young people leaving school; approve the proposed direction of travel to ensure that the partnership curriculum ideally supported school leavers into further, higher education or employment; approve the education service framework in Appendix B and instruct the Chief Education Officer to update the framework in Appendix B if updated national guidance was published; and instruct the Chief Education Officer to report on progress within 3 Committee cycles.		Alex Duncan	Education	Operations	1.1.1		
17	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
18	25 November 2021								
19	Education Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	Reports will be presented approx May and November each year	Reyna Stewart	Data and Insights	Customer	1.1.3		
20	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Rob Polkinghorne	Operations	Operations	GD 8.5		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
21	Campus Model for School Provision	Council Budget 03/03/20 - To instruct the Chief Officer Corporate Landlord to take forward the proposals for a campus model for future school provision to the Education Operational Delivery Committee on 26 November 2020	Service update was circulated in November 2020 advising that report would be presented November 2021	Andrew Jones	Corporate Landlord	Resources	1.1.2		
22	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
23	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
24	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Operations	1.1.4		
25	DATE TO BE CONFIRMED - DEPENDENT ON START DATE OF CONCESSION CONTRACTS								
26	ELC Concession Agreements	Strategic Commissioning Committee 15/04/21 - in relation to the Early Learning & Childcare Concession (Tillydrone and Northfield Cummings Park Nurseries) business case, instruct the Chief Officer - Education to review the operation of the concession agreements, 12 months from their commencement, and report the findings of that review to the Education Operational Delivery Committee		Eleanor Sheppard / Aisling MacQuarrie	Education	Operations	TBC		
27	2022								
28	ELC - Expansion of 1140 Hours	EOD Committee 20/01/2021 - to note that officers would be undertaking a review of the expansion to be concluded by December 2021 and to request that the evaluation be taken to Committee thereafter. Council Budget 11/03/21 - to instruct the Chief Education Officer to report to the first meeting of the Education Operational Delivery Committee in 2022 on the suitability of the provision of 1,140 hours of Early Learning and Childcare in the city	January 2022	TBC	Education	Operations			
29	School Estate Plan	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) EOD Committee 20/01/21 - to instruct the Chief Officer – Corporate Landlord to report back to the next meeting of the Committee rather than in June 2022 as outlined in the planner Council 03/03/21 - (i) to note the process and timeline required to be followed in delivering the School Estate Plan, and instruct the Chief Officer - Corporate Landlord to present the finalised School Estate Plan to the Education Operational Delivery Committee in Summer 2022, in line with this timetable; and (ii) to instruct officers to arrange a meeting with the External Members of EODC before 17 March to advise them of this report and to explain why officers cannot deliver the School Estate Plan until Summer 2022.		Andrew Jones	Corporate Landlord	Resources	1.1.2		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
30	2023								
31	Accessibility Plan	EOD Committee 17/09/20 - to instruct the Chief Education Officer to review the impact of the plan in three years' time		Eleanor Sheppard	Education	Operations	1.1.5		
32	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Operations	1.1.5		

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Performance Management Framework Report – Education Operations
REPORT NUMBER	CUS/21/131
DIRECTOR	Andy MacDonald
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

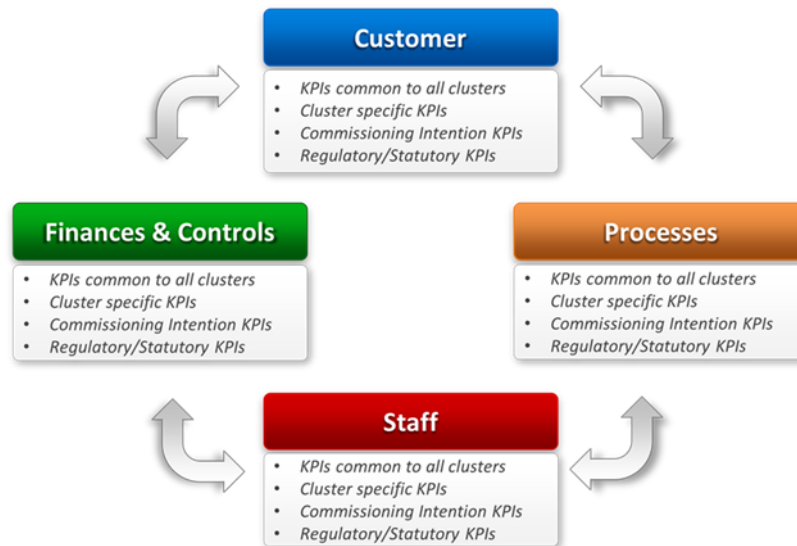
- 1.1 To present Committee with the status of key performance measures relating to the Education Operational cluster.

2. RECOMMENDATION

- 2.1 That the Committee note the report and provide comments and observations on the performance information contained in the report Appendix.

3. BACKGROUND





- 3.1 This report is to provide members with key performance measures in relation to the Education Operational cluster as originally expressed within the 2020/21 Council Delivery Plan (the Plan).
- 3.2 Introduced in 2019/20, Performance Management Framework Reporting against in-house delivery directly contributing to the City's Local Outcome Agreement Plan, initially through the Operational Delivery and City Growth and Resources Committees, has informed development of successive Council Delivery Plans, including the 2021/22 Plan that was agreed by Council on the 10th March 2021.
- 3.3 The 'Performance Management' section of the 2020/21 Plan explains how the commitments and deliverables will be supported and scrutinised through the Council's Performance Management Framework, which establishes robust performance management of service delivery whilst ensuring everyone within the organisation knows their personal contribution towards achieving outcomes.
- 3.4 The Framework provides for a structured approach within which performance will be reported to Committees. This presents performance data and analysis within four core perspectives, as shown below, which provides for uniformity of performance reporting across Committees.



- 3.5 With recognition of the continued impact of COVID-19 related delays in data availability at national levels, particularly around inspection activity, it is still not possible to offer consistent reflection on the suite of outcome related Education Service key performance indicators in line with the timescales originally anticipated.
- 3.6 At the same time, the Service, along with colleagues in Analytics and Insight, has, where possible, sought to develop and incorporate additional input/output measures, alongside extended contextual narratives. which offer assurance around service delivery and performance.
- 3.7 Within the 2020/21 period, a particular data focus had been placed on monitoring the health and wellbeing of pupils and employees, the availability of service provision throughout the stages and restrictions applied in connection with COVID-19, and analysis of comparative performance against these measures.
- 3.8 Exceptions in performance, and areas of interest, from the data within this report are highlighted through the Service Analysis sections in Appendix A. Where there are direct service delivery risks arising from the application of the Scottish Government's COVID-19 legislation and/or COVID-19 Strategic Framework, mitigation activity, this is noted within these sections.
- 3.9 Within the summary dashboard the following symbols are used:

Performance Measures

Traffic Light Icon

-  On target or within 5% of target/benchmarked outcome
-  Within 5% and 20% of target/benchmarked outcome and being monitored
-  Below 20% of target/benchmarked outcome and being actively pursued
-  Data only – target not appropriate/benchmarked outcome not available

4. FINANCIAL IMPLICATIONS

There are no direct financial implications arising out of this report.

5. LEGAL IMPLICATIONS

There are no direct legal implications arising out of this report.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	None	N/A	N/A
Compliance	No significant related legal risks.	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.
Operational	No significant related employee risks.	L	Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer
Financial	No significant related financial risks.	L	Overview data on specific limited aspects of the cluster's financial performance is provided within this report
Reputational	Lack of sufficient access to information for citizens	L	Placing of information in the public domain is contributed to by this report. Reporting of service performance serves to enhance the Council's reputation for transparency and accountability.
Environment / Climate	None		N/A

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	The provision of information on cluster performance supports scrutiny of progress against the delivery of the following Policy Statements: 2 - UNICEF Child Friendly accreditation

	<p>3 -Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes</p> <p>4 - Support the implementation of Developing the Young Workforce, seek to gain the highest level of investors in young people accreditation and ensure there is a focus on supporting pupils excel in STEM subjects</p> <p>7 – Commit to closing the attainment gap in education while working with partners in the city.</p>
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Aberdeen City Local Outcome Improvement Plan

<p>Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.</p>	<p>The data within this report supports the delivery of Children & Young People Stretch Outcomes in the LOIP, and informs many of the improvement projects within the LOIP including to increase the number of people employed in growth sectors (digital/ creative; food and drink. life sciences; tourism; social care and health and construction) by 5% by 2021</p>
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>90% of children and young people will report that they feel mentally well by 2026.</p> <p>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.</p> <p>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</p> <p>25% fewer young</p>	<p>The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects:</p> <p>Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.</p> <p>Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022.</p> <p>Increase the number of young people who effectively transition from primary school to secondary school by 2021</p> <p>Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.</p> <p>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.</p> <p>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%</p>

<p>people (under 18) charged with an offence by 2026.</p>	<p>2021</p> <p>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.</p> <p>Increase the number of curricular offerings shaped by school communities by 20%, by 2021.</p> <p>Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.</p> <p>Increase children, young people, and families' awareness and understanding of future skill requirements by June 2021.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>Respectively, this informs delivery of the following improvement projects:</p> <p>Increase the number of people with autism who are supported to be in education, employment or training by 2021.</p> <p>Increase number of people in local communities promoting wellbeing and good health choices by 2021.</p> <p>100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.</p>
<p>Regional and City Strategies</p>	<p>The report reflects outcomes aligned to the City's National Improvement Framework for education</p>
<p>UK and Scottish Legislative and Policy Programmes</p>	<p>The report reflects outcomes aligned to the Scottish Government's National Improvement Framework and Early Learning and Childcare Expansion Programme</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
<p>Impact Assessment</p>	<p>The recommendations arising from this report do not require that a full Integrated Impact Assessment be completed</p>
<p>Data Protection Impact Assessment</p>	<p>Not required</p>

9. BACKGROUND PAPERS

- Council Delivery Plan 2021/2022 - COM/21/054
- Scheme of Governance Review 2021 – COM/21/046
- Performance Management Framework – COM/20/108
- Council Delivery Plan 2019-20 Annual Review Report – COM/20/193

10. APPENDICES

Appendix A – Performance Summary Dashboard

11. REPORT AUTHOR CONTACT DETAILS

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Appendix A - Performance Management Framework Report – Education Operations

1. Customer

Cluster Level Measures – Local Indicators (Service Standards)








Performance Indicator	Current Status	2020/21 Target
Early learning and childcare settings will meet the National Standard *	No activity in Q4	100%
See commentary below		
Primary, secondary, and special schools will achieve an average evaluation of ‘good’ or better in core QI *	No activity in Q4	100%
See commentary below		

Service Analysis

Formal Inspection Outcomes

*Due to COVID-19 provisions, no routine inspections of either Early Learning and Childcare settings or schools-based provision have been undertaken by the Care Inspectorate or Education Scotland since March 2020. A more limited risk-based schedule of inspections of COVID-19 regimes in place within settings is currently in place as the transition from the current phase of COVID restrictions to lower levels is being applied.

The Service’s continued engagement with formal inspection agencies was outlined in the [Inspections Service Update](#) offered to Committee Members on 25th January 2021.

Performance Measure	2019/20	Quarter 1 2020/21	Quarter 2 2020/21	Quarter 3 2020/21	Quarter 4 2020/21	Status	Long Trend	2020/21 Target
	Value	Value	Value	Value	Value			
Total No. complaints received (stage 1 and 2) – Education	93	8	13	26	17			
% of complaints resolved within timescale stage 1 and 2) – Education	59.1%	37.5%	25.0%	92.4%	94.1%			75%*
% of complaints with at least one point upheld (stage 1 and 2) – Education	26.7%	25.0%	53.8%	34.6%	41.2%			
Total No. of lessons learnt identified (stage 1 and 2) – Education**	12	1	0	5	1			

Service Analysis




Complaints Handling

Drill-down data for Quarter 4 indicated that the Service was meeting the corporate complaint resolution target of 75% and exceeding the performance of the majority of services.

The number of complaints received were significantly in relation to the same period in 2019-20 (32) and at the same time, the proportion of Complaints that were upheld, either in part or as a whole, was amongst the lowest of the monitored services and below the corporate level for Q4.

The Year-to-Date total of 64 complaints is below comparative figures for both of the prior years (93 and 102 respectively) with an improved response time, although the proportion of complaints upheld (37.2%) is above that of both previous years.

Cluster Level Measures – National Benchmarking Indicator

Performance Measure	2017/18	2018/19	2019/20	Status	Short Trend	Long Trend	2019/20 National Figure
	Value	Value	Value				
Percentage of School Leavers attaining an Initial Positive Destination	91.8%	93.7%	90.3%				93.3%

Service Analysis

Percentage of School Leavers attaining an Initial Positive Destination

The figures above represent the outcomes of Skills Development Scotland tracking of pupils leaving school at the end of the previous academic year (June 2020) three months after leaving.

Effectively the City has reverted to the placing and gap to the national figure (-3.0%) of 2017-18 and lost the momentum in employment that both the initial and sustained surveys showed last year, falling by 3.4 p.p. from last year's high of 93.7% to 90.3%. This mirrors the high-level direction of travel at a national level although the narrative below contextualises the differential outcomes specific to the City.





Aberdeen City had the greatest national level proportional fall in Employment as a destination of over 51% (-9% p.p.) although Highland, Falkirk, Moray and Midlothian experienced greater p.p. falls. The % of Unemployed Seeking has risen to 5.2% (+1.2 p.p. from 4% in 2018-19, which was the City's best outcome for a number of years), the same % change as Unknown Destinations, with Unemployment Not Seeking also rising by 1 p.p. In combination these three measures deflate the overall outcome by 3.4 p.p.

The % of leavers achieving a combined positive HE/FE destination has risen by 5.7 p.p. to 78.2%, re-instating the City in the upper quartile (3rd place) despite a fall in FE destinations (-2.2 p.p.) but with Higher Education remaining the predominant destination at 47.5% (+7.9 p.p.) which places Aberdeen 4th in the national table for this latter measure.

Training as a destination moved slightly upwards to 2.4% (from 2.0%) so the overall picture on destinations is one where the loss in Employment (now at its lowest level since the measure was first reported in 2012-13) and FE has only been partially countered by improvements in other positive destinations but with a balance which has migrated into Negative or Unknown destinations. The figure for the former destination has more than doubled from 0.8% to 2%. Stripping these Unknown Destinations from the data offers a positive destinations outcome for the City of 92.1%, with the Scotland figure being 93.9%

At the same time, it's important to note that a greater proportion of pupils who might have been expected to leave in June 2020, chose to stay on in formal education which has had the effect of reducing both the absolute number of leavers (1,453 as opposed to 1,673 in 2018/19) and limiting the increase in those who are recorded as being in a known negative destination (112) in comparison with previous years.

Cluster Level Measures – 2020/21 National COVID-19 Performance Indicators - Childcare Services*

Performance Measure	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	Status	Monthly Long Trend	National Figure
	Value	Value	Value	Value	Value	Value			
% of LA childcare services open	98.0%	98.0%	97.0%	97.0%	92.0%	98.0%			96.0%
% of total childcare services open	96.0%	96.0%	80.0%	78.0%	88.0%	95.0%			92.0%

Service Analysis

Childcare Settings

As at the end of April 2021, Aberdeen City sat within in the upper quartile of Local Authorities for the proportion of LA managed/funded childcare settings which are open (i.e., accepting placements up to their full present capacity)

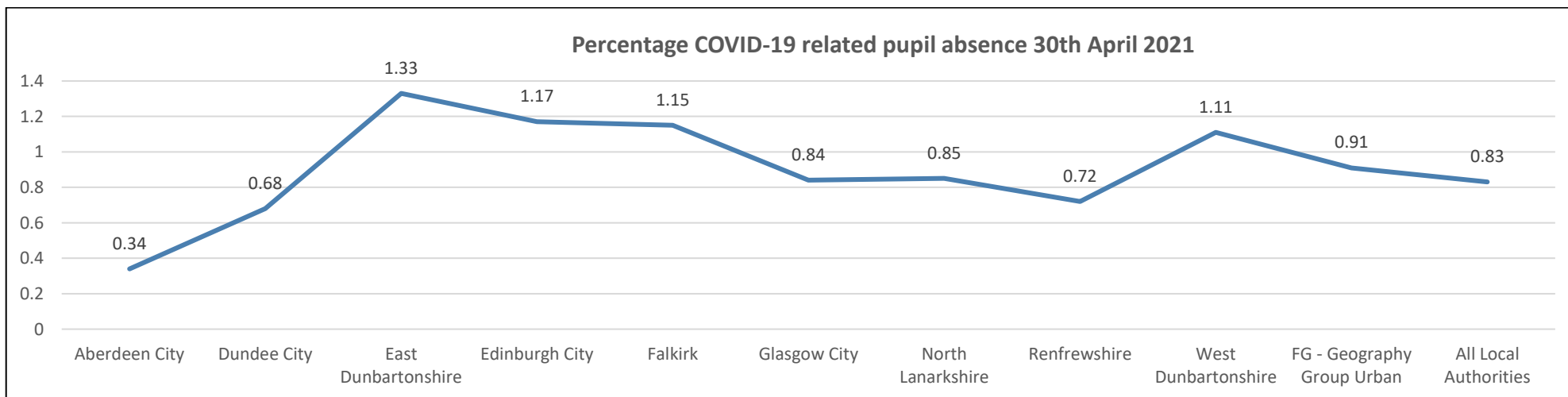
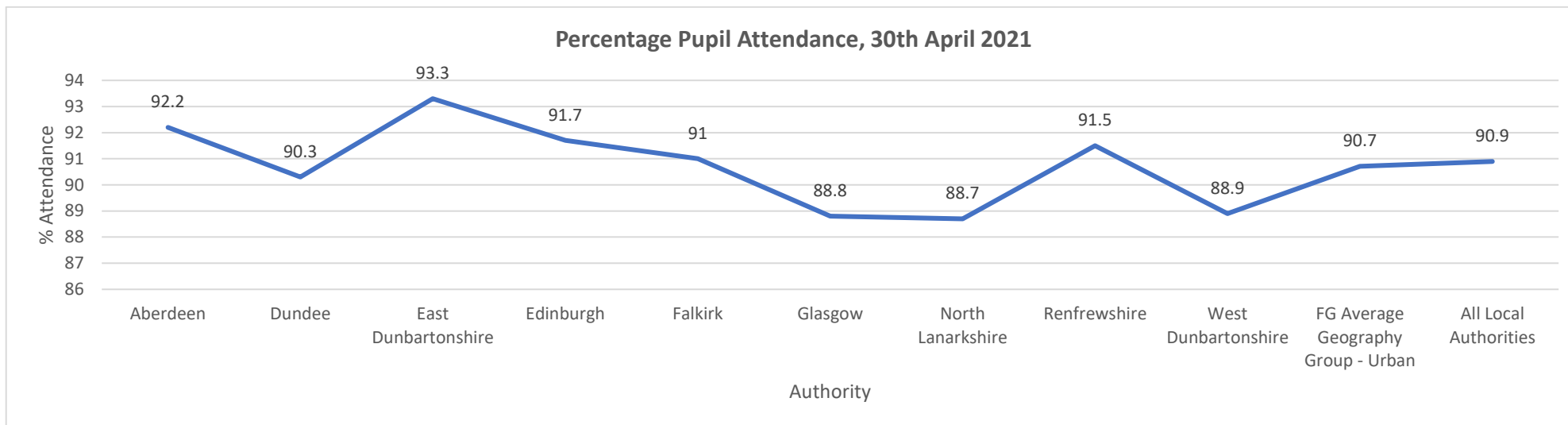
The proportion of Total Day Care of Children provision within the community (including childminding, private and no-profit provision) which was open, has experienced a significant recovery from earlier in the year. In turn, the Aberdeen figures reflected that 85% of childminding settings were open, 96% of private day care settings were available, as were 85% of voluntary/not for profit settings. Each of these figures represent increased provision in comparison with that reported to Committee in March 2021.

It is worth noting that the day care of children delivery models differ in each local authority and can materially influence the overall outcomes so some caution requires to be exercised when comparing even 'nearest-neighbour' authorities through these datasets.

*These rounded figures relate to childcare settings at month end snapshot points which are benchmarked with both the national outcomes and those of other Scottish local authorities. Source: Scottish Government Education Analytical Services. The most recent data covers the period up to 30th April 2021.

Cluster Level Measures – 2020/21 National COVID-19 Performance Indicators - Pupil Attendance Metrics

Tables 1a and 1b Local Authority (Urban) Comparisons of Pupil Attendance and COVID-19 related Absences



Cluster Level Measures – 2020-21 Local Indicators

Table 2. COA Chart – Pupils self-isolating able to undertake learning

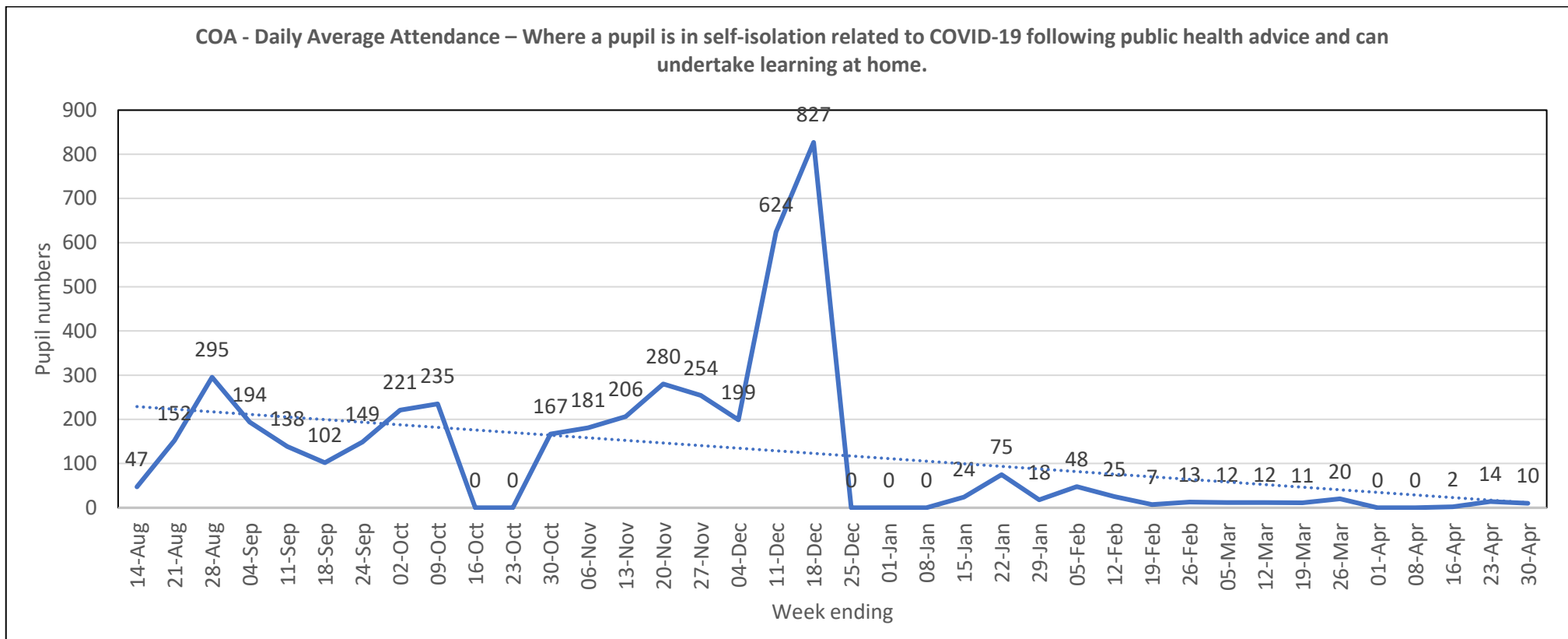


Table 3. CAA Chart – Pupils self-isolating unable to undertake learning

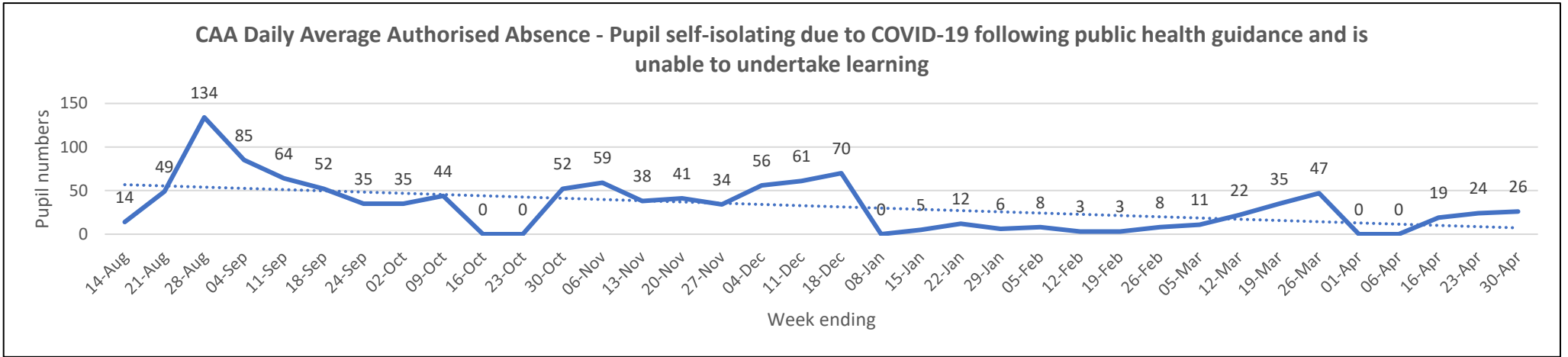


Table 4. COB Chart – Pupils absent through COVID-19 related illness able to undertake learning

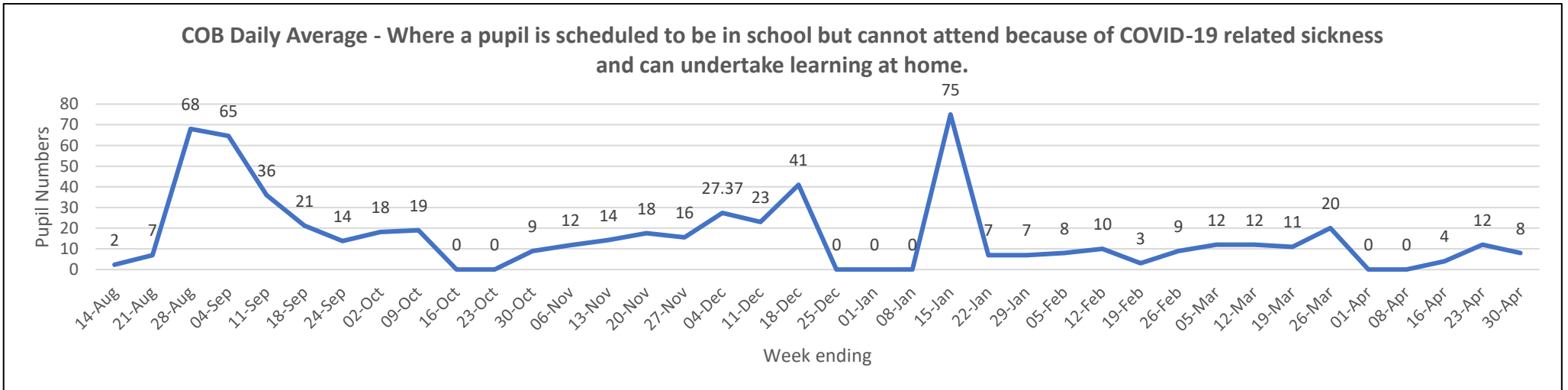
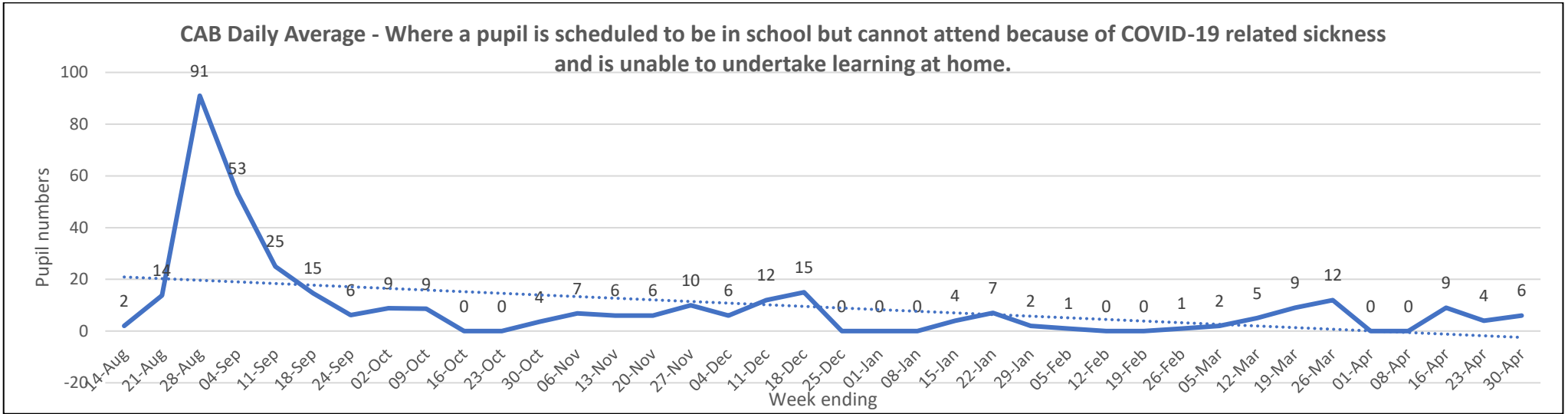


Table 5. CAB Chart – Pupils absent through COVID-19 related illness and unable to undertake learning



Service Analysis




School Pupil Attendance and Absence

The national Education Analytics service suspended the previous National COVID-19 School Attendance and Absence submissions and dashboard at the conclusion of the Winter term but maintained an overview of attendances with a more limited scope/data time series. In terms of benchmarking detailed like-for-like provision, this monitoring re-started in full as of 14th April and is reflected in Tables 1a and b above, which captures the comparative attendance levels for w/e 30th April.

Extracts from critical management information in respect of pupils self-isolating/experiencing COVID -19 symptoms, and their ability to undertake learning, are reflected at Tables 2-5 for the 4 week period from Term re-commencement, which demonstrate, and put in context, outcomes from the phased return of pupils. The data are indicative of a continuation of low levels of negative impact on pupil learning linked to COVID19.

1. Processes

Cluster Level Measures – Local Indicators (Service Standards)

Performance Indicator	Current Status	2020/21 Target
We will meet all requests for early learning and childcare placements		100%
The current term phase of placings is complete, with all requests having been provided with an offer under the terms of the ELC Admissions Policy. Digitalisation of the ELC admissions system has been rolled out and is accepting applications for August 2021 onwards. Learning is being taken from the initial roll-out period to evaluate and adjust placing effectiveness through this new system. Applying for a Nursery School Place 2021-22		
We will meet all requests for primary and secondary school placements		100%
Presently all requests for primary and secondary placements are being met with a small number of requests being addressed through the placing appeals system.		
We will process requests for additional support to meet the wellbeing needs of children and young people within 40 days		100%
Additional Support Requests		
The request for assistance procedure had been restructured in response to COVID-19 restrictions (and with the intent to facilitate improvements around meeting statutory provisions) with a move to a single, electronic system, which incorporated: Children’s Social Work, Child’s Planning Support, Outreach Education Services, Multi-Agency ‘Fit Like’ Family Wellbeing Hubs, Language Support Provision and the School Nursing Service which, with the physical re-opening of ELC establishments to the entire cohort in February 2021, has now enabled the Service to address virtually all COVID related ‘legacy’ delays that were being experienced around Nursery to P1 transitions.		
The Supporting Learners report, also being considered at this meeting of Committee, provides initial analysis around the outputs and outcomes from introduction of the new system and expresses the improvements in request processing and data benefits that are expected to be derived from a holistic application approach.		

3. Staff

Cluster Level Measures – 2020-21 Local Indicators

Performance Measure	Quarter 1 2020-21	Quarter 2 2020-21	Quarter 3 2020-21	Quarter 4 2020-21	Status	Long Trend - Monthly
	Value	Value	Value	Value		
Establishment actual FTE – Education	2835.22	2,841.26	2,867.32	2,865.41		





Performance Measure	2019/20	Quarter 1 2020/21	Quarter 2 2020/21	Quarter 3 2020/21	Quarter 4 2020/21	Status	Long Trend - Quarterly
	Annual Baseline Value	Value	Value	Value	Value		
H&S Employee Reportable by Cluster – Education	6	0	0	0	0		
H&S Employee Non-Reportable by Cluster – Education	344	0	53	68	32		

Service Analysis

Health and Safety Incidents

Quarter 4 data reflects a fall in the number of Non- Reportable Incidents from the previous Quarter, where schools were operating as near to normal. The lockdown restrictions applied as at 26th December and phasing of physical attendance across the quarter is likely the main driver for this decrease in incidents, with the comparable period in 2019/20 recording 85 incidents and the annual cumulative figure for 2020/21 being more than 50% less than the previous year.

Performance Measure	Quarter 1 2020/21	Quarter 2 2020/21	Quarter 3 2020/21	Quarter 4 2020/21	Status	Long Trend - Quarterly	Corporate Figure
	Value	Value	Value	Value			
Average number of working days lost due to sickness absence per FTE – Education (12 month rolling figure at quarter end)	3.71	3.63	3.69	3.81			4.39

Performance Measure	Quarter 1 2020/21	Quarter 2 2020/21	Quarter 3 2020/21	Quarter 4 2020/21	Status	Long Trend - Quarterly	Corporate Figure
	Value	Value	Value	Value			
Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12 month rolling figure at quarter end)	3.81	3.63	3.61	3.69			4.39
Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end)	2.59	3.59	4.14	4.74			4.39

Service Analysis





Absence Levels












As at the end of March 2021, the Education Service, as a whole, recorded an average of 3.81 days sickness absence per FTE, which was below the Council level figure of 4.39 for the same period. Education absence has been consistently below the corporate level since the new 12 month rolling period measure was introduced (March 2021).

The trend for absence in Primary and Secondary Schools sits just below the Service level figure and has been consistent throughout this period whilst levels of absence in Early Learning and Childcare have shown some deterioration which is heavily influenced by the extent to which the proportion of facilities operating at capacity had grown since the re-instatement of local authority services and support throughout various lockdown phases.

4. Finance & Controls

Cluster Level Measures – 2020-21 Local Indicators

Performance Indicator	Quarter 1 202/21		Quarter 2 2020/21		Quarter 3 20/21		Quarter 4 20/21	
	Value	Status	Value	Status	Value	Status	Value	Status
Staff Expenditure – % spend to full year budget profile – Education*	26.04%		51.06%		76.14%		98.94%	

PI Status		Long Term Trends		Short Term Trends	
	Alert (figure more than 20% out with target)		Improving/Increasing		Improving/Increasing
	Warning (figure between 5% and 19% out with target)		No or Limited Change		No or Limited Change
	OK (figure within target or better)		Getting Worse/Decreasing		Getting Worse/Decreasing
	Unknown				
	Data Only				

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Education Improvement Journey Tracker and National Improvement Framework Plan 2021/22
REPORT NUMBER	CUS/21/130
DIRECTOR	Andy Macdonald and Rob Polkinghorne
CHIEF OFFICER	Martin Murchie and Eleanor Sheppard
REPORT AUTHOR	Reyna Stewart and Gael Simpson
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

- 1.1 To provide Elected Members information on (a) data from the 2020 SQA exam diet (post review) derived from the latest data release through Insight, and to (b) seek approval to implement the refreshed Aberdeen City Council National Improvement Framework Plan for 2021/22 following submission of the Plan and Self-Evaluation to the Scottish Government.

2. RECOMMENDATIONS

That the Committee: -

- 2.1 notes the content of the Appendices outlining the post review outcomes from the 2020 SQA examination diet, and the 2021 Self Evaluation Report;
- 2.2 instructs the Chief Education Officer to submit the Self Evaluation Report and the Council National Improvement Framework Plan for 2021/2022 to the Scottish Government as soon as reasonably practicable; and
- 2.3 instructs the Chief Education Officer to implement the proposed Aberdeen City Council Improvement Framework Plan for 2021/22.

3. BACKGROUND

3.1 Insight Attainment and Achievement Data

- 3.1.2 As Members will know, the methodology used to determine SQA awards was changed in response to queries around the validity of the algorithm being used and estimated grades were subsequently awarded. As a result, the Insight

based data for 2020, with limited exceptions, is not directly comparable with that of previous years.

- 3.1.3 On this basis, whilst comparative data from prior years is retained to maintain the integrity of reporting, a focus has been placed on comparing City outcomes with those at a national level and against the Virtual Comparator for 2020.
- 3.1.4 Appendix B outlines the 'standardised' National Benchmark Measure outcomes from the 2020 examination diet covering the datasets which have been latterly published through Insight, retaining as much granularity as is possible to provide from this publication.
- 3.1.5 Members will recall that initial outcomes from the Senior Phase were offered in the report to November 2020. This Insight data offers post-review data which supports the observations from this earlier report.
- 3.1.6 Given some of the limitations above, data from Insight, which is the primary benchmarking tool, is being combined with that available from an extended range of education attainment and achievement publications by the Scottish Qualifications Authority and the Scottish Government, to enhance understanding of progression and trends.

3.2 Key Insight Messages

Literacy and Numeracy

- 3.2.1 Literacy and Numeracy attainment at Levels 4 and 5, showed an increase in the proportion of pupil candidates achieving these levels, particularly at Level 5.
- 3.2.2 In both instances, this was accompanied by a rise in the Virtual Comparator value that could indicate that the City's position relative to this benchmark is either unchanged or marginally improved, but with some closing to the National level.

Attainment for All

- 3.2.3 Year-on-year gains in Average Complementary Tariff Points are evident across both the Middle 60% and Highest 20% of pupil candidates with the latter recording the greater increase and representing the more statistically relevant change.
- 3.2.4 The improvement in the Middle 60% is less significant and would be judged as being a static position. This is similar to the pattern of the Lower 20% which has marginally declined in step with both the Virtual Comparator and National Figure but at a slower rate than either.

Closing the Poverty Related Attainment Gap

Literacy and Numeracy by SIMD Quintile

- 3.2.5 The most significant gains were made by young people in SIMD 1 and 3 at Level 4 although it should be noted that both cohorts are slightly smaller than those of last year. Performance was maintained in other Quintiles.
- 3.2.6 In relation with the Virtual Comparator, outcomes across each Quintile were below that recorded for the Comparator with the exception of Quintile 3, but with an accelerated closing of the SIMD attainment gap being noticeable particularly at Quintiles 1 and 3.
- 3.2.7 At Level 5, some gains are evident across all Quintiles and whilst there is a shortfall against the Virtual Comparator for the majority of Quintiles, there is, again, evidence of the attainment gap narrowing.
- 3.2.8 Although the number of pupils presented at Level 6 preclude detailed SIMD based comparison, the outcomes for both SIMD 1 and 2 Quintiles exceeded or matched the Virtual Comparator figure.

Attainment by SIMD Quintile

- 3.2.9 Across each Quintile and by Attainment Cohort (Lowest 20%, Middle 60%, Highest 20%), there has been almost universal levels of improvement.
- 3.2.10 Whilst the greatest absolute increases in Average Complementary Tariff Points are generally recorded in the Highest 20% Cohort, Quintiles 1 and 3 generally, saw the largest proportional Tariff increases across the three cohorts.
- 3.2.11 Consequently, there is statistically significant narrowing of the attainment gap to SIMD 5 outcomes against both of these Quintiles with a lesser impact being recorded against the attainment gap at Quintiles 2 and 4.
- 3.2.12 Additional detailed analysis of this data is currently being led by the Analytics and Insight team

Positive Destinations by SIMD Quintile

- 3.2.13 All Quintiles have been impacted by the downturn in the local economy although it is evident that those living in areas related to the lower SIMD Quintiles have been most impacted.
- 3.2.14 This is understood to be related to the traditional direct movement from formal education into employment that is more prevalent among leavers from SIMD 1 and 2 areas.
- 3.2.15 The Education Service continues to work with colleagues in the Economic Development Employability team, and partners such as Skills Development Scotland and the Developing the Young Workforce Board to support our young people into a positive and sustained destination.

Positive Destinations

- 3.2.16 The three-year downturn in the local economy which had been seeing signs of reversing in 2019, was exacerbated significantly by COVID-19 and materially impacted city school leavers last year with almost 4% less securing an initial positive destination, with the lower number of school leavers and proportion of leavers whose destination was Unknown also having a lesser influence.
- 3.2.17 The significant loss of employment opportunities, in particular, has resulted in an increase in those in the Unemployed and Seeking and in the Unemployed and Not Seeking categories. There is also evidence that some of the training opportunities young people had secured were unable to progress as planned due to restrictions and furloughed staff being unable to support trainees.
- 3.2.18 The number and proportion of young people securing a Higher Education placement has significantly increased but there is a slight reduction in those attending Further Education.
- 3.2.19 The Service continues to work closely with colleges to ensure that the local offer meets the needs of our young people, and is working on a number of initiatives to address the destinations issue, including the impending launch of the Council's ABZ works site and an associated 'Lift Off' event. The Service also continues to work closely with a range of partners to provide personalised support to all young people in the senior phase to help ensure a positive and sustained destination on leaving school.

Care Experienced Children and Young People

- 3.2.20 There is a very small cohort of Care Experienced Young People captured within the Insight dataset (fewer than 16 individuals in some cohorts), which is considerably smaller than in most previous years, so whilst limited data, subject to data suppression requirements, is captured in the Appendix, considerable care requires to be exercised around extrapolating data trends or deriving intelligence from this information.
- 3.2.21 Given this, the attainment of Care Experienced Young People, and any variations in attainment, are most effectively measured through individual longitudinal assessment and support which Schools and the Virtual School Head Teacher provide on a personalised planning basis.

3.3 Broad General Education Data Landscape 2021

- 3.3.1 Pupil assessments, over the course of 2020, along with data collation and submissions by local education authorities around the Achievement of Curriculum Excellence (ACE) were suspended by the Scottish Government in response to the initial phase of the COVID-19 emergency.
- 3.3.2 These assessments have re-commenced in the course of 2021 and are pending completion prior to conclusion of the current term, which will further inform the Service's National Improvement Framework and offer extended tracking data.

3.3.3 At the same time, the Scottish Government advised on the 12th May 2021 that, in response to representations made by its professional associations, these data submission requirements will not be extended to Senior 3 pupils but that teachers should continue to gather evidence of all children and young people's progress.

3.4. Education Service Self Evaluation

3.4.1 Whilst scrutiny of the data above has contributed, in part, to the Self-Evaluation and design of the National Improvement Framework, there is clear recognition that the pandemic has changed the lives of all children, young people, and families across Aberdeen City forever, and beyond the limitations of interpretation of attainment qualifications data.

3.4.2 Given the gravity of our collective experience and the changed outlook for the city and the city's children and families, the Self-Evaluation 2020/2021 extends more widely than a review of the impact of the National Improvement Framework Plan 2020/2021 and:

- takes stock of progress made over the last 3 years;
- reflects on how the service adapted to face the demands of the pandemic and;
- begins to consider areas that require continued acceleration or further improvement activity in order to 'build back better'.

3.5 Aberdeen City Council National Improvement Framework Plan 2020/21

3.5.1 Staff from across the Education Service have come together to agree key priorities for improvement session 2021/22. The Self-Evaluation Report in Appendix A identifies a number of areas for improvement over the next 12 months which have been highlighted as a result of this collaborative approach and are incorporated within the Plan.

3.5.2 Resultantly, the Education Service will address a number of crosscutting service improvements including:

- build on the use of live data to diagnose, communicate, and address vulnerability in an agile way.
- continue to improve the use of improvement science and collate all planned improvement activity into one plan to improve live monitoring arrangements.
- further strengthen relationships across the Community Planning Partnership and work in partnership with them to address vulnerabilities identified in this Plan.
- be future focused and work with Community Planning Partners to explore Community Campus models and new educational ways of working.
- work across the Community Planning Partnership to reshape wider children's services to address the changing needs of children, families, and community in keeping with the national review of Additional Support Needs in education.

3.5.3 Details of how the Service intends to address these, and align with key priorities within the Scottish Government's National Improvement Framework, are included in the draft Aberdeen City Council Plan for 2021/22.

3.5.4 Each proposed Action within the Plan will be driven and coordinated by Improvement Groups comprising school and central staff with progress being monitored on a monthly basis by both the central leadership team and head teachers to enable teams to hold each other to account. A comprehensive suite of trend data will provide the Education Service with real time data to monitor improvement in real time.

4. FINANCIAL IMPLICATIONS

4.1 The costs of all improvement actions will be undertaken within existing budgets.

5. LEGAL IMPLICATIONS

5.1 The Standards in Scotland's Schools Etc. Act 2000 requires that, as the Education Authority, Aberdeen City Council has a duty to:

- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not achieving positive outcomes for children and young people.	L	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.
Compliance	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.
Operational	Staff are overwhelmed, which leads to low morale	L	Mitigated by widespread staff engagement on draft NIF production and offering

	as staff feel unable to meet the educational and well-being needs of young people.		high quality professional learning for staff to ensure that they meet their statutory duties under the relevant Acts.
Financial	Risk of not having sufficient resource.	M	Mitigated by realigning service delivery and resource through the NIF to better meet the needs of our young people in Aberdeen City.
Reputational	Risk of not effectively meeting the needs of all learners.	L	Data scrutiny and reporting enhance the Council's reputation for transparency and accountability.
Environment / Climate	Risk of lack of awareness of environmental/climate issues.	L	Mitigated by breadth and scope of Curriculum for Excellence.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>The provision of information on pupil performance and the NIF Plan supports scrutiny of progress against the delivery of the following Policy Statements:</p> <p>2 - UNICEF Child Friendly accreditation</p> <p>3 - Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes.</p> <p>4 - Support the implementation of Developing the Young Workforce, seek to gain the highest level of investors in young people accreditation and ensure there is a focus on supporting pupils excel in STEM subjects.</p> <p>7 - Commit to closing the attainment gap in education while working with partners in the city.</p>
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy 10% increase in employment	The information within this report supports the delivery of Children & Young People Stretch Outcomes in the LOIP, and informs many of the

<p>across priority and volume growth sectors by 2026.</p>	<p>improvement projects within the LOIP, including to increase the number of people employed in growth sectors (digital/ creative; food and drink. life sciences; tourism; social care and health and construction) by 5% by 2021</p>
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>90% of children and young people will report that they feel mentally well by 2026.</p> <p>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.</p> <p>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</p> <p>25% fewer young people (under 18) charged with an offence by 2026.</p>	<p>The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects:</p> <p>Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.</p> <p>Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022.</p> <p>Increase the number of young people who effectively transition from primary school to secondary school by 2021.</p> <p>Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Increase the number of curricular offerings shaped by school communities by 20%, by 2021.</p> <p>Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.</p>

	Increase children, young people, and families' awareness and understanding of future skill requirements by June 2021.
Prosperous Place Stretch Outcomes	<p>The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>Respectively, this informs delivery of the following improvement projects:</p> <p>Increase the number of people with autism who are supported to be in education, employment or training by 2021.</p> <p>Increase number of people in local communities promoting wellbeing and good health choices by 2021.</p> <p>100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.</p>
Regional and City Strategies	The report reflects outcomes aligned to the Scottish Government's National Improvement Framework for education.
UK and Scottish Legislative and Policy Programmes	The report reflects outcomes aligned to the Scottish Government's National Improvement Framework, The Standards in Scotland's Schools Etc. Act 2000, Children and Young People (Scotland) Act 2014 as amended, the Education (Scotland) (Act) 2016, Education (Additional Support for Learning) (Scotland) Act 2004 as amended (and associated Code of Practice) Equality Act 2010.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	The recommendations arising from this report do not require a full Impact Assessment to be completed.
Data Protection Impact Assessment	Not required.

9. BACKGROUND PAPERS

OPE.20.222 Senior Phase, Education Operational Delivery Committee, 26th November 2020

National Improvement Framework Plan 2020/21

10. APPENDICES

Appendix A Aberdeen City Council Education Service Evaluation Report, 2021

Appendix B Insight Achievement and Attainment Data

Appendix C Aberdeen City Council, National Improvement Framework Plan

11. REPORT AUTHOR CONTACT DETAILS

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Appendix A

Education Service

Self-Evaluation

2020/2021

Education Service Self-Evaluation 2020/2021

The pandemic has changed the lives of all children, young people and families across Aberdeen City forever. Given the gravity of our collective experience and the changed outlook for the city and the city's children and families, this self-evaluation will extend more widely than a review of the impact of our National Improvement Framework Plan (NIF) and:

- take stock of progress made over the last 2 or 3 years; and
- reflect on how the service adapted to face the demands of the pandemic and begin to consider areas that require continued acceleration or further improvement activity in order to 'build back better'.

This self-evaluation will inform the development of the Local Outcome Improvement Plan and the associated National Improvement Framework Plan by identifying areas where our improvement has been achieved and sustained and those areas which will require further single or multi-agency commitment and resource to drive improvement.



Section 1 - Taking stock of progress

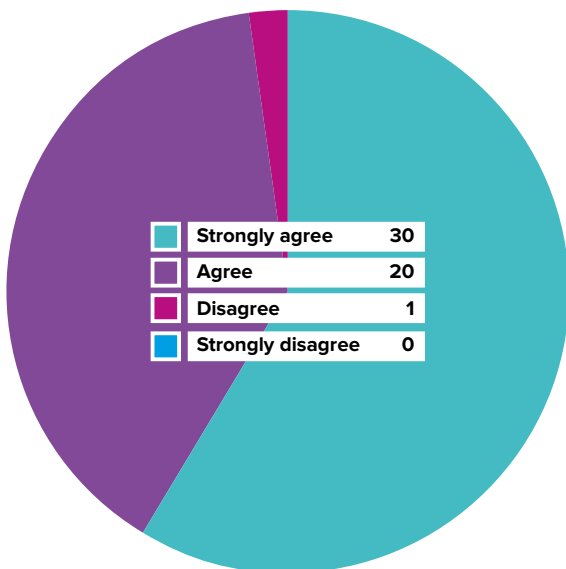
a) ORGANISATIONAL DESIGN OF THE EDUCATION SERVICE and CULTURE WITHIN THE SERVICE

Organisational Design

The Education Service was restructured in late 2018 to align the education structure with the principles set out in the Target Operating Model, promote improved quality, foster closer internal and external working practices, appoint leaders with the capability to help shape the education service and align the roles and remits of the central team to key strategic priorities.


The disconnect that previously existed across the school, early years and inclusion central teams has been eradicated with all central staff now working to a shared agenda as set out in the LOIP and associated NIF. Progress and any emerging risks are shared openly at Service Manager meetings where plans are put in place to collaboratively address areas of concern. This approach is helping to ensure that cross cutting themes are led collaboratively by one single senior education team and that expertise is freely pooled. Third Tier leaders are credible and bring significant experience of leading improvement to the service. Their experience of, ‘walking the walk’ has helped eliminate a divide that existed between the central team and schools previously.

‘As a newly appointed HT I have felt hugely supported and clear on the ACC Education goals. The central team have clear roles and remits which enables leaders to approach the relevant person for support and guidance and make ongoing improvement’. HT feedback Feb 2021



Both the school and Early Years’ teams below Service Manager level were restructured to drive improved quality, efficiency and recognise the contribution of a range of Community Planning Partners in supporting a child’s life. As a result, teams now work with a range of internal and external partners to serve a locality. Working relationships with Community Planning Partners are starting to become embedded and will be critical as we build back better.

The structural changes made over the past few years have helped shape a highly flexible central team structure that can respond to change at pace although the appointment of the right people is recognised to be as important as appointing to the right structure. The integrity of the current structure will be maintained. This position was endorsed by school leaders in February 2021 when asked if the new structure had improved our collective response.



The service has established a Supporting Learners workstream to drive and report progress in transforming services for children with additional support needs. Improved data collection and data monitoring is helping to inform the work of the group. Angela Morgan's national review of Additional Support Needs continues to be used to further shape the work of the group.

'The structure was certainly needing an overhaul and pleased that this has been actioned. Clear pathways and remits now exist. Huge improvement in supporting ASN in particular. Looking forward to seeing how this restructuring develops and what impact this will bring over time as folk settle into their roles'. HT feedback February 2021

'I think the flattened structure and the accessibility and clarity it provides has helped communication and the sharing of ideas. It has also brought a much more focused vision'. HT feedback February 2021

Resource alignment and active measurement for visibility and improvement were not sufficiently in place and this has been addressed in part through the establishment of a new management structure for ASN services. Recruitment to the HT (ASN Services) is currently underway and enable us to better monitor the impact of city wide services to help drive continuous improvement.

The group has fostered a collaborative approach with Trade Union colleagues to review health and safety data associated with incidents in schools and made an improved professional learning offer available at different levels and these have been well received. The pandemic requires work around ASN services to be accelerated to ensure that resource is well efficiently and effectively utilised to support the changed needs of learners post pandemic and to ensure the service is well placed to response to any legislative change resultant from Angela Morgan's review. This area of work and will be critical as we build back better.

Developing a Culture of Collaboration

A culture of collaboration has been fostered where all opinions are welcomed and used to inform decision making. Longer term improvement is overseen by improvement groups comprising a mix of central offers and school leaders and short, twice weekly virtual Head Teacher meetings comprise a mix of formal and drop-in meetings to support operational practice. Attendance levels are high and opportunities to share learning are utilised to help spread best practice across the service. This area could be further developed now that a growing confidence is emerging as a result of our strong response to the pandemic. Collaboration has accelerated at pace over the last year and helped foster greater consistency, shared accountability, collective decision making and mutually supportive and respectful working across the service. A recent Thematic Review by Education Scotland highlighted that the positive culture and collective leadership were resulting in calmness across the service.

‘The sense of team work at all levels now is very evident. Communication and consultation has greatly improved. The different workstreams have been effective due to the involvement of both central team and Head Teachers and then fed back timely and effectively.’ HT feedback Feb 2021

‘It’s healthy and refreshing to have groups making decisions who are on the ground. Really grateful to colleagues who are part of the NIF groups who regularly feedback to the wider HT group.’ HT feedback 2021

‘This has improved, particularly during the pandemic, with increased voice for school leaders. We still require more time for consultation and for this to be seen as open and honest for all - sometimes it can appear that decisions have been fully made (admittedly with more collaboration) by groups’

HT feedback February 2021

Senior school leaders now work more collaboratively together and recognise their responsibilities in terms of the improvement of their own school and the schools of others. The implementation of the new Devolved School Management Scheme should bring greater empowerment to head teachers to use resource creatively to address the attainment and wellbeing needs of their community when fully implemented.

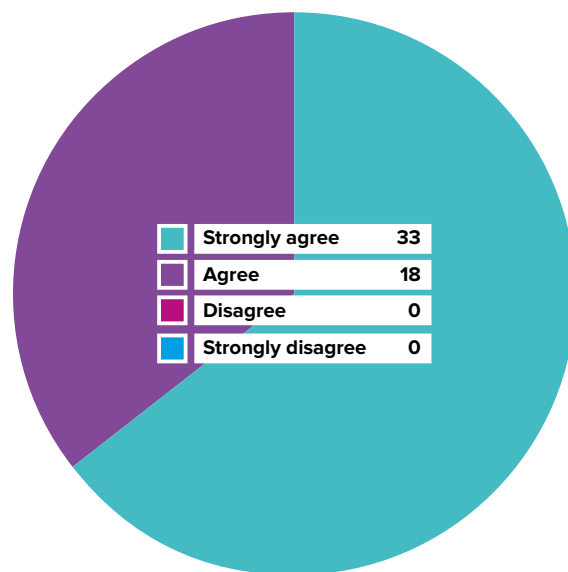
Collaboration with Trade Unions has been further extended over the last year as the pandemic triggered the establishment of weekly meetings between Trade Union representatives. Improved collaboration has extended to relationships between school leaders and Trade Union representatives at school level as staff teams have worked to develop and implement risk assessments. Respectful collaboration has helped the Education Service respond strongly to the pandemic and this approach will be maintained.

Work to improve collaboration across Children and Family Services has also accelerated with a key catalyst being the establishment of Hubs for children and young people in need of care and protection over the first period of lockdown. This saw practitioners come together and, having experience of the benefits of multi-disciplinary working, to champion and advocate for long term change. Joint work associated with the expansion of Early Learning and Childcare and the establishment of the Fit Like Hubs is driving the pooling of expertise and resource. This work is now being extended beyond children’s social work and education as we work to align further with health and other Community Planning Partners. This will help further drive efficiency and maximise our collective impact as we move forward.

Closer working across the Organisation has realised a number of benefits to both the service and individual schools with educationalists able to focus on driving improvements in attainment and wellbeing while benefiting from the expertise available across the organisation. The Health and Safety team, Facilities teams and Corporate Landlord have been instrumental in supporting preparations to re-open school buildings after the periods of lockdown. This closer working has enabled the education service to focus more exclusively on performance and on delivery against education legislation and this has removed risk to the organisation. Closer working across functions and between school and central staff has enabled the Service to benefit and learn from the experiences of others more readily. This will be further developed as we ‘build back better’.

As more collaborative working practices have become embedded, the service has been able to strengthen ‘the middle’, achieve higher levels of consistency and give the service the capacity and capability to improve quality across the system.

An improved culture of collaboration and shared accountability is helping to realise a slight improvement in attainment. The more collaborative approaches to improvement will be maintained. This positive evaluation was endorsed by school leaders.

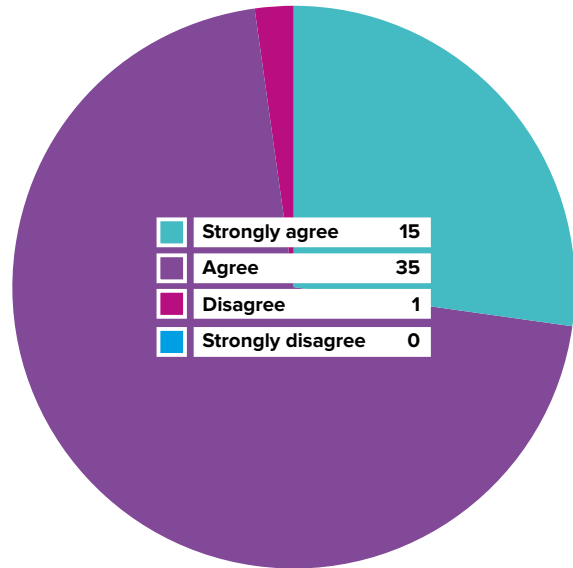


b) OUR IMPROVEMENT MODEL FOR IMPROVING LEARNING, TEACHING AND ASSESSMENT

Leadership of Improvement

The leadership of improvement is facilitated by Quality Improvement Managers/Service Managers in collaboration with senior leaders in schools. This has built a shared ownership and accountability for improvement and enabled the service to benefit from expertise across the wider system. Head teachers are increasingly driving improvement on behalf of the Local Authority. Stronger collaborative working practices have unleashed greater capacity for improvement and an accelerated pace of change. This approach would benefit from a regular opportunity for each improvement group having the opportunity to report to the wider HT body and this will be built into arrangements for next session.

As well as each Quality Improvement Manager/Service Manager facilitating improvement work on themes within our National Improvement Framework Plan, they oversee and support quality improvement in schools across a locality and set the scope of the work of Quality Improvement Officers and others. This approach ensures that those leading the strategic direction of the Education Service remain aware of emerging issues on the ground and has removed any disconnect experienced previously. School leaders agree that this approach is supporting service improvement.



Quality Improvement Visits

The approach to quality improvement visits in schools has been refreshed with a key focus on the core Quality Indicators and areas of identified vulnerability, visits now comprise a balance of compliance and quality checks. The refreshed approach helps ensure that school self-evaluation judgements are more consistency applied across all schools and help prioritise the work of the central team.

‘Very useful to work across trios and have the opportunity to visit other schools and critically evaluate practice.’ HT feedback Feb 2021

Approaches were successfully adapted to take account of the operating environment during the pandemic and help elicit a city-wide overview of the changed situation on the ground to inform strategic planning and prioritisation. Approaches will continue to be regularly evaluated and refreshed to ensure that they add value to the service.

The establishment of Locality Leads to support improvement across Partner Provider and Local Authority Early Learning and Childcare (ELC) settings has enabled the service to ensure consistently high levels of support and challenge to all ELC settings and closer working with other partners serving a locality. The pattern of local authority settings being graded more poorly than funded provider settings has been fully addressed.

A disconnect and mixed messaging between quality improvement teams for schools and in ELC evident previously, has been addressed by quality improvement teams undertaking quality improvement visits together and this consistency will continue to be worked on. There is evidence that the work of Locality Leads and school Quality Improvement teams is supporting more positive gradings by the Care Inspectorate and Education Scotland although the lack of recent inspections makes this hard to firmly evidence at this point. School/setting self-evaluation grades have improved.

Learning from quality improvement visits informs service plans and priorities. One cycle of school visits highlighted that the previous lack of cohesion across the central team had resulted in a lack of consistent understanding of the learning, teaching and assessment standards expected of schools. Resultant low staff confidence levels had limited creative and innovative practice. This was addressed through the development of an interactive digital Learning, Teaching and Assessment Standard and there are some innovative approaches now emerging digitally across the City. The Standard guides the work of practitioners and school leaders and is refreshed on a monthly basis to ensure that it continues to reflect best current practice and research. This work will continue as we continue to move between operating models.

‘Staff have hugely benefitted from the updated Learning and Teaching Standard.’ HT feedback February 2021

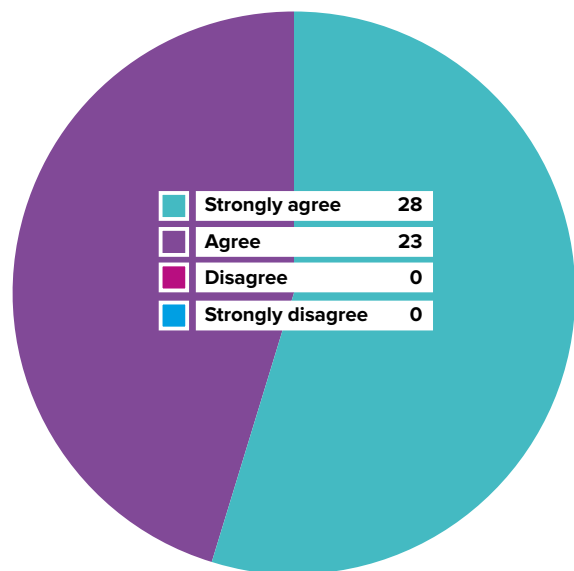
Refreshed approaches to Quality Improvement provide school senior leaders with opportunities to support quality improvement across the city through active participation in the quality improvement process in other schools. This allows school leaders to observe practice in other schools and engage in robust professional dialogue with other colleagues to help cement their understanding of standards against the core QIs. Our work with secondary colleagues to share the standard prior to implementation of the Alternative Certification Model was highlighted as best practice during a recent Education Scotland thematic review.

‘The new approach has built up a professional trust and relational leadership. It has been firmly based with the grounding that all leaders should have the opportunity to grow and develop and work towards a shared vision. Whilst the pandemic has in some way changed this work it has created further opportunities to improve approaches to learning and teaching delivery via an online platform. This leadership has been at all levels as all staff have worked collaboratively to support each other and improve standards within and across the education system.’

HT feedback February 2021

Qualitative feedback suggests that this approach is helping to further develop a shared understanding of ‘the standard’ and a mechanism for school leaders to collaborate for improvement.

Many of those who have had opportunities to engage in quality improvement visits out with their own settings have shown both capacity and eagerness to play a greater role and this enthusiasm will be harnessed as we continue to build capacity and develop sustainable and self-supporting approaches. This purposeful collaboration will now be extended beyond Head Teachers to formalise the arrangements in place for class teachers, subject specialists and middle managers; and will be a key priority for implementation as we build back better. School leaders feel that the changes to our quality improvement approaches and the development of the Learning and Teaching standard have supported our improvement, all staff who responded either agreed or strongly agreed.



There is now a need to use quality improvement visits to help determine readiness for new legislation such as the incorporation of the UNCRC into Scots Law and any legislative changes resulting from the review of Additional Support for Learning and the Independent Care Review. There is also a need to consider approaches in light of any potential changes to governance (as suggested in the International Advisors report of December 2020) to ensure an uninterrupted focus on quality.

Planning for and Supporting Improvement

The National Improvement Framework Plan is now better aligned with the Local Outcome Improvement Plan (LOIP) and reflects areas of vulnerability across the service and those identified in the LOIP. School Plans evidence sufficient alignment with the service plan and, critically, take account of local circumstances. Plans are quality assured, with quality improvement visits offering an opportunity to check in on progress. The school and service plans have been wide ranging and ambitious, there is now a need to explore fewer key areas with more rigour to address some of the long-standing issues evident in the data and the challenges posed by the pandemic.

The systems established to support professional learning are more effectively addressing the needs of the service by being more effectively focussed.

The Northern Alliance provides a range of professional learning opportunities and networks for staff in areas identified by all 8 Local Authorities forming the Regional Improvement Collaborative (RIC). Networking opportunities are considerable at Chief Education Officer and Third Tier level and some of these provide opportunities to share experiences and learn from each other. A wide range of support is currently allocated to each RIC by the 'support arm' of Education Scotland. The Education Scotland team works with RIC Officers to develop and deliver professional learning and offer further opportunities for collaboration. Engagement is not consistent across all schools, but opportunities are made available to all leading to highly variable evaluations of the impact of the Regional Improvement Collaborative. At times the wealth of opportunities available to staff can be hard to navigate and there can be duplication.

The service can experience challenges in monitoring progress against the many plans the service works to and there is a need to ensure that one Plan captures all improvement activity. One plan, which is inclusive of all statutory Plans and Reports will help streamline our approaches to monitoring and evaluation and improve visibility of deadlines across the service. The service will work to establish this alignment as the NIF for 2021/2022 is developed.

Partnerships for improvement – working with the Community Planning Partnership

Children and families in many school communities, benefit from effective partnership working at locality level through their Partnership Forum. Around half of the Partnership Forums are able to demonstrate the impact of this joint working. The Covid-19 restrictions negatively impacted this work as all partners delivered an emergency response to the situation. The service should now work to better drive evidenced based collaboration with Community Planning Partners across each locality to ensure that resource and decision making is consistently driven by impact data.

The service works with Community Planning Partners on many of the stretch outcomes of the LOIP. Work driven by the improvement charters in the LOIP had led to an increase in the number of partners delivering courses across the Senior Phase, an increase in the uptake of Foundation Apprenticeships and a rise in the number of positive destinations for those living in the most deprived areas of the city.

The stretch outcomes remain very relevant to the work of the service and the re-refresh of the LOIP has provided an opportunity to reflect on how to further maximise the impact of our work. Moving forward we are likely to see a more limited number of improvement charters as this will enable Community Planning Partners to prioritise and ensure sufficient resource is available to drive and support the improvements.

Close collaboration across the Community Planning Partnership will be key as we build back better.

Partnership for improvement – Parents and Carers

Head Teachers work in partnership with parents and carers to develop improvement plans and maintain regular channels of communication. Communication and engagement with parents and carers has looked quite different over the last 12 months as school staff have supported parents to enable their child to engage positively with Google Classroom. There is anecdotal evidence of increased numbers of parents and carers attending meetings when they are held virtually and evidence of closer collaboration over the last year. These changes and opportunities will be taken into account as the Parental Involvement & Engagement Plan is refreshed.



Partnership for improvement – children and young people

All schools continue to have representative pupil groups who drive improvement and inform practice at school and community level with children and young people taking a leading role in delivering training and supporting their peers. The establishment of Young Leaders of Learning has helped children and young people have a clearer voice in improvement planning.

Over the last three years, the majority of Aberdeen City schools (73%) have engaged in the Right Respecting Schools Programme and the city now boasts 7 Gold RRSA award schools, 10 Silver RRSA award schools and 22 Bronze RRSA award schools.

Aberdeen City continues to liaise closely with Community Planning Partners to work towards achieving our ambition to becoming a UNICEF accredited 'Child Friendly City' (CFC). Significant work has been undertaken to evaluate our current practices and approaches and to inform the creation of a joint action plan which will be supported and delivered by a range of our Community Planning Partners. Through discussion with a range of professionals and young people, we will be prioritising a number of key areas in accordance with the award framework. These are:

- Culture
- Communication
- Co-operation and Leadership
- Place
- Participating and,
- Child-Friendly Services.

To ensure that the views of children and young people are genuinely considered when taking decisions which affect them, the Education Service will routinely adopt a child rights-based approach (CRBA) to the design, development and commissioning of services and approaches as we move forward. These approaches will support the service to continue to take an asset-based view of our children and young people.

The incorporation of the UNCRC into Scots law triggers a need for a further professional learning offer for all adults who support children and young people to ensure that all appreciate how the amended GTCS professional standards and the incorporation of the UNCRC influences working practices. Awareness raising will also be required with school stakeholders and partners as well as an agreed approach to identifying and sharing best practice. A validated self-evaluation approach based on our already effective quality improvement approaches will support schools to prepare for the incorporation of the UNCRC into Scots law.

Using data to drive improvement

The service has access to a wide range of data and has improved its use of data over the last 3 years. Most validated data sets are historical and this has impacted on the responsiveness of the service at times.

Spending on school provision has increased in cash terms from 13/14 but reduced in real terms by 0.9%. If Scottish Attainment Challenge monies are removed this reduction sits at 2.9%. Given that this year may be the last of Attainment Challenge resource there is a clear need to ensure that interventions are sustainable, and this will influence school plans. A steady reduction in spend is evident in trend data, with costs not increasing as quickly as the Scottish average. Primary school spend is at the lower end of Family Group Local Government Benchmarking data and ranked 11 out of the 32 Local Authorities for efficiency. Secondary spend is sitting in the middle of the Family Group and ranked 21 out of 32, this is an improvement of the ranking from last year. The proportionately higher spend in secondary is thought to be as a result of smaller, less efficient secondary schools.

Although attainment data from 2020 is not directly comparable with that of previous years (and only available for secondary) historical data shows a gradual improvement in the number of children and young people achieving CfE Levels in primary. There continues to be local and national evidence to suggest the need for a focus on literacy and numeracy.

Green shoots are evident in senior phase destinations data although the lack of direct data comparison with that of previous years presents challenges. The first Insight data release suggests that improved breadth is resulting in more positive outcomes for young people. The data shows a closing of the distance to national outcomes and notable improvement in vocational attainment. The poverty related attainment gap is reducing.

The percentage of school leavers achieving 1+ qualifications at SCQF level 5 or better has improved by 3.5% since 2013/2014. The percentage of school leavers achieving 5 awards or more at level 5 or better has improved by 5.9% over the same period. When looking at the percentage of school leavers achieving 5 awards or more the gap has reduced by 4.9% since 2014/2015. Young people in deprived areas are now more likely to achieve 5 awards at SCQF level 5 with the Local Authority now ranked 24th, a slight improvement from last year. Young people in deprived areas are now more likely to achieve 5 awards at SCQF level 6 with the Local Authority now ranked 22nd compared with the ranking of 26th from last session.

The number of young people achieving across all quintiles has improved with the Local Authority now ranked 23rd (as opposed to 26th last year) for achieving 5 at SCQF Level 5, and 22nd for achieving 5 awards at SCQF level 6 (as opposed to 26th last year).

The Local Authority is currently graded 21st for average Tariff points (compared to 22nd last year) but there are significant anomalies when looking at achievements of learners living in different quintiles. Ranking range from 31 (for those living in Q3) to 23rd for those living in Q5. This is worthy of further analysis to identify and address the issue.

Data evidences a need to understand and address levels of performance in literacy and numeracy now that recruitment is less challenging in these areas, although there are still shortages in these key staff in our priority areas. The national research suggests that the periods of lockdown are more likely to negatively impact oral language development.

We continue to have uptake of Early Talkboost and Talkboost Training, which is a structured programme for children aged 3-7 with delayed language designed to boost children's progress in literacy and communication. We now need to better understand the issues to develop a more robust plan to address this area at the earliest opportunity.

The central team has established mechanisms to regularly review participation measures with a weekly review of exclusion and attendance data currently in place. This approach will help to review the impact of the new policy and also give an indication of the emotional and self-regulation needs of children and young people to inform service planning. This may lead to further targeted improvement work being undertaken in this area.

The lack of a complete data set for senior phase data has been an issue and work with Data and Insight to use Power BI to explore data at individual, class, school and locality level will help us transform our use of data to drive improvement by helping identify issues more quickly so that remedial action can be taken. This critical work will ensure that we are no longer waiting for the publication of historical attainment data to measure success and will help us transform our practices.

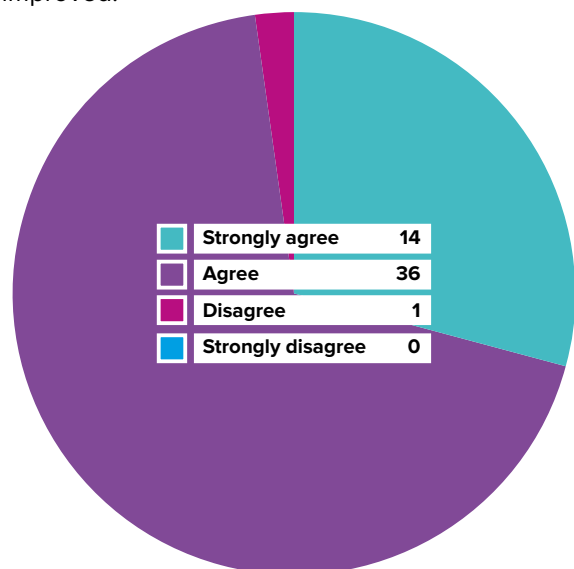




It is imperative that we continue to re-set our senior phase curriculum to ensure that we prepare our young people for changed opportunities post school. Ongoing consideration of delivery models for the City Campus and consortium arrangements which take account of the greater learner agency evident as a result of the periods of remote learning will be required.

Almost all senior leaders agree that our use of data has improved.

The pandemic has shone a sharp focus on the need to look at data sets across a partnership to understand the needs of families fully. Work to join up data sets will continue to be a key priority for the service and work to ensure that all staff across the service understand how performance data pertaining their pupils feeds into performance data at department, school and Local Authority level.



c) **WORKFORCE**

Addressing levels of vacancy

Over the last 5 years vacancy across primary and secondary schools has averaged around 100 teachers with resultant impacts on quality evident in some areas of the curriculum. The impact of this shortfall is apparent in literacy and numeracy trend data.

As a result of close working with colleagues in People and Organisation to refresh approaches to recruitment, the Local Authority began session 21/22 with all primary teaching posts filled and only a small number of secondary school vacancies in some hard to fill subject areas.

In 2018 we were aware of the potential shortage of highly qualified staff required to deliver on the expansion of Early Learning and Childcare. In collaboration with People and Organisation a range of approaches to recruitment were driven forward, including an in-house training programme for 90 ACC staff. This proactive approach and the recruitment to new posts in ELC established a clear progression pathway and has helped address the shortfall in staffing.

The work of the service and that of other functions has been highly effective in workforce planning and for the most part, work in this area will now be maintained. The single exception to this, is consideration of how to recruit/provide a curriculum in some hard to fill secondary subject areas where remote delivery or alternative delivery models may be advantageous.

Building leadership capacity

Leadership development and professional learning have been key tenets of our work over the last 2 years. A wider range of pathways to leadership are now available within classrooms, school, ELC settings and across the local and national system. Opportunities are varied and are greatly enhanced by school leaders developing and leading programmes too. Despite the challenges of the past year, engagement with certificated Leadership development opportunities has increased with almost all completing these successfully and achieving high pass rates. Interest in this area continues to increase.

The approach taken has helped grow leadership capacity and reduce vacant leadership posts. Over each of the last 4 years up to a third of city primary schools have been led by Acting Head Teachers due to the limited number of quality applicants for leadership positions. This position has now considerably changed with a high number of internal and external applications received for both senior and middle leadership positions. All schools began session 21/22 with a permanent HT having been appointed and we can see the early positive impact of new school leaders.

Approaches to developing leadership capacity have been highly effective. Leadership will remain a key tenet of our work but now be maintained in our, 'business as usual' with no further improvement work thought necessary at this point. Ongoing dialogue and review of data will ensure that the offer remains suited to the needs and vulnerabilities of the service, but this ongoing review and routine re-set are now embedded in established systems and working practices.

Building capacity and capability across the system

Professional learning opportunities are now fully aligned with the ACC capability framework and Learning Academy and comprise a more targeted mix of national, regional/local offers and supportive groups led by skilled senior leaders. There are clear indicators that this approach is building a more sustainable system and developing shared standards. Developing a structure which supports self-directed learning also provides practitioners with the opportunity to engage in professional development which suits their individual needs. All self-directed opportunities are shared through the ISEE Framework, allowing practitioners to select the appropriate professional learning at Informed, Skilled, Enhanced or Expert Level. In offering this model we are building capacity and professional agency and clear progression pathways for all.

The Professional Learning offer for ELC provides a combination of accessible and flexible online materials that can be accessed independently/as a staff team via the ACC Learn portal, with virtual sessions delivered termly via Microsoft Teams. The materials include continuous reflective questions, prompts for further development and opportunities to link with other teams in the locality via the online discussion boards. Staff are encouraged to link with their Locality Lead Officer and reflect on their improvement plans and engage with content appropriate for their service development so that Locality Leads can tailor content to the needs of a locality.

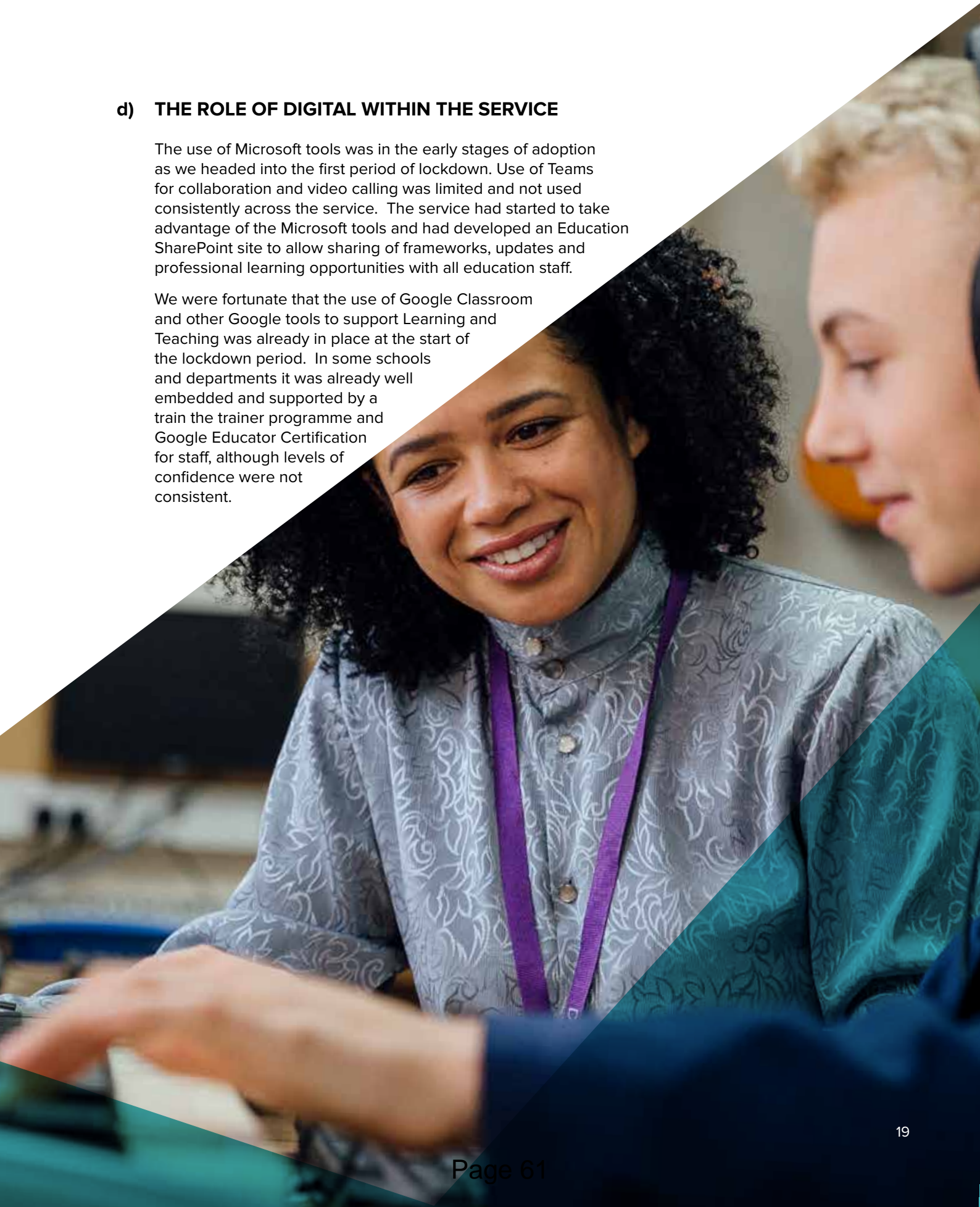
Feedback regarding the professional learning sessions and activities on offer has been positive, detailing the benefits of ready access to a range of activities in one comprehensive resource. Staff report that the more targeted offer is better meeting their professional learning needs and appreciate the investment in high quality learning opportunities. Moving forward, evaluative measurement tools and digital collaboration spaces will be built into self-directed activities to further track and monitor impact and garner feedback for improvement. The return of in-school quality assurance visits will also help better triangulate impact data and inform offers. It will be important to carefully consider any new educational paradigms which may require additional knowledge, understanding and skills from our workforce as we move forward, but current systems are thought appropriate to ensure that our offer remains current and future focussed. This area will be maintained and closely monitored with careful attention given to the extent to which distributed leadership helps build capacity for improvement.



d) THE ROLE OF DIGITAL WITHIN THE SERVICE

The use of Microsoft tools was in the early stages of adoption as we headed into the first period of lockdown. Use of Teams for collaboration and video calling was limited and not used consistently across the service. The service had started to take advantage of the Microsoft tools and had developed an Education SharePoint site to allow sharing of frameworks, updates and professional learning opportunities with all education staff.

We were fortunate that the use of Google Classroom and other Google tools to support Learning and Teaching was already in place at the start of the lockdown period. In some schools and departments it was already well embedded and supported by a train the trainer programme and Google Educator Certification for staff, although levels of confidence were not consistent.



Section 2 – How the Education Service responded to the pandemic and building back better

a) THE EDUCATION SERVICE IMMEDIATE RESPONSE TO THE PANDEMIC

The pandemic brought a range of challenges and opportunities to the Education Service. The unparalleled circumstances provided an opportunity to think more creatively around potential solutions without the constraints of what had always been. In real terms, this saw a huge acceleration of progress in some areas and some rapid escalations of needs which had to be prioritised for action.

How well placed was the service to respond to the pandemic?

Business continuity plans had been refreshed at the beginning of session 2019, although these didn't include the detail required to respond to the unparalleled situation we faced from February 2020. The establishment of emergency response arrangements across the Local Authority provided a means of the central team beginning the process of parallel planning to ensure readiness for any eventuality. The very regular access to Chief Officers enabled the Chief Education Officer to share thinking and learn from others across the organisation which supported stronger decision making.

The service sought support from school leaders to implement a range of actions at pace to ensure readiness for implementing a new operating model. Although this initial command and control approach was at odds with the culture fostered across the service, it was highly effective in supporting our immediate emergency response and staff worked tirelessly to ensure adequate preparation. Knowing that schools were well placed to implement change allowed the service time to predict the need for emergency childcare and undertake the preparatory work that supported delivery of an operational childcare service from the first day of Lockdown. Over 1000 families were supported during the first period of lockdown thanks to the flexibility of childcare and school staff.

The Education Service National Improvement Framework Plan of 2020/2021 reflected the dynamic working environment and associated national guidance. A themed approach to planning enabled the service to plan our immediate response around 5 key areas which were considered to be most important to realise a strong response: workforce, wellbeing of all, curriculum, the physical return and finance and equity. Each theme was driven and overseen by a Quality Improvement Manager (QIM) to maximise the impact of the Education Management Structure. Each QIM worked closely with key internal and external partners whose support and expertise in aiding and enabling the service cannot be overstated.

The structure and 5 themes provided sufficient flexibility to respond to the rapidly changing needs of all stakeholders and supported planning and delivery of the range of operating models required over the academic session. The service kept a keen eye on possible future scenarios resulting in routine parallel planning being undertaken over the year. This approach aided our ability to predict and be well prepared. This agility will be an on-going feature of our 'business as usual' with some software solutions being investigated to support our scenario planning.

Covid-19 Health and safety compliance

Responding to a pandemic brought the need for confident risk assessment into sharp focus. School leaders effectively led teams to review approaches in keeping with national guidance to ensure that practice helped mitigate risk. School staff report that sufficient and helpful local guidance was made available to support in school planning. The strength of the control measures in City schools are frequently commended by Public Health and were endorsed by the Health and Safety Executive.

The service is very grateful for the excellent support afforded to them by the Corporate Health and Safety team and this close working relationship will be maintained. The pandemic cemented and improved the relationship with a number of teams across the organisation as our co-dependency in crisis became apparent. School leaders now report greater confidence in risk assessment practices. Progress in this area has been accelerated and will now be maintained.

Covid-19 Workforce Planning

The service worked well with People and Organisation to establish effective systems to gather workforce data and this enabled the service to undertake effective contingency planning. The standard use of Core HR has enabled consistent reporting to Scottish Government, information sharing and proactive planning.

The use of Microsoft forms and Power BI has enabled the service to capture real time data following each incident of Covid-19 in schools. Analysis of the data has helped share best practice and strengthen control measures to mitigate risks to the workforce and stakeholders. This invaluable use of real time data will continue to be embedded in our 'business as usual'. Both approaches have helped prevent any risk to school operations due to insufficient staffing and led to an acceleration of the adoption of Core HR as a tool to support workforce planning.

A need to be more sophisticated with data

The service was able to remain agile and responsive by making improved use of live data across all operations of the service. Close working with colleagues in Data and Insights enabled the service to collect and digest large amounts of data with ease. This approach enabled the service to predict demand whilst evaluating the impact of the Covid-19 controls in place.

The use of live data has transformed the work of the Education Service and progress has been rapid. This agile approach in response to live data has accelerated our approach to continuous improvement, transformed working practices and will be the backbone of our approach to continuous improvement as we move forward.

b) ACCELERATING OUR USE OF TECHNOLOGY

The first period of school closure in March saw a rapid review of our approach to communication and engagement with school leaders. The service moved from regular e-mail updates and face to face meetings with senior leaders to the use of HT Teams site. Staff report more timely responses to queries. There is now a need to agree where to hold information so that everyone can access information timeously. There is growing evidence of colleagues sharing expertise and collaborating to maximise the impact of our collective endeavours by establishing Teams sites for colleagues with particular roles and responsibilities. The pandemic significantly accelerated levels of adoption of Teams.

Secondary school leaders have admirably led their school communities through uncertainty around SQA validation practices and have kept provisional plans under review. Colleagues have taken advantage of Power BI to support moderation practices and we will build on the use of this App more widely as we move forward. A recent HMIE Thematic Review highlighted communication as a key strength.

Officers will now move ahead with plans to offer bespoke support to each school to ensure that the technology is being fully harnessed to support school improvement and teacher agency.

Digital delivery of the curriculum

Schools effectively used Google Classroom to deliver remote learning and teaching. Staff expertise increased significantly during lockdown and enabled the delivery of a strong remote learning offer. High numbers of staff accessed Google Educator Training at differing levels of complexity. Data shows that 93% of learners engaged with the digital offer during the first period of lockdown with 97% engaging through a further improved offer during the second period of school closure. Good use of lead in time to the second period of lockdown saw many staff re-engage with Google Educator training and the quality of remote offer has been improved as a result. The programme of Google Educator training will be maintained. Our repeated Learning at Distance survey highlighted that there has been a 9% increase (87% of staff who responded) in the number of staff reporting confidence in delivering remotely. This evidences that approaches to empowering staff has been effective. This is clear when reviewing Google Analytics data too. Schools now make improved use of Google Analytics to support quality improvement.

89% of staff reported that they have access to the guidance they require to deliver a curriculum remotely. This is an increase of nearly 5% from the 2020 survey. Most staff found the ACC developed guidance more helpful than nationally produced documents.

There has been a marginal increase in the number of children who report they feel safe on-line (92.5% in February 2021 compared to 92.25% in March 2020) but also a similar increase in those disagreeing with the statement. The reduction in the number stating that they don't know is possibly an indication of there being greater awareness of on-line risks. This area will continue to be monitored with Community Planning Partners and supported through the roll out of the Safer School App.

There has been a 0.59% reduction in the number of children and young people agreeing that other learners show kindness on-line and an increase in the number who strongly disagree. The high continued proportion of returns who report 'not knowing' if other learners are kind is of concern to the service and will be an area for further focus as we further develop PSHE programmes in the short and longer term.

The digital divide was clear over the first period of lockdown and over 5000 chromebooks were issued to families. The Council responded positively and continued to invest heavily in the provision of chromebooks. Over 12,000 devices were issued to children and young people over the second period of school closure and we continue to work with Digital and Technology to improve the digital experience for pupils, staff and parents.



A Northern Alliance funded DHT (digital) has been appointed to support work with the Northern Alliance and e-Sgoil to increase the digital offer for learners in the senior phase. Main grade staff trained as Google educators continue to develop webinars and offer one-to-one sessions to support staff development and new Apps are shared routinely with staff. This personalised approach has been well received and enables the local authority to further develop capacity for improvement. This model of support will be extended to other fields where possible.

The service has benefited from the extensive adoption of tools into our 'business as usual' including the use of Microsoft Forms, Power BI, Teams and One Note. The service is now engaging with Microsoft to help take our use of digital to the next level. Microsoft brings a wealth of resource from across the world to help shape our innovative future.

Our programme, Education Navigator, is harnessing the wealth of best digital practice from across the world with Microsoft Educational experts. We are also taking a collaborative approach with our local partners within colleges and universities to align our future plans and ensure the education journey of our young people continues in a cohesive manner, no matter where their learning takes place. As an authority we have already laid the foundations for digital transformation, but recognise that we need to go much further if we are to help our young people realise their full potential. Digital skills are identified as a key priority for all young people as they move into adulthood.

The Navigator programme is fundamentally about digital transformation within our learning environments and maximising the tools and intelligence we can gather to achieve the best outcomes. There are 4 core themes:

1. Leadership & Policy
2. Intelligent Environments
3. Teaching & Learning
4. Student & School Success

Digital infrastructure

The digital infrastructure supporting our schools has some vulnerabilities. Feedback from all Head Teachers on current challenges highlighted poor connectivity as the single dominant issue. During the last 2 years there has been significant investment in chromebooks to support teaching and learning. We currently provide all learners in the senior phase, learners in P6 and P7 and all vulnerable learners with a personal device. As we continue to deploy devices the issue around connectivity will worsen, but we will continue to work towards every child having their own device in order to ensure that we are well placed to maximise our use of technology in the future. This has been highlighted as a priority area and investment has been planned in the current work for the Transformation Board.

Every learner who requested a device to support remote learning received one and this is evidenced through the levels of engagement with Google Classroom helping to build learner agency.



c) **RETHINKING THE CURRICULUM**

Over the course of the pandemic the focus for learning has been on health and wellbeing, literacy and numeracy. Schools were provided with scaffolds to support active collaboration within and across schools. School leaders shared practice on Interdisciplinary Learning which was recognised as best practice and shared nationally. Discussions to this point have been largely limited to those in the central team and in senior leadership positions and this should now be extended to include the whole system.

Central Officers and school leaders collaborated to provide guidance to colleagues on how to create and manage trauma informed classrooms whilst working remotely. This document was well received and influenced practice across the city.

The pandemic provided an opportunity to rethink and re-prioritise curriculum delivery and the service will now consider longer term planning around the entitlements and principles of Curriculum for Excellence as we move further through the recovery stage of the pandemic. There are various considerations including the report from the International Council of Education Advisors which will help shape longer term plans. In the immediate term we will consider the extent to which digital can support delivering of the curriculum as children and young people re-enter school buildings and how we maintain and promote the use of outdoor learning as well as being involved in the debate around different assessment models in the short and longer term



Covid-19 impacting on Growth Areas

Over 2020/2021 the Education Service spent time reviewing the senior phase offer to determine how best to improve attainment, achievement and positive destinations. The pandemic, the downturn in Oil and Gas and Brexit are all likely to impact on the opportunities available to our children and young people the situation remains highly dynamic.

The most recent data produced by Skills Development Scotland indicates that within Aberdeen City the labour market is forecast to face challenges in the immediate term. The data suggests that within the region job losses are likely to have occurred in hospitality and engineering. The most recent jobs postings indicate that Nurses, Care Workers and Home Carers and Sales Occupations are the most numerous.

Employers within the region are seeking softer skills as well as technical skills, skills such as teamwork/ collaboration and customer service feature, as do job specific skills such as budgeting, teaching and sales. COVID-19 has also highlighted the importance of digital skills due to the uptake of homeworking and this is an area that will likely extend beyond COVID-19 and bring a number of societal and economic benefits to the region to reduce the carbon footprint.

The forecasts for the short term (2020-2023) suggest that there will be some job growth and opportunities created as of the need to replace workers. The greatest requirement for workers is expected to be in Human Health activities, Retail Trade and Education including Child Care.

Over the longer term (2023-2030) the Aberdeen city labour market is forecast to contract, but despite this the occupations to have greatest growth due to new job creation are Health and Social Care Professionals, Digital and Green Energy, Accommodation and Food services.

Skills Development Scotland continue to work in partnership with schools in providing Labour Market Information to inform schools of the growth job areas and to develop flexibility in the senior phase for young people to explore diverse pathways supported by taster courses and generic skills courses.

The on-going development of a central portal with current information for all stakeholders will continue to progress at pace as well as work to finalise a skills progression reflective of the current state to help guide young people into an appropriate learning pathway. Young people continue to be anxious and there are indications that we could see an additional 1000 young people who may have previously left school choose to stay on. It is imperative that we clarify the pathways available to support decision making and ensure we look at how the broad general education can best prepare our young people for the senior phase.

d) WHAT ARE THE 'GAPS' POST PANDEMIC?

Addressing food insecurity

The Community Planning Partnership effectively and swiftly joined forces to address food insecurity from March 2020. This saw partners come together to ensure that the provision of free school meals was considered within the wider context of support for families. Close collaborative working has continued over the course of the pandemic.

Research papers highlight the need to join up data sets and to wrap partners around children, young people and families and the work of the Aberdeen Together Group to collaborate to address food poverty has stood the service in good stead to continue to meet the needs of families. Hubs established over the first period of Lockdown provided food parcels and many schools serving areas of deprivation offer a food parcel service in collaboration with the Third Sector.

Local data on FSM registrations give a clear indication of the number of families with changed financial circumstances. The spread of free school meals is no longer focussed around the three priority areas, triggering a need to rethink approaches and consideration of the establishment of Food Pantries in each locality.

Given the economic impact of the pandemic on families it is of critical importance that we ensure that no costs are passed to any parent for the provision of education and consider how financial services can be better advertised or accessed through school communities. This work will be a key area of focus for the service.



Supporting the health and wellbeing of children and families

Despite work to support positive health and wellbeing pre-pandemic, the crisis brought a need to accelerate the establishment of a systematic approach to Health & Wellbeing. As we entered the first lockdown period all schools identified how best to support children and young people deemed to be more vulnerable and made arrangements to keep in touch with families. Arrangements have continued to be developed and adapted based on feedback from families.

The Mental Health Foundation for Scotland reviewed the **Mental health impacts of the Covid-19 pandemic in Scotland on vulnerable groups**. Findings from this report included:

- A person-centred approach must be taken in understanding experiences, one which recognises the diversity of individual lived experience, rather than attempting to reduce each group into a single homogenous unit captured by terms such as 'shielding'.
- Many healthy coping mechanisms reported by the Scottish population were linked to outdoor activities and access to green space.
- Contact with friends and family and community support was vital for sustaining wellbeing with huge appreciation for the speed at which local organisations responded and adapted to the pandemic.

Within Aberdeen, we recognise many of these factors within our own professional and personal lives seeing a negative spiral of mental wellbeing across our schools and communities. The below report confirms this is a similar picture across Scotland and action must be taken to address it immediately.

Mental wellbeing has been a significant focus over the past year and the declining mental health of all has been recognised. '**Good Mental Health for All**' recognises the benefits of improving mental health which link with positive health and social outcomes for individuals and the broader community. Those who have positive mental and emotional wellbeing are more likely to have success within their lives.

We have worked with an external partner to develop and launch **The Resilience Alphabet** and **The Journey** to quickly establish a universal approach to building resilience in children and young people through the first period of lockdown.

Over 88% of children and young people who responded to our Learning at a Distance survey in March 2021 knew who to contact if they are upset and worried and this is a positive and improved picture from a similar survey undertaken in 2020. There has been a slight decline in the number disagreeing with the statement. A reduction in those who were not able to offer an opinion stating that they, 'don't know' has also reduced. There is undoubtedly a need to re-establish relationships to support wellbeing.

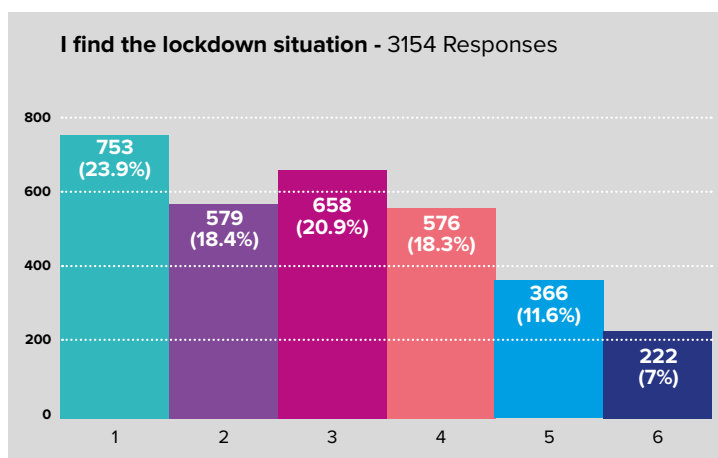
The survey also showed a significant reduction (14.6%) in the number of learners feeling confident in learning remotely (76.71% in 2020 and 62.14% in February 2021). It is thought that this is partially attributable to the timing of the survey and increasing levels of concern and anxiety felt by students in the senior phase. Further exploration of the data shows that 41% of those who strongly disagreed are in the senior phase, 37% in the S1-3 and the remaining 19% in primary schools further illustrating the level of anxiety present in older students. The service continues to provide as much certainty around certification arrangements as possible to address this.

23% less children and young people now report that they are enjoying distance learning now that we are a year on. This trend is strongly mirrored in responses by parents and carers. The more positive responses in 2020 could have reflected the novelty of a new operating environment but it is now clear that young people need to reconnect with friends in school.

Children and young people were asked to consider how they were finding this most recent period of lockdown on a sliding scale from 1 (difficult) to 6 (easy). 63.2% gave a negative response with 754 choosing the lowest possible grading.

Children and young people were also asked about their experience of managing school and home life. Responses were more evenly balanced with the majority (52%) providing a negative response. It is of critical importance that we fully understand and address the mental wellbeing of our children and young people.

Children have the right to play and learn - the **United Nations Convention on the Rights of the Child** sets out in Article 31 (1). Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life.



Being outdoors has a positive impact on adults as well as children. **Out to Play – creating outdoor play experiences for children :practical guidance** suggests that there is strong and compelling evidence that playing and learning outdoors has many benefits for children. By focusing on this evidence and the impact for all, taking learning outside will build a stronger, more resilient learning community within Aberdeen.

Learning from one another and in partnership with Education Scotland we have identified an approach to supporting and developing community wellbeing which will strengthen our universal offer. Through the Compassionate and Connected Communities programme we have been able to develop a Train the Trainer model which over time should provide more consistent language and understanding within Aberdeen and support us in developing a more nurturing city.

Engagement with **SHINE** (Schools Health & Wellbeing Improvement Research Network) has helped schools prepare longer term interventions. SHINE provide regular Mental Health & Wellbeing Surveys and associated reports to enable schools more readily to understand and support the needs of young people within their individual settings. From this work we now hope to develop a system wide overview of data to help us meet the mental health needs of our children and young people.

As we respond to the high levels of distress and anxiety exhibited by some children and young people who have experiencing significant change, school staff continue to undertake Let's Introduce Anxiety Management (LIAM) training and work with our Educational Psychology Team has supported wider mindfulness and resilience building. 2 of our Secondary Schools will participate in Distress Brief Intervention Training in partnership with Penumbra and the University of Glasgow and this may be extended further if successful.

The lack of opportunity for face to face socialisation is impacting children and young people and it will be imperative that we continue to work with community planning partners to explore how best to provide safe opportunities in the immediate and longer term.

Close working with Community Planning Partners around the mental health agenda is critical. The mental health of families is likely to be considerably impacted by changes in economic circumstances and this will undoubtedly impact on children and young people. Ensuring easy access to employment support and financial inclusion services will be critical to support family wellbeing and the Education Service is working with others to explore models for the co-location of multi-disciplinary teams through the ELC Links Hub.

There is a growing body of evidence that children, young people and families have been less active during the second period of lockdown and that proactive planning will be required to address this area proactively. **‘Let’s Get Physical’** written by the Mental Health Foundation, highlights the benefits of physical activity on wellbeing. Research has shown that physical activity releases chemicals in your brain that make you feel good – boosting your self-esteem, helping you concentrate as well as sleep, look and feel better.

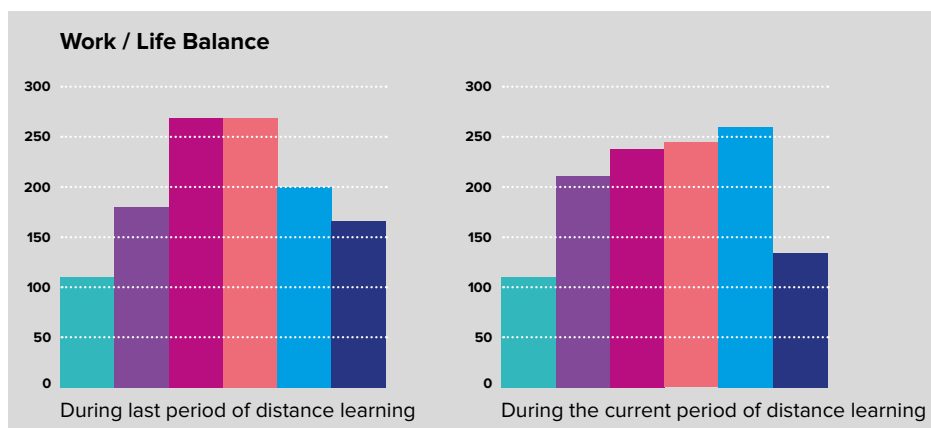
The limitations on the delivery of Physical Education place further pressure on this area. Many secondary schools have introduced staff v pupil running challenges in order to help address this area. Physical health will continue to be an important area of focus as we move forward.

Supporting the health and wellbeing of staff

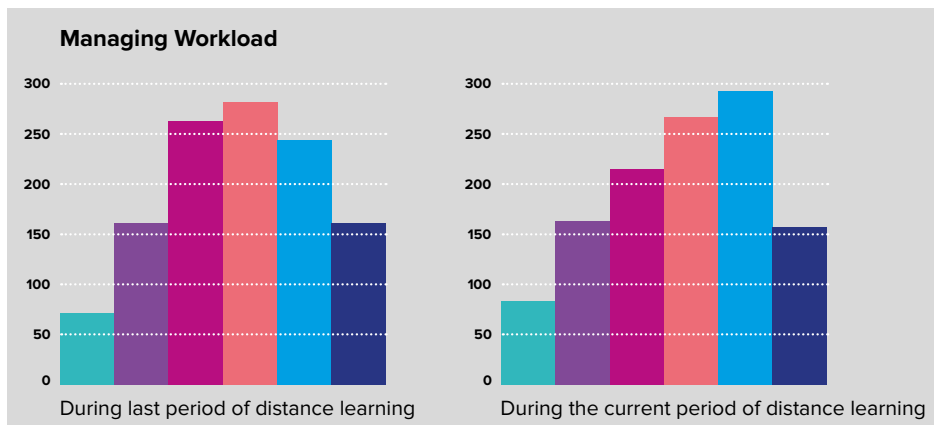
A range of approaches have been used to support staff wellbeing including the establishment of staff wellbeing sessions, peer support networks and wellbeing sessions for senior leaders. Initiatives such as Wellbeing Wednesdays have supported both learners and staff. The pressures on staff and learners have changed over time and the service remains agile and responsive. Resource within the central team has been allocated to this area to ensure that we can proactively respond.

In 2020 just under 95% of staff felt well supported to work remotely. This has dipped by 2% in 2021 but indicates that staff feel supported despite us being a year into the pandemic. This would suggest that approaches have been largely effective with staff reporting that they are more aware of opportunities available to them.

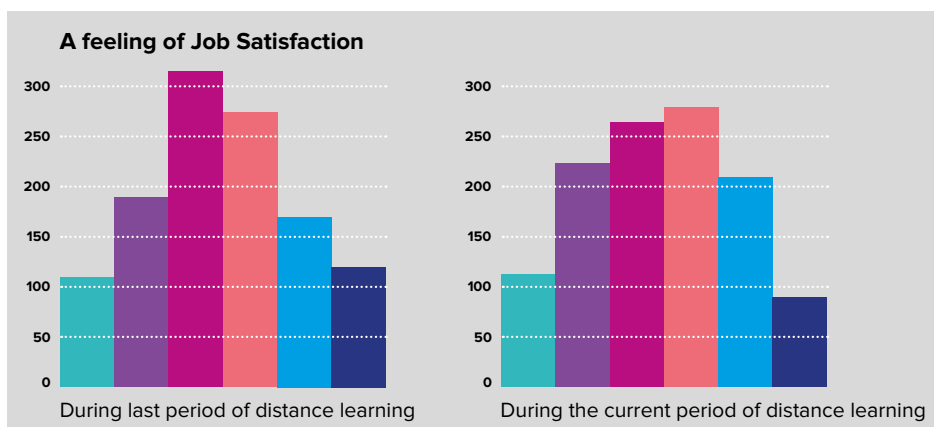
Staff are reporting that it is harder to separate school life from home life.



Staff are also finding it harder to manage workload.



Staff are placing very high expectations on their own performance and these aspirations are becoming harder to reach. However, job satisfaction has increased.



The wellbeing of staff will continue to be a significant priority for the service in collaboration with others. It is clear that a focus on the mental, emotional and physical health of all will be critical.

Loss of learning

Children and young people have engaged positively with their Google Classrooms and operating models are now allowing more frequent engagement with the small number of young people who are providing harder to reach. Our children and young people will return to school buildings with a range of skills they didn't develop prior to the lockdown period including increased learner agency. As children return to in school learning we will be able to assess the growth and gaps in children and young people and will work as a service to address any concerns whilst ensuring that we build upon the greater learner efficacy evident in learners.



d) WORKING MORE CLOSELY WITH COMMUNITY PLANNING PARTNERS

The first period of lockdown saw the establishment of wellbeing hubs which provided an invaluable means of supporting the wellbeing of some of our most vulnerable learners. Qualitative and quantitative data evidenced the positive impact of this multi-agency approach on families and the service has worked with partners to ensure their longevity through the establishment of three Fit Like Hubs. The provision of hubs combining education, social work, health, community, and social resources working effectively together has provided a more holistic model for families.

The Fit Like Hubs are underpinned by embracing a children's rights approach. Active and meaningful communication and engagement between all stakeholders will continue to be essential in enabling the realisation of our agreed aims to:

- strengthen our preventative work to support family wellbeing at the universal level;
- improve awareness of mental health and wellbeing in order to address stigma and help address any cultural issues;
- build the capacity of the workforce through professional learning and a clarification of roles and responsibilities; and
- improve knowledge and communication of the continuum of mental health services.
- careful tracking of data to help adapt services in order to ensure timely access to the right support
- co-locate in multi-agency local hubs to support closer collaboration and encourage skills sharing and supporting professional development across disciplines.

This model aims to help individuals and families to set their own goals and take part in relationships and activities that are meaningful. The implementation of the Hubs and broader health and wellbeing continuum will be closely monitored to ensure that they meet the emotional and mental health needs of our children and young people.

Research suggests that the number of children identified as 'vulnerable' could increase by 20% and this will impact on all Community Planning Partners and close collaborative working to support families will be critical. The early establishment of the Fit Like Hubs, re-design of ASN services and response to 'The Promise' will be a key part of our approach to meet increased demand.

There is an on-going need to strengthen relationships across the partnership so that we can work with others to meet the demands of the next phase of recovery. This will take the expertise of all partners and we would anticipate establishing new partnerships (for example with Higher education) to tap into resource and expertise across the wider system.

Planning the Implementation of ‘The Promise’ and the UNCRC

Over the last 10 years partners have agreed, implemented and refined processes associated with GIRFEC policy to support children who require support beyond the universal services. The local system is likely to experience increased demand as a result of the pandemic and we need to work as a Community Planning Partnership to get ahead of this challenge.

The Independent Care Review’s Promise highlights *‘that Scotland must not aim to fix a broken system but set a higher collective ambition that enables loving, supportive and nurturing relationships as a basis on which to thrive’*.

This work dovetails with Angela Morgan’s review which stated that, *‘30.9% of a population is not marginal. The evidence is that fulfilling the vision of the Additional Support for Learning legislation through “tweaking” systems and provision around a baseline assumption of educating children who may have support needs, but not “additional” support needs is not workable. We need a different starting point: all our children and all their support needs.’*

A key focus on quality improvement activity in 2021/2022 will be the extent to which the UNCRC, aspirations of The Promise and findings of Angela Morgan’s review are informing practice in schools and this work will inform our service response.

The Community Planning Partnership has committed to considering the structures required to enable a collective and rapid response to changing needs in order to prevent services from being overwhelmed with demand over the coming months and years and the Children’s Services Board will drive the following programmes of work:

- Primary prevention and early intervention
- Shared spaces and resources
- Shared thresholds, systems and customer access routes
- Improve whole life support and learning for life

As we look forward to the re-building phase it will be important to be less defined by job role and employer and build a stronger sense of the team around the child and family. There is also a need to ensure that all children have equal access to education and continue to monitor data on a weekly basis to help drive down levels of exclusion.



e) EMPOWERING AND SUPPORTING PARENTS AND CARERS

COVID 19 has brought the engagement and involvement of parents supporting their children at home into sharp focus; most particularly the need to improve access to digital technology and connectivity, support for family health and wellbeing and strengthening parents' ability to support learning at home whilst in lockdown and beyond.

Microsoft SWAY has been successfully used to share our monthly online newsletter highlighting developments with parents and carers. This approach allows us to share learning from surveys and inform contributors of our next steps which has helped increase . Engagement with parent newsletters has been positive with our most recent newsletter reaching over 10,000 readers. Feedback through the Aberdeen City Council Parent Forum (ACPF) has been positive, as have the updates from Central Officers during monthly ACPF meetings which provide an opportunity for updates and direct support and guidance for parents.

The Educational Psychology Service has developed a number of resources which include themes such as bereavement support, managing behaviour and transition between home and school learning, practical ideas and considerations for wellbeing and training for staff. **The digital hub** was developed to host this and to provide focused information which offers support to all stakeholders.

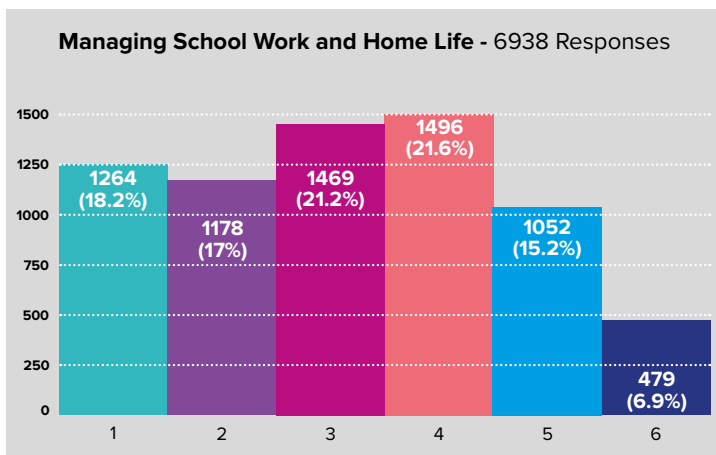
The learning of the last year has reinforced the importance and value of working together with parents to support children's learning – particularly around learning at home. A new digital **Parent Hub** was specifically designed to encourage and build parent's confidence and knowledge in supporting learning at home and to provide tips, links and ideas for learning, supporting parenting and family wellbeing. Learning from the most recent Learning at a Distance survey suggests that it is time to review these resources with parents and carers to ensure that they offer the support families will need as children return to school buildings.

All schools effectively ran virtual parents' evenings with many benefiting from the use of parent evening booking system (PEBs). Schools set up timetables for parent appointments, allowing families to select their own appointment based on availability. Feedback from staff and parents was positive with many families preferring the virtual meeting. The service will carefully consider our approaches as we move forward and not presume that things should return to pre-pandemic practices.

Google Guardian sessions were offered in almost all schools as well as opportunities for families to become familiar with Google Classroom. As families become more comfortable with the tools available some schools worked with partners to provide support for families such as Heathryburn School's collaboration with the Family Learning Team to provide, 'Canna Dine Oot' sessions. Many schools also took advantage of the ThingLink App to help parents directly influence the learning being offered remotely and this more collaborative approach was welcomed by families. The success of these approaches will be considered as we developed a refreshed Parental Engagement Plan.

Of the 6938 parents and carers who responded to a recent Learning at a Distance survey only 48% reported that their child enjoys distance learning (compared to 61% of learners). 66% of parents report that their child undertakes learning with confidence showing that confidence levels have reduced from the first period of lockdown. Confidence levels being reported by children and young people are broadly in keeping with those reported by parents and carers suggesting that as more has been expected and more structure introduced to Google Classroom we have seen decreasing levels of confidence.

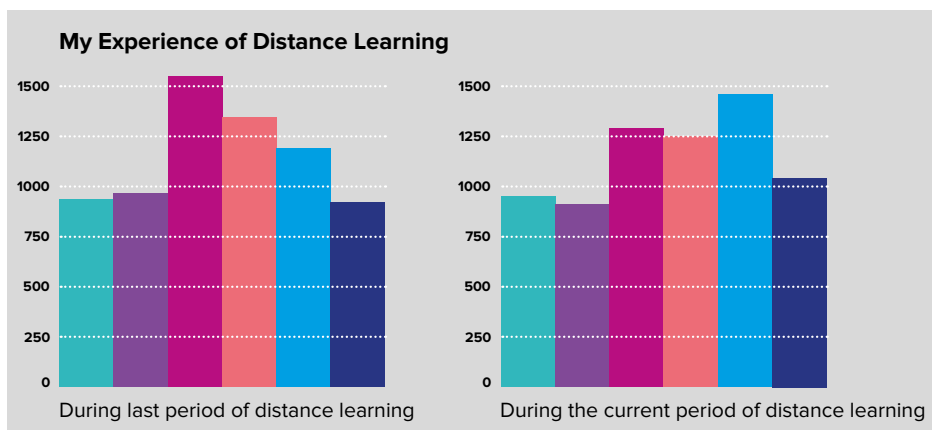
The majority of parents and carers report that they are finding balancing school work and home life difficult and much of the frustration being experienced by families is clear in the data. The pressure is felt more acutely by parents and carers than by children and young people and it will be important to work with Community Planning Partners to support families as we move out of the pandemic.



The refresh of the parental engagement plan is taking account of the very changed circumstances we all now face but will continue to focus on the key

themes of effective communication and information, learning (home, school and family learning), parental voice and further development to support parenting particularly around children’s health and wellbeing and learning.

Despite less families reporting that their child enjoys distance learning there is a positive shift in the quality values when comparing the experience of the first period of lockdown to the second. This feedback marries with Google Analytics data and helps evidence the increase in quality.



The number of parents who feel that the school has supported physical wellbeing (79%) is higher than those who feel that emotional wellbeing has been supported (57%). This chimes with other data sets from across the partnership and should be a clear and on-going focus for the service and wider partnership.

Parents as Early Education Partners (PEEP) will be made available to all families across the city from August and the service will carefully monitor the impact of this intervention. It is important that the service plays its part in the recovery of parents and carers and carefully considers the part it plays in Family Learning.

f) EMPOWERING AND SUPPORTING CHILDREN AND YOUNG PEOPLE

Our children and young people have shown incredible resilience over the last year. We are aware of the need to strongly support their health and wellbeing but need also to look at how they help us build a stronger and better system. The incorporation of the UNCRC provides a helpful focus to let our children and young people help shape the 'new norm' and this will be key area of focus as we build back better.

g) RECOVERING FROM COVID AND BUILDING BACK BETTER

Themes emerging for 2021/2022

The pandemic has impacted on the needs of children and families considerably and it is impossible to consider children in isolation from families and communities. The service has worked hard to understand and respond to these changing needs and will continue to be agile and respond to new learning.

Consideration of our progress over the last few years and reflection on our performance and learning from the last year has helped identify a number of priorities for action/improvement. The service intends to resist the desire to identify all of the solutions at this point in order to ensure that we continue to be guided by the data as we prioritise these areas for improvement over the next 12 months.

Cross cutting service improvements

- Build on the use of live data to diagnose and address vulnerability;
- Streamline improvement activity into one plan to improve monitoring arrangements;
- Further strengthen relationships across the Community Planning Partnership;
- Be future focused and work with Community Planning Partners to explore Community Campus models and new education paradigms;
- Work across the Community Planning Partnership to reshape wider children's services to address the changing needs of children, families and community in keeping with The Promise and ASN Review;

Raising attainment and achievement

- Improve connectivity to enable the exploration of new educational paradigms;
- Continue to address on-line safety;
- Further develop collaboration for improvement both at school senior leader level and below;
- Review the curriculum in light of the pandemic;
- Improve tracking and monitoring arrangements; and
- Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan and the UNCRC Children's Rights Scheme.

Improving health and wellbeing

- Empower schools to determine readiness for the incorporation of the UNCRC;
- Further develop learner agency and pupil participation;
- Empower parents and carers through implementation of the Parental Engagement Plan;
- Improve the physical wellbeing of children and young people;
- Improve the mental and emotional wellbeing of children, young people and families; and
- Reduce risk taking behaviour and poor self-regulation associated with experiences over the last 12 months; and
- Further monitor and support the positive wellbeing of staff.

Closing the gap

- Fully implement 1140 hours of ELC from August 2021 including the roll out of PEEP
- Improve attainment in literacy and address any gaps in core literacy skills;
- Improve attainment in numeracy and address any gaps in core numeracy skills;
- Work with internal and external partners on the development of a systemic approach to addressing food insecurity and poverty including the introduction of no costs to the school day; and
- Maximise the impact of Partnership Forums.

Improving employability

- Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution;
- Formalise a skills progression which takes account of growth areas;
- Improve tracking arrangements to inform the choices of young people and curricular offer;
- Work with partners to continue to re-set the senior phase offering in light of growth areas; and
- Improve visibility of growth areas and available learning pathways.

References

International Council of Education Advisors report Dec'20

National Improvement Framework Plan 2021



Education Improvement Journey V2

[View in Power BI](#) ↗

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Attendance and Exclusions

Staying on Rates

Additional NBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

National Benchmarking Measures: Literacy and Numeracy

Local Benchmarking Measures

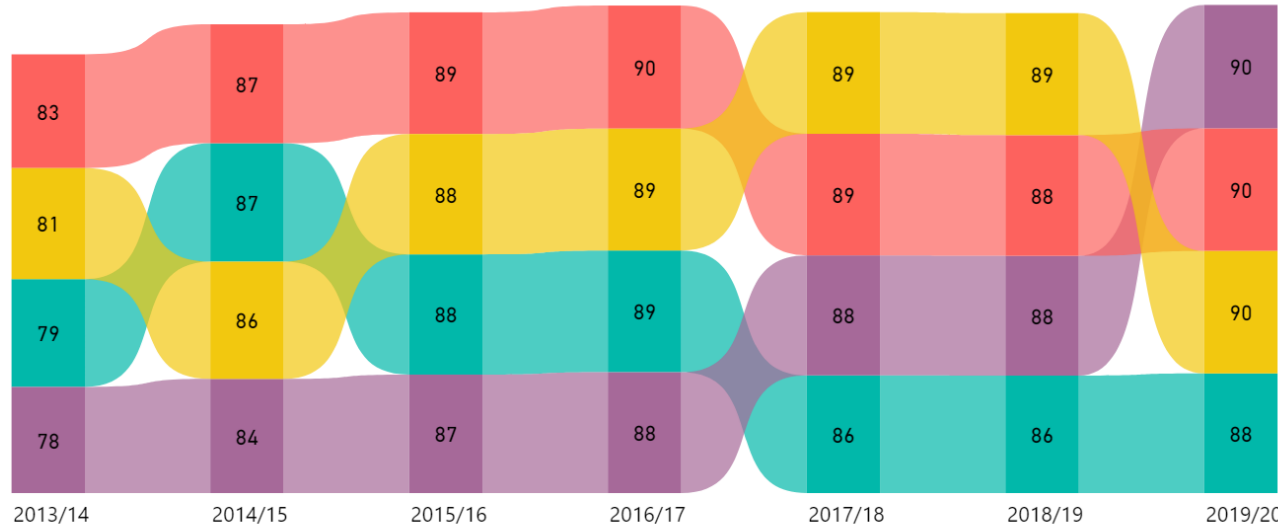
SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Leavers Achieving SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● The Northern Alliance ● National



of Leavers in Cohort

Year	Level 4 Literacy and Numeracy
2013/14	1594
2014/15	1619
2015/16	1673
2016/17	1637
2017/18	1544
2018/19	1678
2019/20	1452

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

The combined outcomes for Level 4 show a 2% increase in the % of pupil candidates attaining Literacy and Numeracy at this Level. This increase is mirrored by the Virtual Comparator, that could indicate that the city's relative position is unchanged, although there is some closing to the National figure. At Level 5, there is a more pronounced improvement of 8%. This gain is greater than both benchmarks and would suggest a slight closing to the Virtual Comparator.



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Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

National Benchmarking Measures: Literacy and Numeracy

Literacy and Numeracy

Local Benchmarking Measures

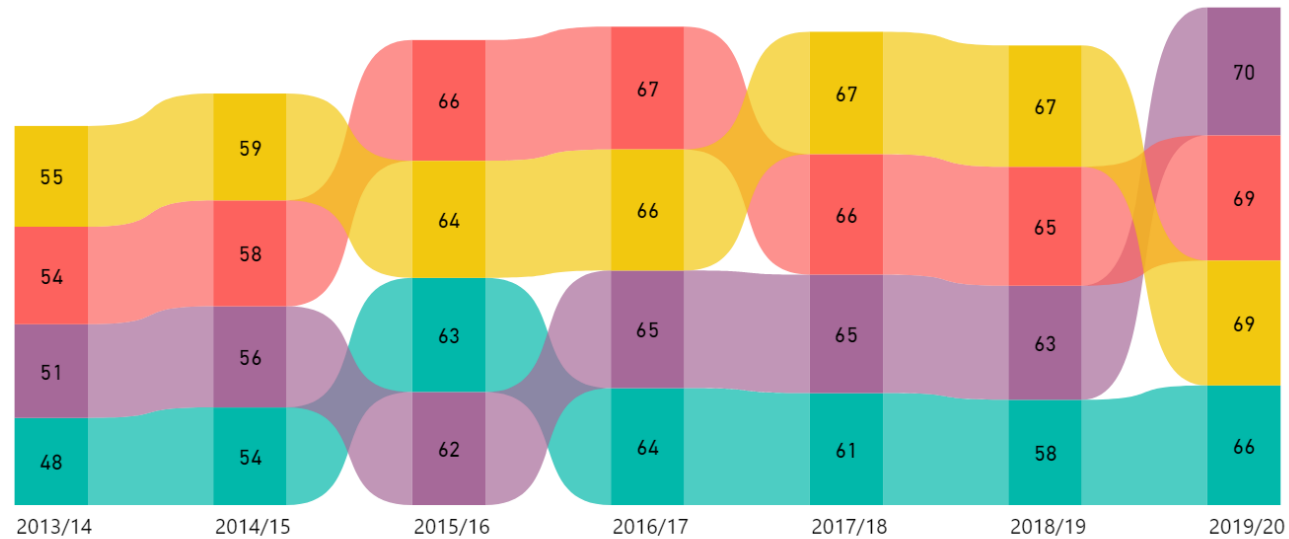
SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Leavers Achieving SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● The Northern Alliance ● National



of Leavers in Cohort

Year	Level 5 Literacy and Numeracy
2013/14	1594
2014/15	1619
2015/16	1673
2016/17	1637
2017/18	1544
2018/19	1678
2019/20	1452

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

The combined outcomes for Level 4 show a 2% increase in the % of pupil candidates attaining Literacy and Numeracy at this Level. This increase is mirrored by the Virtual Comparator, that could indicate that the city's relative position is unchanged, although there is some closing to the National figure. At Level 5, there is a more pronounced improvement of 8%. This gain is greater than both benchmarks and would suggest a slight closing to the Virtual Comparator.



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Literacy and Numeracy by SIMD

National Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

CECYP Literacy and Numeracy

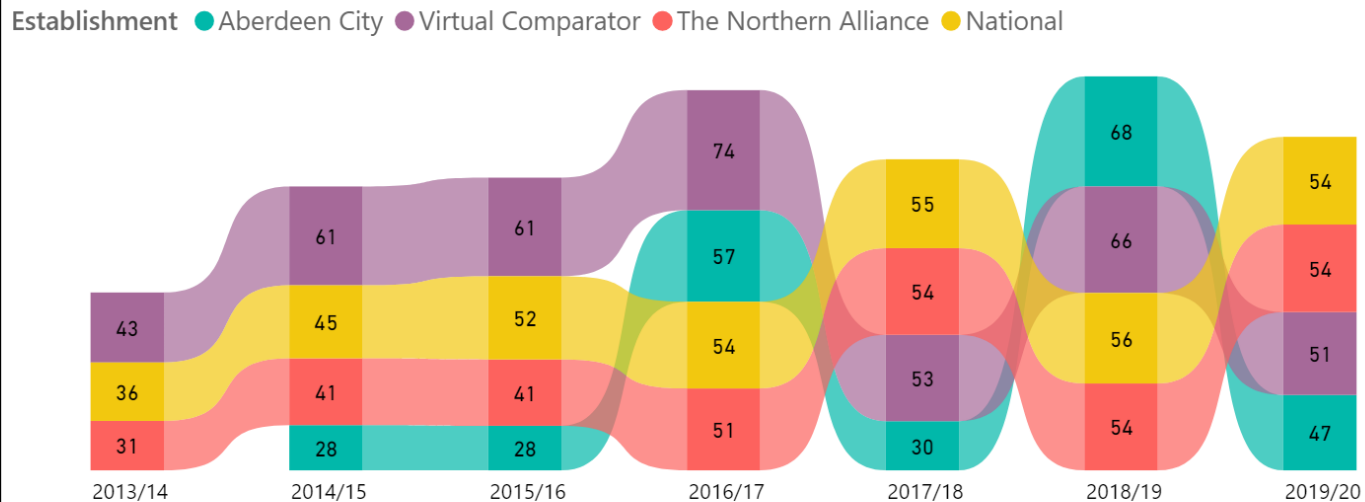
Local Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of CECYP Leavers Achieving SCQF Level and Curricular Area



of Leavers in Cohort

Year	Level 4 Literacy and Numeracy
2013/14	30
2014/15	25
2015/16	29
2016/17	30
2017/18	23
2018/19	22
2019/20	15

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

The number of Care Experienced Young People is considerably smaller than in previous years which makes comparison of outcomes through Insight significantly less robust and emphasises the value of providing attainment monitoring and support for these pupils in the context of individual dialogues which are provided through Schools and the Virtual School Head Teacher,



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Literacy and Numeracy by SIMD

National Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

CECYP Literacy and Numeracy

Local Benchmarking Measures

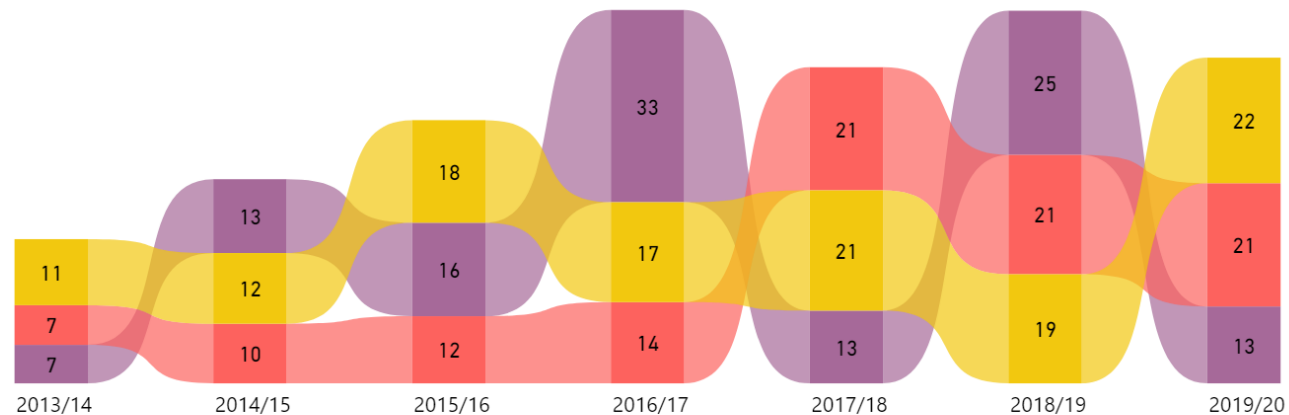
SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of CECYP Leavers Achieving SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● The Northern Alliance ● National



of Leavers in Cohort

Year	Level 5 Literacy and Numeracy
2013/14	30
2014/15	25
2015/16	29
2016/17	30
2017/18	23
2018/19	22
2019/20	15

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

The number of Care Experienced Young People is considerably smaller than in previous years which makes comparison of outcomes through Insight significantly less robust and emphasises the value of providing attainment monitoring and support for these pupils in the context of individual dialogues which are provided through Schools and the Virtual School Head Teacher,



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Literacy and Numeracy by SIMD

Improving Attainment for All

National Benchmarking Measures: Literacy and Numeracy by Scottish Index of Multiple Deprivation

Literacy and Numeracy by SIMD

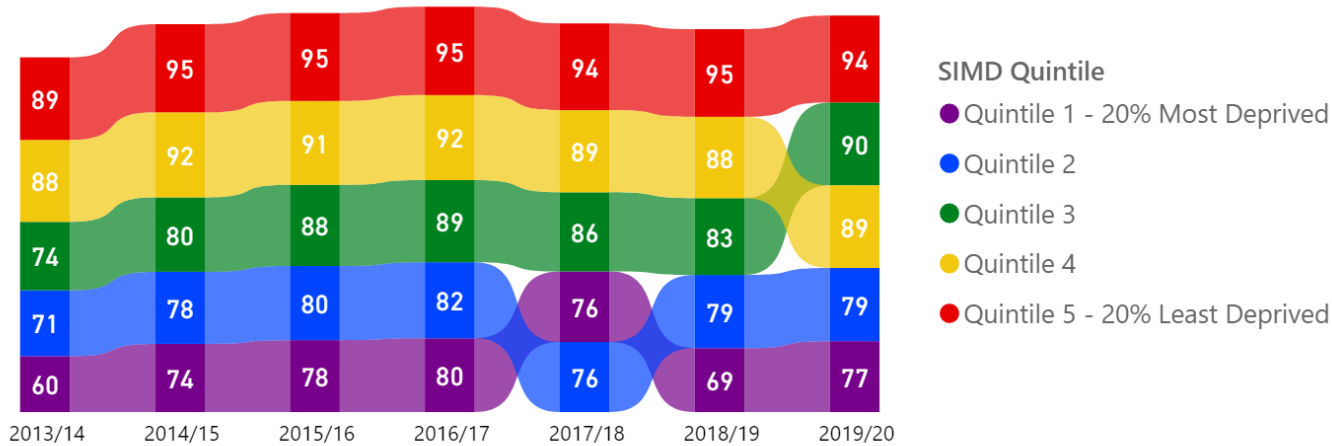
Local Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Leavers Achieving SCQF Level and Curricular Area by SIMD



Improvement Targets

Greater than 1% reduction in the percentage difference between the most and least deprived for literacy and numeracy at SCQF Level 4 and SCQF Level 5

Summary Analysis

Level 4. The most significant gains were made by young people in Quintiles 1 and 3 whilst performance was maintained in the remaining Quintiles.

This provides for a closing of the attainment gap against SIMD 5 in virtually every case, although this is less clear at SIMD 4.

Level 5. As with the above, gains are evident in each Quintile, with closing of the gap being most pronounced at Quintiles 3 and 4 and limited changes for Quintiles 1 and 2.

of Leavers in Cohort

SIMD Quintile	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Quintile 1 - 20% Most Deprived	288	243	305	177	168	168	141
Quintile 2	274	289	277	405	317	392	320
Quintile 3	203	209	201	194	214	199	164
Quintile 4	182	184	203	270	274	281	277
Quintile 5 - 20% Least Deprived	647	694	687	591	571	638	550



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Literacy and Numeracy by SIMD

Improving Attainment for All

National Benchmarking Measures: Literacy and Numeracy by Scottish Index of Multiple Deprivation

Literacy and Numeracy by SIMD

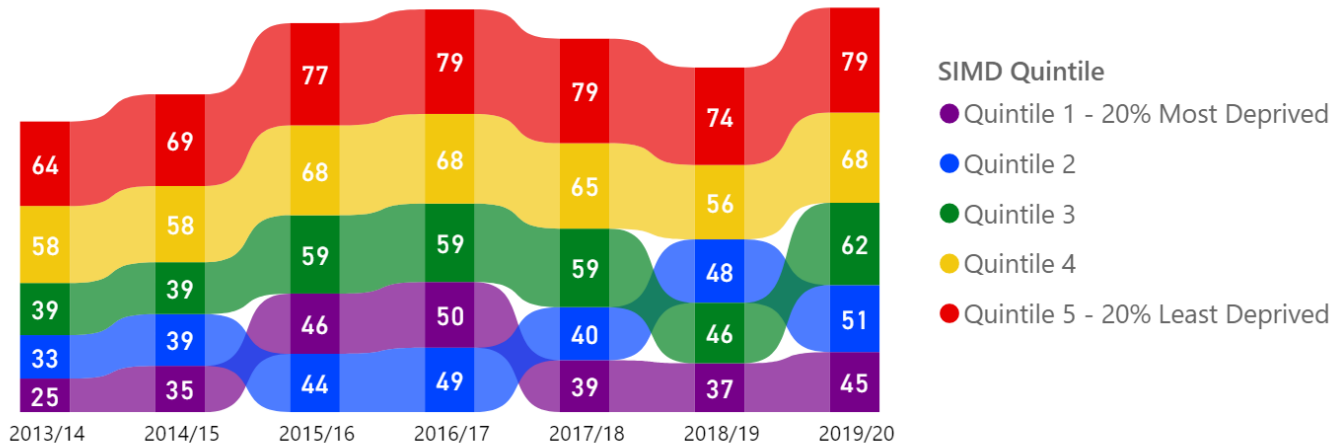
Local Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Leavers Achieving SCQF Level and Curricular Area by SIMD



Improvement Targets

Greater than 1% reduction in the percentage difference between the most and least deprived for literacy and numeracy at SCQF Level 4 and SCQF Level 5

Summary Analysis

Level 4. The most significant gains were made by young people in Quintiles 1 and 3 whilst performance was maintained in the remaining Quintiles.

This provides for a closing of the attainment gap against SIMD 5 in virtually every case, although this is less clear at SIMD 4.

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National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

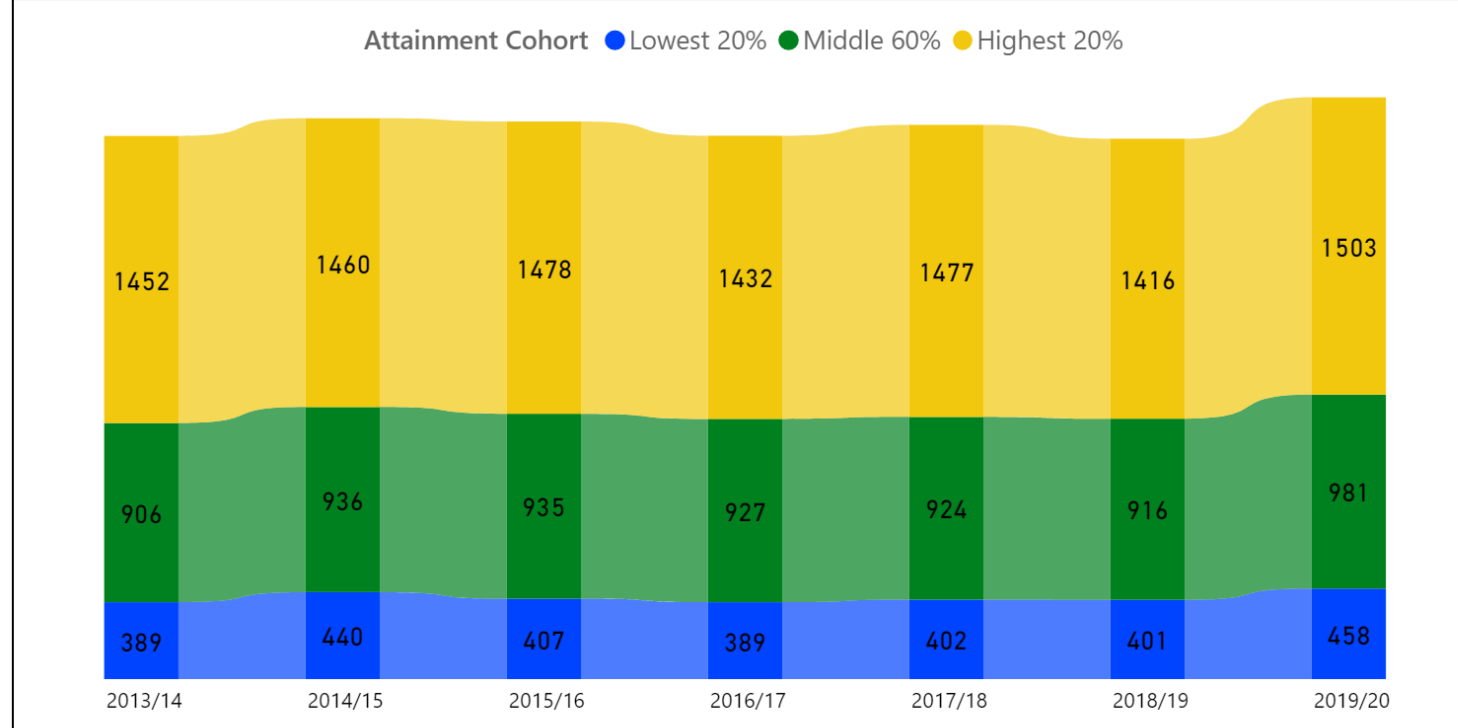
Improving Attainment for All

Local Benchmarking Measures

of Leavers in Cohort

Year	Number in Cohort
2013/14	843
2014/15	834
2015/16	934
2016/17	878
2017/18	861
2018/19	815
2019/20	803

Average Complementary Tariff Points of Leavers by Attainment Cohort



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

Summary Analysis

Year-on-year gains are recorded against each of the three cohorts with the greatest proportional improvement being noted in the Lowest Attaining 20% (+ 12,4%) although the distance between the Highest 20% of attainment and the other two cohorts,, is either unchanged or marginally increased. Comparatively, this shows some improvement in the differentials between cohorts noted in 2017/18, albeit with improved absolute outcomes.



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Literacy and Numeracy by SIMD

Improving Attainment for All

National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

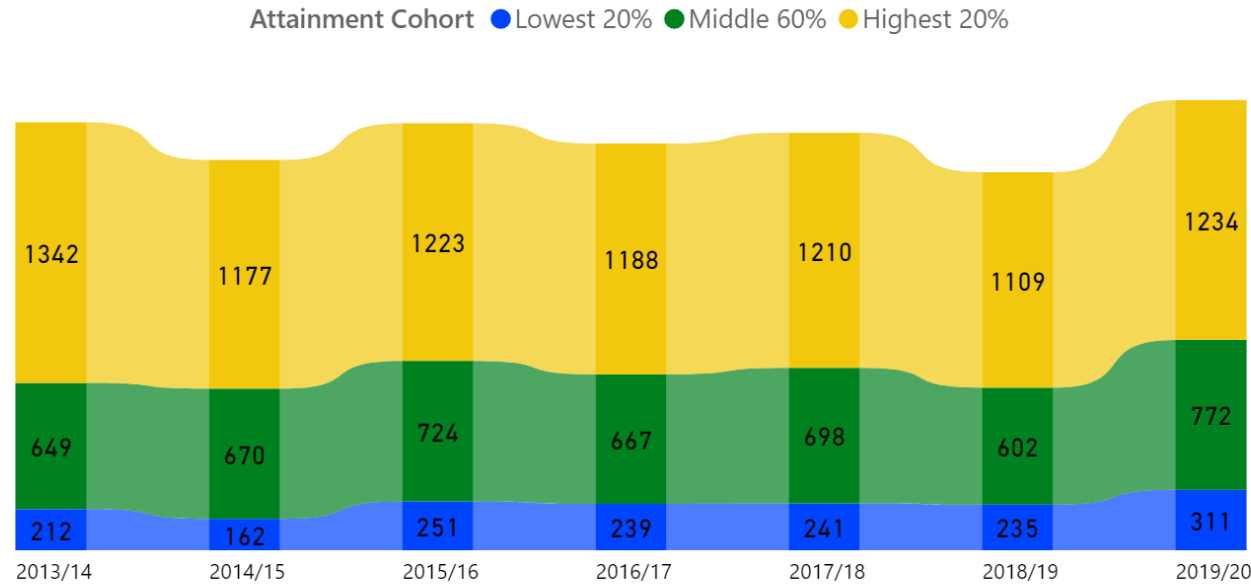
Improving Attainment for All by SIMD

Local Benchmarking Measures

SIMD Quintile

Quintile 1 - 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - 20% Least Deprived
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Average Complementary Tariff Points of Leavers by Attainment Cohort



of Leavers in Cohort

Year	Number in Cohort
2013/14	79
2014/15	69
2015/16	124
2016/17	66
2017/18	51
2018/19	41

Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort based on cumulative (S4-6) average complementary tariff points for 20% most and least deprived

Summary Analysis

There has been an almost universal increase in Tariff Points across each SIMD Quintile and by Attainment Cohort, which is most pronounced at SIMD Quintiles 1 and 3. with averaged Tariff Point increases across the 3 cohorts of 23.9% and 21.7% respectively. Resultantly, there is a statistically significant closing of the attainment gap in comparison with SIMD 5 against both of these Quintile, with a lesser impact being noted against Quintiles 2 and 4 that represents a relatively unchanged position.. Although not repeated for each SIMD level, the greatest improvements are generally noted for the 20% Lowest Attaining Cohort that also intimates some closing of the gap between attainment cohorts within each SIMD Quintile.



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Literacy and Numeracy by SIMD

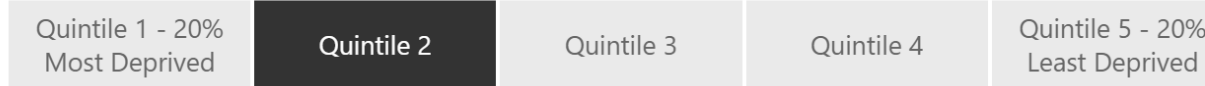
Improving Attainment for All

National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

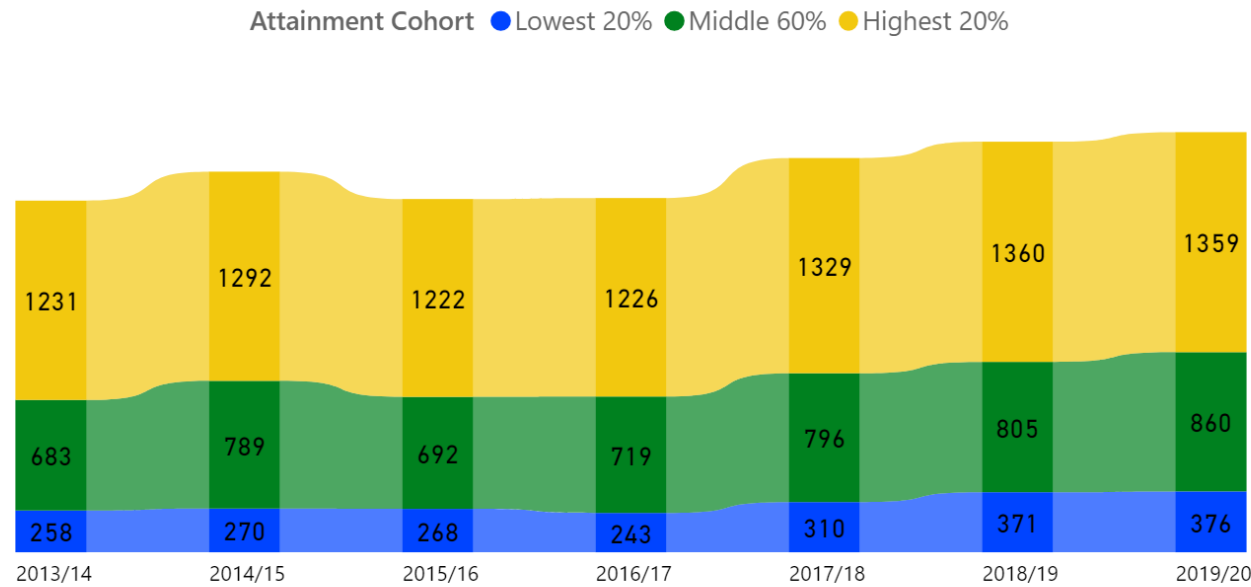
Improving Attainment for All by SIMD

Local Benchmarking Measures

SIMD Quintile



Average Complementary Tariff Points of Leavers by Attainment Cohort



of Leavers in Cohort

Year	Number in Cohort
2013/14	105
2014/15	110
2015/16	112
2016/17	153
2017/18	120
2018/19	133

Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort based on cumulative (S4-6) average complementary tariff points for 20% most and least deprived

Summary Analysis

There has been an almost universal increase in Tariff Points across each SIMD Quintile and by Attainment Cohort, which is most pronounced at SIMD Quintiles 1 and 3. with averaged Tariff Point increases across the 3 cohorts of 23.9% and 21.7% respectively. Resultantly, there is a statistically significant closing of the attainment gap in comparison with SIMD 5 against both of these Quintile, with a lesser impact being noted against Quintiles 2 and 4 that represents a relatively unchanged position.. Although not repeated for each SIMD level, the greatest improvements are generally noted for the 20% Lowest Attaining Cohort that also intimates some closing of the gap between attainment cohorts within each SIMD Quintile.



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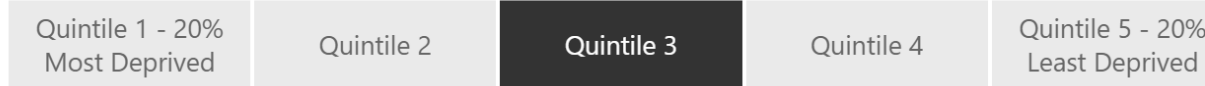
Improving Attainment for All

National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

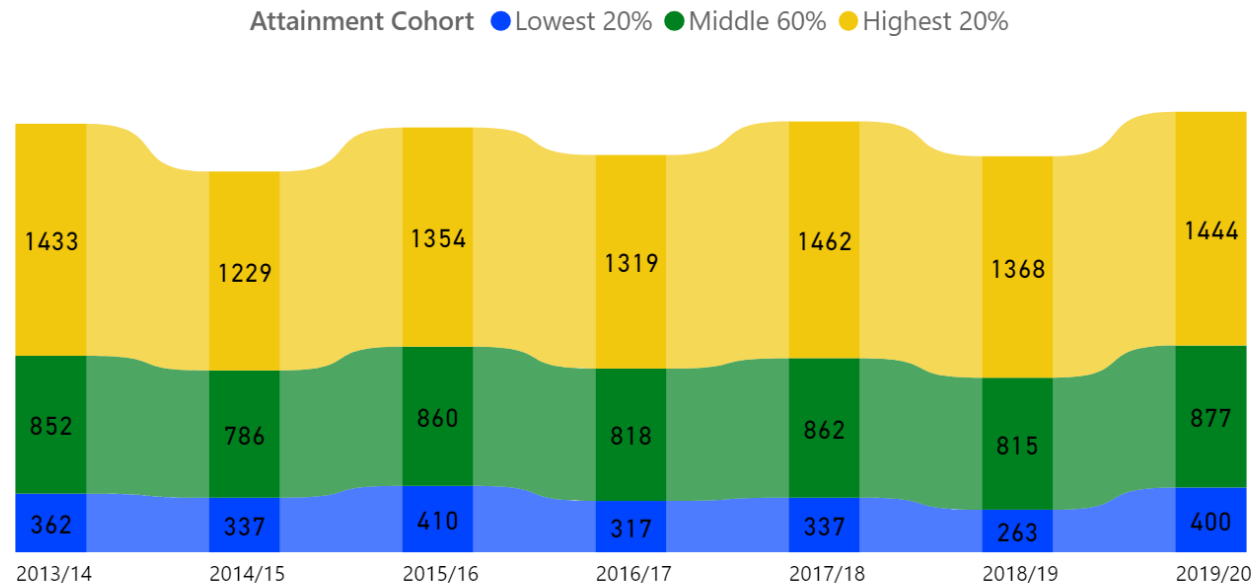
Improving Attainment for All by SIMD

Local Benchmarking Measures

SIMD Quintile



Average Complementary Tariff Points of Leavers by Attainment Cohort



of Leavers in Cohort

Year	Number in Cohort
2013/14	89
2014/15	86
2015/16	102
2016/17	86
2017/18	120
2018/19	89

Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort based on cumulative (S4-6) average complementary tariff points for 20% most and least deprived

Summary Analysis

There has been an almost universal increase in Tariff Points across each SIMD Quintile and by Attainment Cohort, which is most pronounced at SIMD Quintiles 1 and 3. with averaged Tariff Point increases across the 3 cohorts of 23.9% and 21.7% respectively. Resultantly, there is a statistically significant closing of the attainment gap in comparison with SIMD 5 against both of these Quintile, with a lesser impact being noted against Quintiles 2 and 4 that represents a relatively unchanged position.. Although not repeated for each SIMD level, the greatest improvements are generally noted for the 20% Lowest Attaining Cohort that also intimates some closing of the gap between attainment cohorts within each SIMD Quintile.



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Additional NBM Senior Phase Data

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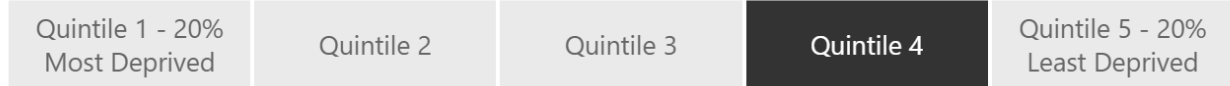
Improving Attainment for All

National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

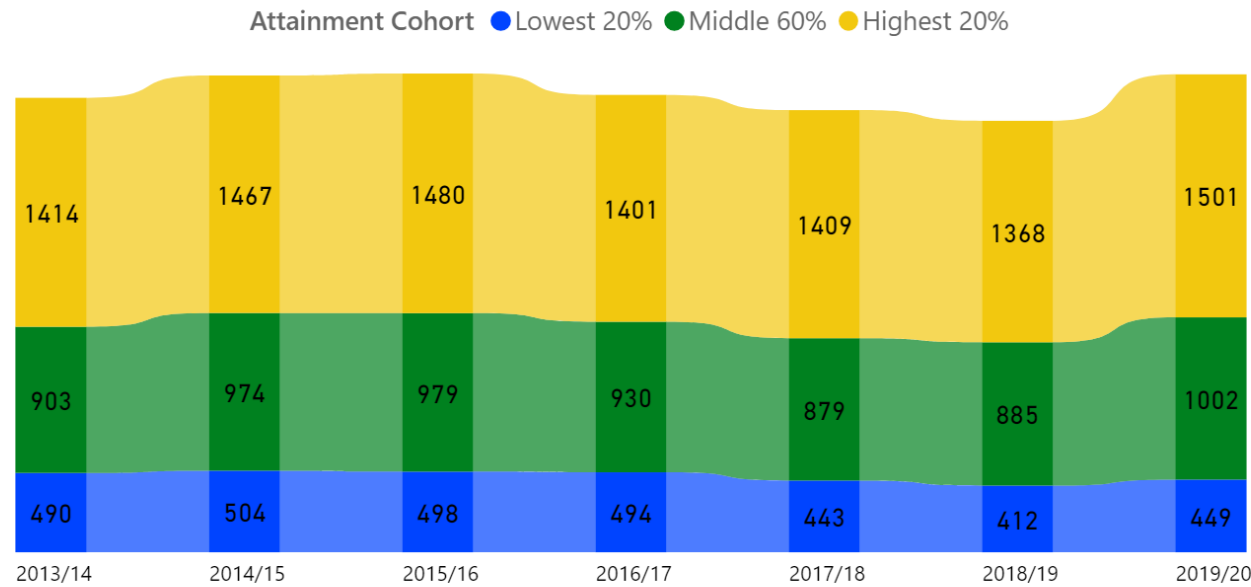
Improving Attainment for All by SIMD

Local Benchmarking Measures

SIMD Quintile



Average Complementary Tariff Points of Leavers by Attainment Cohort



of Leavers in Cohort

Year	Number in Cohort
2013/14	111
2014/15	101
2015/16	114
2016/17	157
2017/18	152
2018/19	144

Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort based on cumulative (S4-6) average complementary tariff points for 20% most and least deprived

Summary Analysis

There has been an almost universal increase in Tariff Points across each SIMD Quintile and by Attainment Cohort, which is most pronounced at SIMD Quintiles 1 and 3. with averaged Tariff Point increases across the 3 cohorts of 23.9% and 21.7% respectively. Resultantly, there is a statistically significant closing of the attainment gap in comparison with SIMD 5 against both of these Quintile, with a lesser impact being noted against Quintiles 2 and 4 that represents a relatively unchanged position.. Although not repeated for each SIMD level, the greatest improvements are generally noted for the 20% Lowest Attaining Cohort that also intimates some closing of the gap between attainment cohorts within each SIMD Quintile.



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National Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

Improving Attainment for All by SIMD

Local Benchmarking Measures

SIMD Quintile

Quintile 1 - 20% Most Deprived

Quintile 2

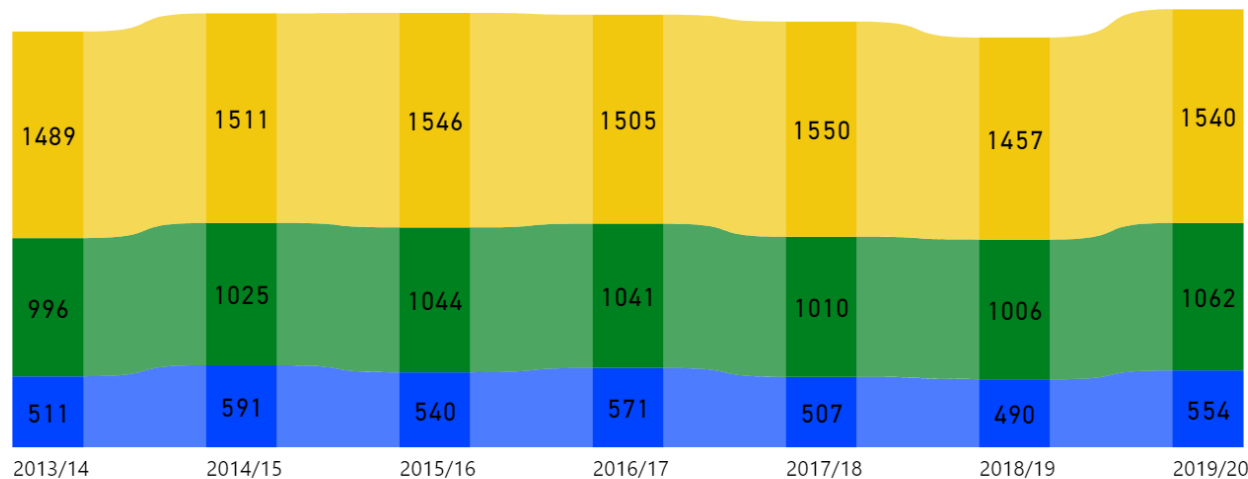
Quintile 3

Quintile 4

Quintile 5 - 20% Least Deprived

Average Complementary Tariff Points of Leavers by Attainment Cohort

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



of Leavers in Cohort

Year	Number in Cohort
2013/14	459
2014/15	468
2015/16	482
2016/17	416
2017/18	418
2018/19	408

Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort based on cumulative (S4-6) average complementary tariff points for 20% most and least deprived

Summary Analysis

There has been an almost universal increase in Tariff Points across each SIMD Quintile and by Attainment Cohort, which is most pronounced at SIMD Quintiles 1 and 3. with averaged Tariff Point increases across the 3 cohorts of 23.9% and 21.7% respectively. Resultantly, there is a statistically significant closing of the attainment gap in comparison with SIMD 5 against both of these Quintile, with a lesser impact being noted against Quintiles 2 and 4 that represents a relatively unchanged position.. Although not repeated for each SIMD level, the greatest improvements are generally noted for the 20% Lowest Attaining Cohort that also intimates some closing of the gap between attainment cohorts within each SIMD Quintile.



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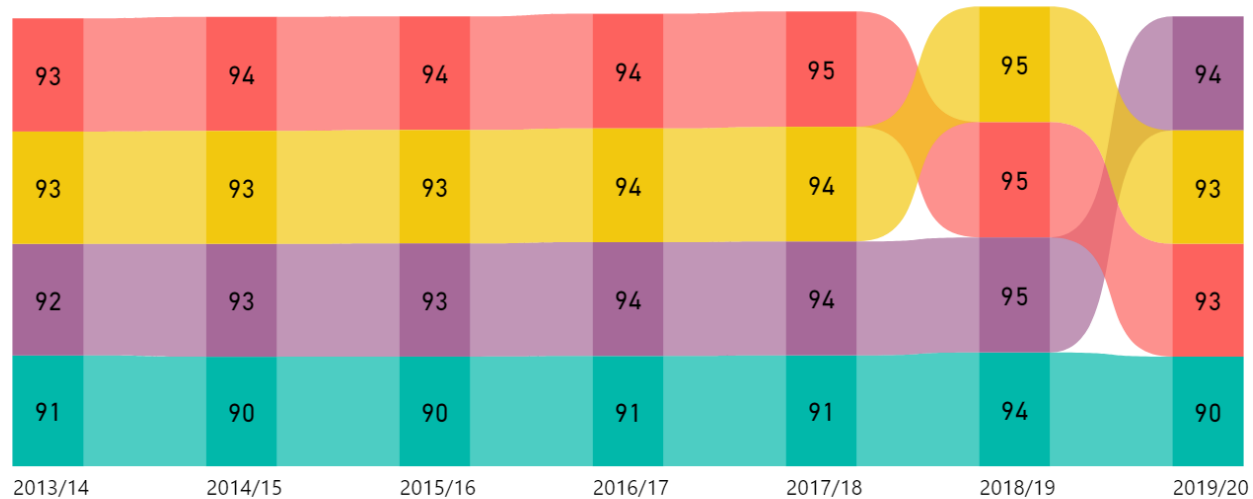
National Benchmarking Measures: Initial Leaver Destinations

Initial Leaver Destinations

Local
Benchmarking
Measures

% of School Leavers in a Positive Destination

Establishment ● Aberdeen City ● Virtual Comparator ● The Northern Alliance ● National



of Leavers in Cohort

Year	Number in Cohort
2013/14	1594
2014/15	1619
2015/16	1673
2016/17	1637
2017/18	1544
2018/19	1678
2019/20	1452

Improvement Targets

Greater than 1% increase in school leaver positive destinations

Summary Analysis

The economic impact of COVID-19 has resulted in a 4% (rounded) fall in the percentage of leavers attaining a positive Initial Destination. Whilst the number of young people securing a Higher Education placement has significantly increased, there is a slight fall in those attending Further Education.

The critical loss of employment opportunities has clearly impacted the percentage of leavers in the two Unemployed categories (Seeking Employment and Not Seeking Employment)) and there is evidence that some training opportunities which young people had secured were unable to progress as planned due to restrictions impacting on the level of support available from companies and organisations due to contact limitations and the use of staff furlough schemes.



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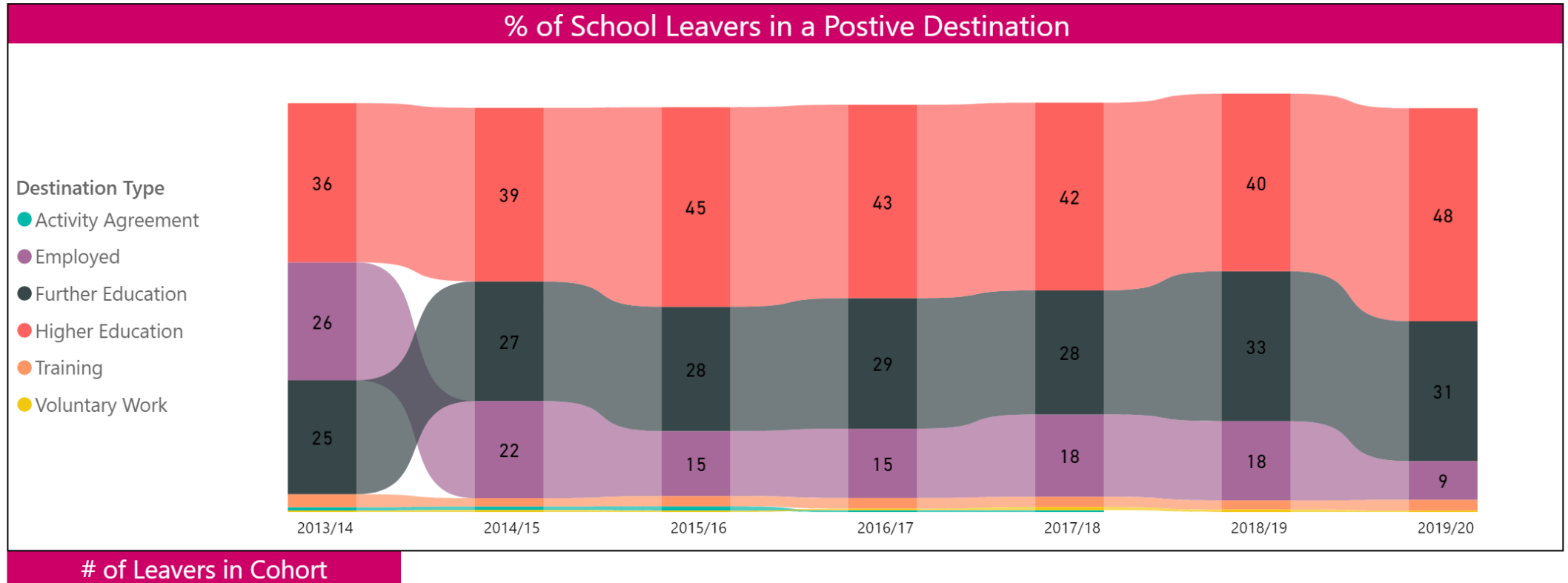
Additional NBM Senior Phase Data

Leaver Initial Destinations

National Benchmarking Measures: Initial Leaver Destinations Breakdown

Initial Leaver Destinations Breakdown

Local Benchmarking Measures



Year	Number in Cohort
2013/14	1594
2014/15	1619
2015/16	1673
2016/17	1637
2017/18	1544
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Improvement Targets

Greater than 1% increase in school leaver positive destinations

Summary Analysis

Click button for summary analysis

Leaver Initial Destinations



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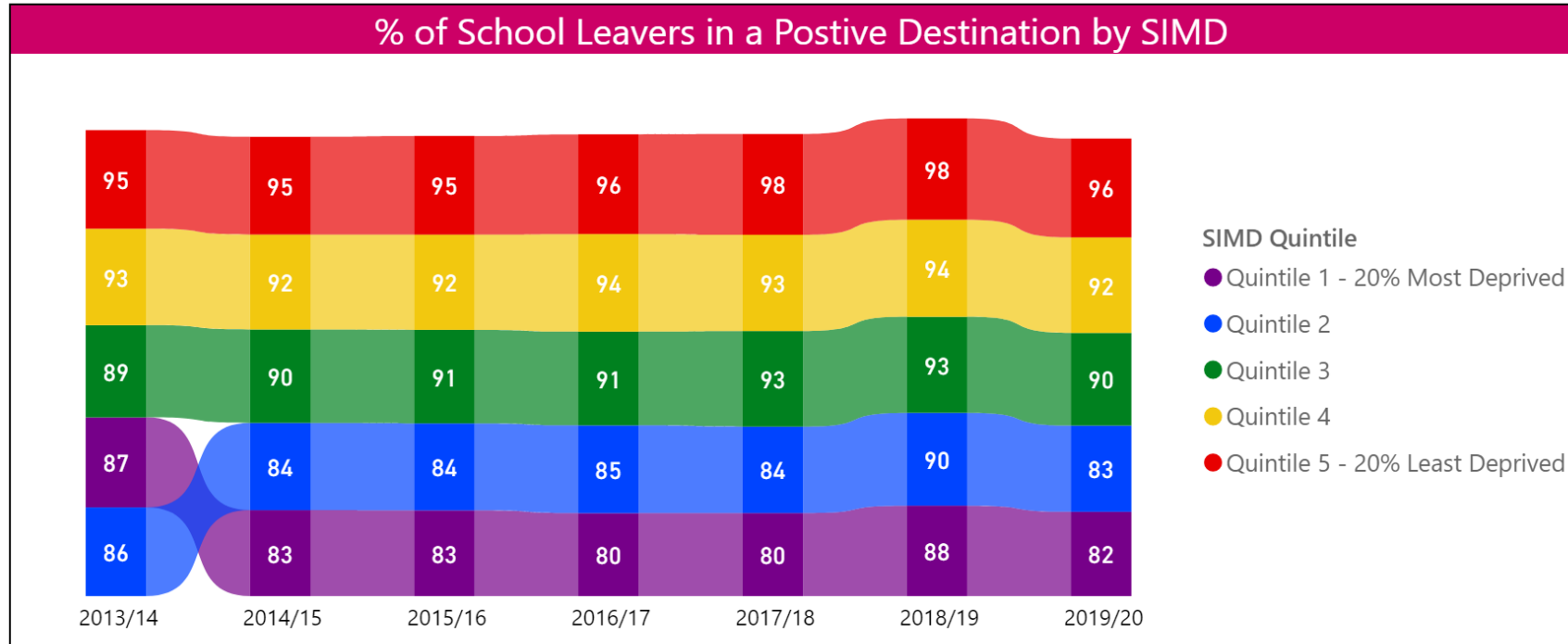
Additional NBM Senior Phase Data

Leaver Initial Destinations

National Benchmarking Measures: Initial Leaver Destinations by Scottish Index of Multiple Deprivation

Initial Leaver Destinations by SIMD

Local Benchmarking Measures



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

of Leavers in Cohort

Year	Quintile 1 - 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - 20% Least Deprived
2013/14	288	274	203	182	647
2014/15	243	289	209	184	694
2015/16	305	277	201	203	687
2016/17	177	405	194	270	591
2017/18	168	317	214	274	571
2018/19	168	392	199	281	638
2019/20	141	320	164	277	550

Summary Analysis
Each Quintile has been materially impacted by the downturn in the local economy, although it is evident that those living in areas of the highest SIMD based deprivation have been most impacted.

This is understood to be associated with the traditional direct movement from education to employment which is more prevalent among leavers from SIMD 1 and 2 areas.



National Improvement Framework Plan

2021-2022

Proudly Working Together as One Team to Keep Children, Young People, Families and Communities Safe, Healthy and Thriving

The pandemic has impacted on the needs of children and families considerably and it is impossible to consider children in isolation from families and communities. The service has worked hard to understand and respond to these changing needs and will continue to be agile and respond to new learning. Consideration of our progress over the last few years and reflection on our performance and learning from the last year has helped identify a number of priorities for action/improvement. The service intends to resist the desire to identify all of the solutions at this point in order to ensure that we continue to be guided by the data as we prioritise these areas for improvement over the next 12 months.

Cross cutting service improvements include the need to:

- build on the use of live data to diagnose, communicate and address vulnerability in an agile way;
- continue to improve the use of improvement science and collate all planned improvement activity into one plan to improve live monitoring arrangements;
- further strengthen relationships across the Community Planning Partnership and work closely and collaboratively with them to address vulnerabilities identified in this plan;
- be future focused and work with Community Planning Partners to explore Community Campus models and new education paradigms; and
- work across the Community Planning Partnership to reshape wider children's services to address the changing needs of children, families and community in keeping with the national review of ASN.

Staff from across the Education Service have come together to agree key priorities for improvement session 2021/22. School Improvement Plans have informed and will be informed by our agreed priorities contained within this National Improvement Framework Plan.

Each Action Plan is driven and coordinated by Improvement Groups comprising school and central staff. Progress will be monitored on a monthly basis by both the central leadership team and head teachers to enable us to hold each other to account. A comprehensive suite of trend data will provide the service with real time data to support improved progress reporting to Committee.

▶ Raising attainment and achievement high level themes

- Improve connectivity to enable the exploration of new educational paradigms;
- Continue to address on-line safety;
- Further develop collaboration for improvement both at school senior leader level and below;
- Review the curriculum in light of the pandemic;
- Improve tracking and monitoring arrangements; and
- Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan, The Promise and the UNCRC Children’s Rights Scheme.

▶ Closing the Attainment Gap high level themes

- Fully implement 1140 hours of ELC from August 2021 including the roll out of PEEP;
- Improve attainment in literacy and address any gaps in core literacy skills;
- Improve attainment in numeracy and address any gaps in core numeracy skills;
- Work with internal and external partners on the development of a systemic approach to addressing food insecurity and poverty including the introduction of no costs to the school day; and
- Maximise the impact of Partnership Forums.

▶ Improving health and wellbeing high level themes

- Empower schools to determine readiness for the incorporation of the UNCRC;
- Further develop learner agency and pupil participation;
- Empower parents and carers through implementation of the Parental Involvement and Engagement Plan;
- Improve the physical wellbeing of children and young people;
- Improve the mental and emotional wellbeing of children, young people and families;
- Reduce risk taking behaviour and poor self-regulation associated with experiences over the last 12 months; and
- Further monitor and support the positive wellbeing of staff.

▶ Employability & Positive Destinations high level themes

- Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution;
- Formalise a skills progression which takes account of growth areas;
- Improve tracking arrangements to inform the choices of young people and curricular offer;
- Work with partners to continue to re-set the senior phase offering in light of growth areas; and
- Improve visibility of growth areas and available learning pathways.

Raising Attainment Action Plan

Raising Attainment - Improvement in attainment, particularly in literacy and numeracy



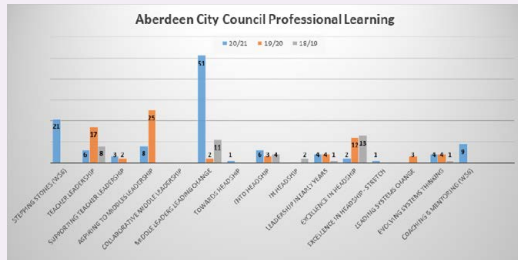
Improvement Outcomes <i>What do we hope to achieve?</i>	Measures of Success <i>How will we know this has been achieved? What evidence will we have?</i>	Data <i>Who is responsible for gathering data and at what points?</i>	Actions Required <i>What do we need to do and by when?</i>	Resources <i>Who and what is required? (including cost/fund)</i>
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School Leadership

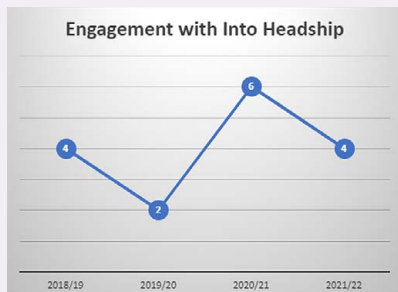
Improved partnership working, sharing of practice and learning from and with one another

20% improvement in school QI 1.3 Leadership of Change evaluations rated at Good or above.
2018/19 - 54%
2019/20 - 52%
2020/21 - 58%
2021/22 - 65%

5% increase in number of practitioners engaging in formal leadership development opportunities.
2018/19 - 40 participants
2019/20 - +75% (70 participants)
2020/21 - +21% (85 participants)



Maintain levels of engagement with Into Headship Programme at 4 per year.



QIMs

Building Capacity/ Early Years through on-going tracking of uptake

Building Capacity in March 2022

- Further develop collaboration for improvement at practitioner, senior leader and across the partnership through improved use of Microsoft O365 - by June 2022

- Further develop mechanisms to improve our local 'supply chain' of school leaders by June 2022


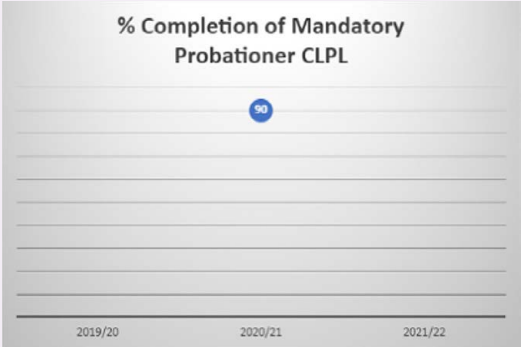
- Implementation of Stepping into Leadership Programme across ELC settings

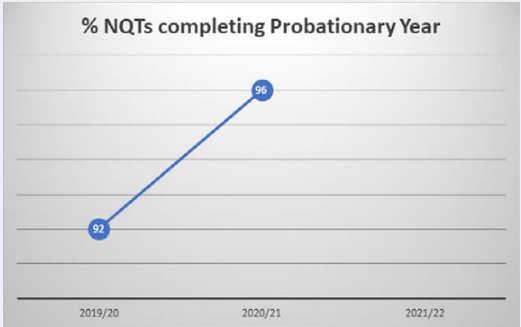
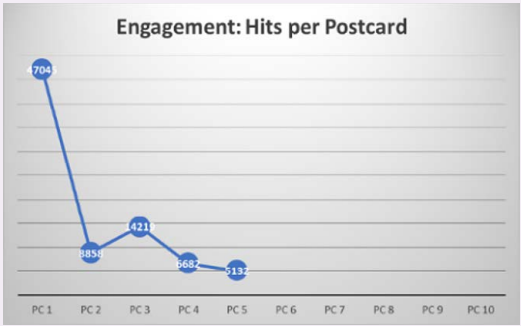
Central and school senior and middle leader

Building Capacity and HT

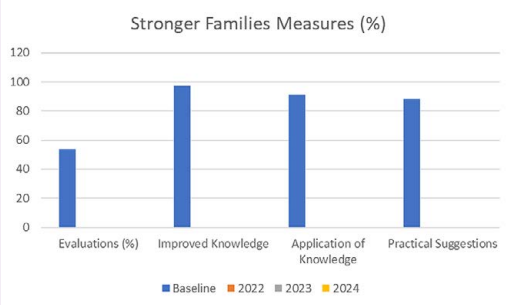
Locality Lead and Office 365



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources									
	<p>Increase % of school communities registered to use the Safer School App to 100%</p> <p>Increase % of learners who report feeling safe on-line from 92% to 95% by June 2022</p> <p>Increase % of learners who report other pupils are kind on-line from 88.2% to 92% by June 2022</p>  <table border="1"> <caption>% Learners Reporting Safety and Kindness Online</caption> <thead> <tr> <th>Year</th> <th>Feeling Safe (%)</th> <th>Other Pupils Kind (%)</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>92.2</td> <td>87.6</td> </tr> <tr> <td>2021</td> <td>92.4</td> <td>88.1</td> </tr> </tbody> </table>	Year	Feeling Safe (%)	Other Pupils Kind (%)	2020	92.2	87.6	2021	92.4	88.1	<p>Raising Attainment through on-going monitoring</p>	<ul style="list-style-type: none"> Continue to review and impellent guidance in relation to digital/online safer and fully roll out the Safer School App 	<p>Raising Attainment and school staff</p>
Year	Feeling Safe (%)	Other Pupils Kind (%)											
2020	92.2	87.6											
2021	92.4	88.1											
Teacher Professionalism													
<p>Enhanced opportunities to engage in high quality professional learning with a focus on pedagogy</p>	<p>90% of all evaluations indicate that professional learning has positively impacted practice in both synchronous and asynchronous e.g. World Education Summit professional learning.</p> <p>- New measure</p> <p>Increase live attendance at all mandatory probationer training from 90% over session 2020/21 to 95% in 2021/22</p>  <table border="1"> <caption>% Completion of Mandatory Probationer CLPL</caption> <thead> <tr> <th>Session</th> <th>Completion (%)</th> </tr> </thead> <tbody> <tr> <td>2020/21</td> <td>90</td> </tr> </tbody> </table>	Session	Completion (%)	2020/21	90	<p>Building Capacity/ Early Years on-going data collection</p> <p>Building Capacity in June 2022</p>	<ul style="list-style-type: none"> All teachers and practitioners, including probationers, mentors and senior leaders within ACC continue to have access to a high-quality professional learning calendar aligned to the ACC Learning, Teaching and Assessment Standard to support their development in learning, teaching & assessment Probationers continue to access a quality mandatory training programme 	<p>Building Capacity/ Locality Lead Officer and Office 365 tools</p>					
Session	Completion (%)												
2020/21	90												

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increase % completion of Probationary Year programme from 92% to 96% by 2022.</p>  <p>Increase the number of Digital Postcards linked to the ACC Learning, Teaching and Assessment standard from 5 in April 2021 to 60 in April 2022.</p> <p>Maintain high levels of on-line engagement with digital postcards at 1000 impressions per postcards over time.</p> 	<p>Building Capacity in June 2022</p> <p>Raising Attainment on-going</p> <p>Charlie Love and Jacqui Yule on-going</p>	<ul style="list-style-type: none"> Good practice based on key themes is identified, captured and used as a CLPL opportunity including through the use of Digital Postcards being linked to the Learning, Teaching and Assessment Standard - ongoing 	<p>Office 365 tools and school staff</p>



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
Parental Engagement				
Increased participation and confidence of parents and carers in supporting their child/ren	Parent surveys demonstrate increased confidence in supporting their child with literacy, numeracy, health and wellbeing and the use of digital tools – New measure.	Partnership & Engagement thrice yearly through pulse survey of parents and carers	<ul style="list-style-type: none"> Delivery of targeted sessions for parents and carers to increase the confidence, engagement and participation of parents in school activity and literacy, numeracy and health and wellbeing by June 2022 	Partnership & Engagement / partners
	Maintain good or better evaluations at Family Support /digital literacy Sessions at 85% or higher 	Partnership & Engagement through quantitative and qualitative evaluations	<ul style="list-style-type: none"> LOIP Project delivery of PNS Wellbeing Toolkit sessions for Parents Delivery of a programme of digital safety for parents and carers by June 2022 	Multi-agency partner Safer school App
	10% Increase the number of visits to the Parent Support Hub from 6644 in April 2021 to 7308 in 2022 Baseline 2020/2021 - (from June 2020 to April 2021) <ul style="list-style-type: none"> 6644 Visits 4658 Unique users 11,140 Page Views 	Partnership & Engagement through on-going monitoring	<ul style="list-style-type: none"> Refresh of the Parent Hub to ensure all parents are provided with accessible information to support learning and to understand the progress and achievements of their children – ongoing Partnership approach to support the development of digital literacy in adults by May 2021 	Partnership & Engagement / Building Capacity TBD



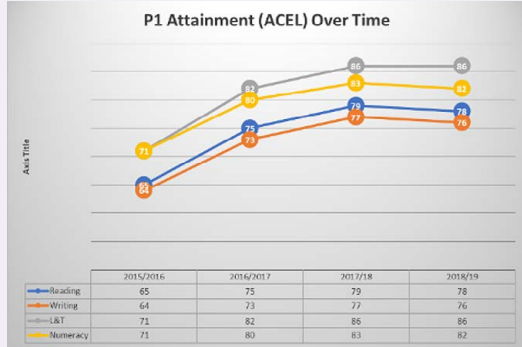
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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Assessment of Children's Progress

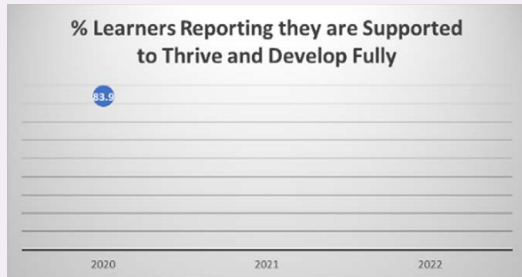
Increased attainment and achievement

100% of schools consistently track and monitor learning progress of all learners – New measure (Nov, Feb, May)

P1 attainment in June 2022 to be as good or better than that of June 2019



Increase in % of learners who report that they are supported to thrive and develop to their full potential from 83.9% in 2020 to 90% in June 2022.



Raising Attainment thrice yearly

- Develop and implement refreshed thrice yearly tracking and monitoring arrangements through SEEMiS P and A and Power BI to ensure consistency of approach and opportunities to further develop moderation practices – Nov 2021
- Utilise monthly tracking of vulnerable groups to support improvement (Care experienced, ASN and Disabled as a minimum)
- LOIP project focused on improving literacy and numeracy at SCQF level 3
- Delivery of Early Years professional learning on Observation, Assessment and Planning.
- LOIP project on improving oral language


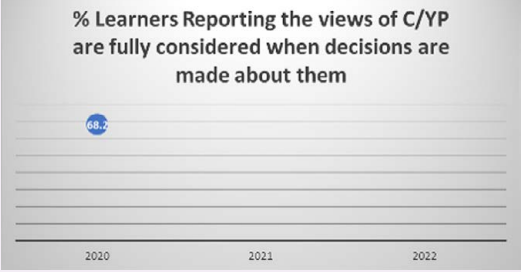

Shona Milne and Allison Horne

Central

HT reps, central officers and partner

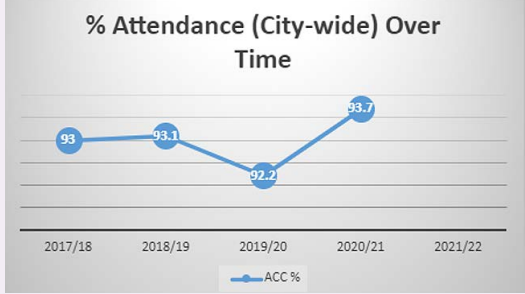
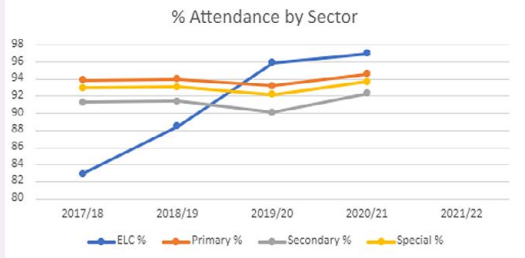
Early Years Locality Leads



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increase in the % of children and young people who feel that children and young people with disabilities are treated with respect and have the same opportunities available to them from 66.9% in 2020 to 80% in June 2022</p> 		<ul style="list-style-type: none"> • Further development of the role of QUAMSOs to support moderation practice across the BGE • Further development of subject networks to support moderation and practice across the BGE 	<p>Raising Attainment</p> <p>Secondary staff</p>
School Improvement				
<p>An agile education service that takes account of the UNCRC and meets the needs of individual learners and their families</p> <p>Increased collaboration outwith planned trio activity</p>	<p>95% of request for assistance requests are met within 40 days - New measure</p> <p>Increase in the % of learners who feel that the views of children and young people are fully considered when decisions are made about them from 68.2% in 2020 to 75% in June 2022.</p>  <p>Increase staff satisfaction with speed of Request for Assistance process from 4.8 out of 6 in 2021 to 5 out of 6 in 2022.</p> 	<p>Supporting Learners on-going</p> <p>Partnership & Engagement</p> <p>Supporting Learners</p>	<ul style="list-style-type: none"> • Implement refreshed management structure across ASN services – May 2022 • Implement improved use of data across ASN services – Sept 2021 • Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan and the UNCRC Children’s Rights Scheme. – June 2021 • Review the curriculum taking into account the impact of the pandemic and consider digital delivery where appropriate • 3 secondary schools to participate in the Wood Excellerate Programme 	<p>Officer</p> <p>Staff, Office 365 and Data and Insights</p> <p>HT ASN Outreach Services</p> <p>Secondary HTs and central officers</p> <p>3 secondary schools</p>

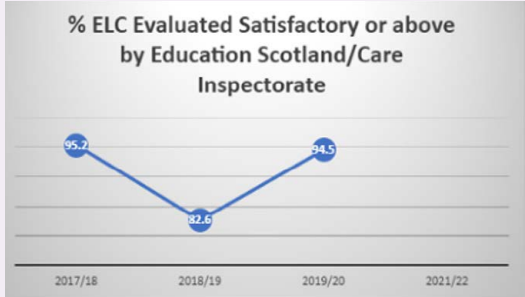
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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0.5% increase in levels of school attendance across all sectors from 93.7% to 94.2% attendance in June 2022



100% of School Improvement Plans take account of learner voice – New measure

98% of local authority and partner provider Early Learning and Childcare settings receive positive Care Inspectorate and Education Scotland reports



QIOs on a monthly basis

QIOs in June 2021

Early years on-going

- Implementation of Local Governance Review Pilot at Northfield Academy in partnership with NESCoL

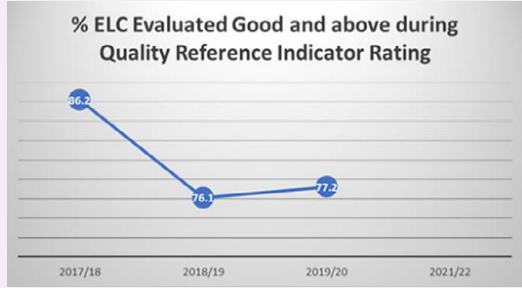
Nescol, central officers and Northfield Academy staff



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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Performance Information

90% of evaluations of quality reference indicators rated as Good or above from inspections of local authority and partner provider Early Learning and Childcare centres by the Care Inspectorate

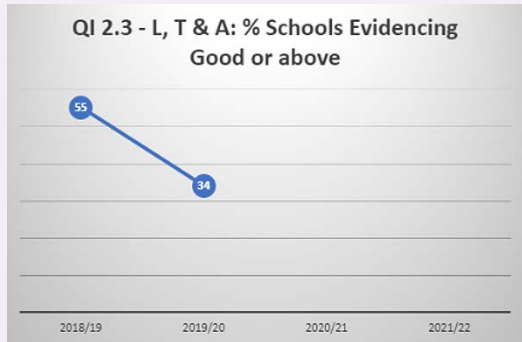


Early years on-going

Improved Learning and Teaching in all schools/settings

50% of schools can evidence QI 2.3 in relation to Learning, Teaching & Assessment at Good or above through Self-evaluation activity

2018/2019 - 55%
 2019/2020 - 36%
 2020/2021 - 36%
 2021/2022 - 45%



QIMs/QIOs on-going

- Plan QI2.3 trio activity to gather evidence of evaluation and improvement in learning, teaching and assessment

Quality improvement Managers

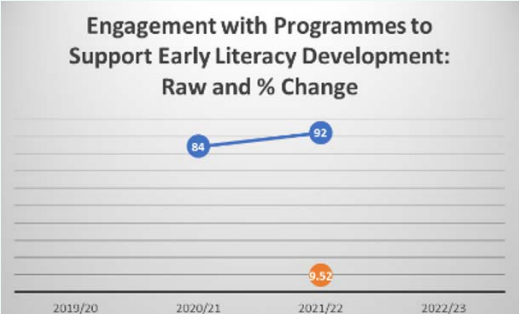
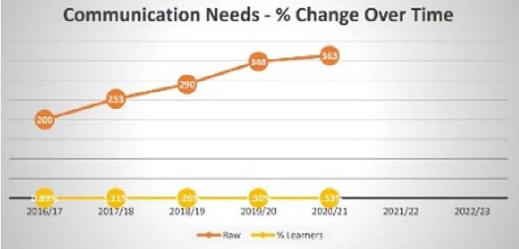
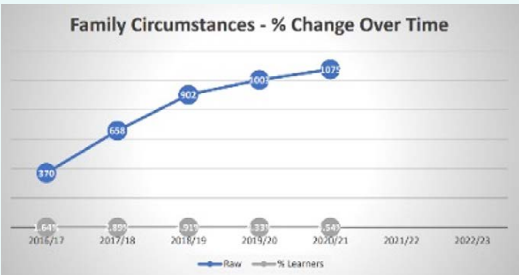


▶ Closing the Gap Action Plan

Closing the attainment gap between the most and least disadvantaged children and young people

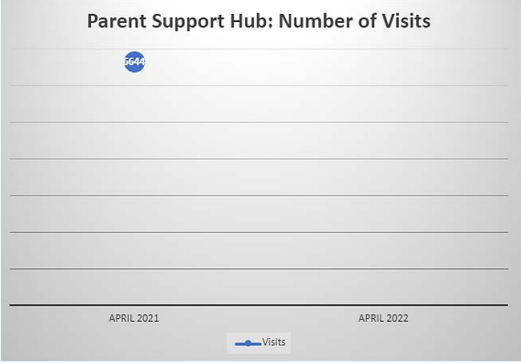
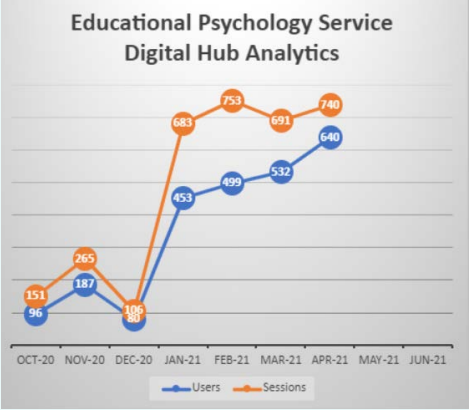


Improvement Outcomes <i>What do we hope to achieve?</i>	Measures of Success <i>How will we know this has been achieved? What evidence will we have?</i>	Data <i>Who is responsible for gathering data and at what points?</i>	Actions Required <i>What do we need to do and by when?</i>	Resources <i>Who and what is required? (including cost/fund)</i>
School Leadership				
<p>Improved partnership working, sharing of practice and learning from and with one another</p> <p>Equitable opportunities for all learners</p> <p>Positive roll out of 1140 ELC hours across ACC</p>	<p>Number of schools who report impactful partnership collaborations outwith PEF and SAC interventions - New measure</p> <p>40% reduction in levels of exclusion in the three priority areas compared with 19/20 levels</p>  <p>15% Reduction in the number of children identified as being at risk of exclusion on SEEMiS from 116 to 100.</p>  <p>100% provision of ELC for all families who wish to receive 1140 hours - New measure</p>	<p>Closing the Gap</p> <p>QIOs on a weekly basis</p> <p>QIOs on a weekly basis</p> <p>Early Years on-going</p>	<ul style="list-style-type: none"> Further develop collaboration for improvement at all levels with a focus on areas of deprivation and sustainability by June 2022 Develop minimum guidelines to support school leaders to ensure costs or lack of equipment do not prohibit access to the curriculum or the participation of children and young people in the life of the school or extra-curricular activities with a particular focus on those who are disabled or care experienced Maintain close monitoring of live exclusion data on a weekly basis Fully implement 1140 hours of ELC from August 2021 Establish the Links Hub and Duthie Park ELC provision as a targeted intervention for families in need of support Successful implementation of the agreed ACC Employability Delivery Plans 	<p>CPAG Toolkit</p> <p>Pupil Equity Fund or SAC</p> <p>Equity & Excellence practitioners</p> <p>QIO and HT</p> <p>ELC Programme</p> <p>Early Years</p>

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
Teacher Professionalism				
<p>Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy</p>	<p>10% increase in engagement with programmes to support early literacy development such as Early Talkboost/Talkboost</p> 	<p>Building Capacity</p>	<ul style="list-style-type: none"> Talkboost Train the Trainer for ELC Locality Leads to enable further support in localities Develop further understanding of how poverty impacts on child development/a child's ability to learn and of impactful interventions to mitigate this Agree city wide approach to addressing 'The Cost of the School Day' 	<p>Talkboost Training</p> <p>Closing the Gap</p> <p>Closing the Gap</p> <p>TBD</p>
	<p>5% reduction in the number of children identified as having communication needs on SEEMIS from 363 to 345</p> 	<p>MIS in June 2022</p>	<ul style="list-style-type: none"> Implement Scottish Government guidance on restraint when published Continue to work with the EP Service to deliver Ready Steady 2 training and support Fully implement 1140 hours ELC from August 2021 	<p>Locality Leads and EPS</p> <p>All schools and ELC setting</p>
	<p>5% reduction in the number of children identified with family circumstances identified as a factor in their needs from 1075 to 1022.</p> 	<p>MIS in June 2022</p> <p>Early Years on-going</p>	<ul style="list-style-type: none"> Evaluate the impact of the ELC expansion Programme from December 2021 	<p>Early years and Chief Education Officer</p>

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>10% increase in the number of eligible 2 year olds attending ELC provision from 2019/21 levels to 265.</p>  <p>Improve attainment at SCQF 3 Literacy and numeracy by 5%</p>  	<p>Closing the Gap</p>	<ul style="list-style-type: none"> Development of a literacy and numeracy framework to support practice LOIP improvement project in literacy and numeracy 	<p>Closing the Gap</p> <p>HT reps and Chief Education Officer</p>



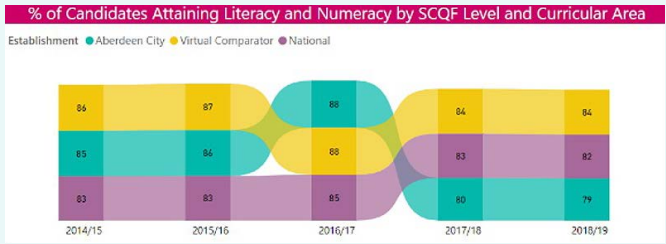
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																														
Parental Engagement																																		
<p>Increased participation and confidence of parents and carers in supporting their child/ren</p>	<p>% of parents who can access PEEP in their local ELC setting – New measure</p> <p>Number of families who have engaged with PEEP – New measure</p> <p>10% Increase in the number of families engaged in family learning activities to support children’s learning and development – New measure</p> <p>10% increase in visits to the Parent Hub from 6644 to 7308</p>	<p>Early Years on-going</p> <p>Early Years on-going</p> <p>Closing the Gap</p> <p>Raising Attainment / Digital on-going</p>	<ul style="list-style-type: none"> • ELC Locality Leads trained to quality assure PEEP training • Roll out PEEP training in all ELC Settings • Promote and clarify local / community supports and family learning/support opportunities to each parent forum including Parent Hub, EP Hub and Stronger Family Series • Strengthen the Partnership Family Support offer (Multi-agency TOM for children group) 	<p>ELC Locality Leads and ELC staff</p> <p>Partnership & Engagement</p> <p>Partnership & Engagement</p>																														
	<p>Parent Support Hub: Number of Visits</p>  <table border="1"> <caption>Parent Support Hub: Number of Visits</caption> <thead> <tr> <th>Month</th> <th>Visits</th> </tr> </thead> <tbody> <tr> <td>APRIL 2021</td> <td>6644</td> </tr> <tr> <td>APRIL 2022</td> <td>7308</td> </tr> </tbody> </table>	Month	Visits	APRIL 2021	6644	APRIL 2022	7308																											
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APRIL 2021	6644																																	
APRIL 2022	7308																																	
	<p>Maintain high levels of engagement with the Educational Psychology Services Digital Hub above 600 sessions per month</p>	<p>EP Service on-going Partnership & Engagement in June 2022</p>	<ul style="list-style-type: none"> • Review and improve the EP Hub for families 	<p>EPS</p>																														
	<p>Educational Psychology Service Digital Hub Analytics</p>  <table border="1"> <caption>Educational Psychology Service Digital Hub Analytics</caption> <thead> <tr> <th>Month</th> <th>Users</th> <th>Sessions</th> </tr> </thead> <tbody> <tr> <td>OCT-20</td> <td>96</td> <td>151</td> </tr> <tr> <td>NOV-20</td> <td>187</td> <td>265</td> </tr> <tr> <td>DEC-20</td> <td>80</td> <td>106</td> </tr> <tr> <td>JAN-21</td> <td>453</td> <td>683</td> </tr> <tr> <td>FEB-21</td> <td>499</td> <td>753</td> </tr> <tr> <td>MAR-21</td> <td>532</td> <td>691</td> </tr> <tr> <td>APR-21</td> <td>640</td> <td>740</td> </tr> <tr> <td>MAY-21</td> <td></td> <td></td> </tr> <tr> <td>JUN-21</td> <td></td> <td></td> </tr> </tbody> </table>	Month	Users	Sessions	OCT-20	96	151	NOV-20	187	265	DEC-20	80	106	JAN-21	453	683	FEB-21	499	753	MAR-21	532	691	APR-21	640	740	MAY-21			JUN-21					
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Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increased number of Parent Volunteers supporting learning in schools – New measure</p> <p>Increase in the number of community food growing initiatives that schools and ELC settings are involved in – New measure</p> <p>Increase in the number of food initiatives housed in or supported by schools – New measure</p>	<p>Closing the Gap on-going</p> <p>Closing the Gap on-going</p>	<ul style="list-style-type: none"> Parent Volunteer induction guidance will be developed and shared with all parent forum / settings (see current Volunteer guidance) Increase the number of food growing / intergenerational opportunities to access and develop community food gardens Establish food pantries/initiatives to support families in need in local schools or communities 	<p>ACC Volunteer Guidance</p> <p>School staff and officer</p> <p>School staff and officer</p>

Assessment of Children’s Progress

Improved attainment for all in literacy and numeracy

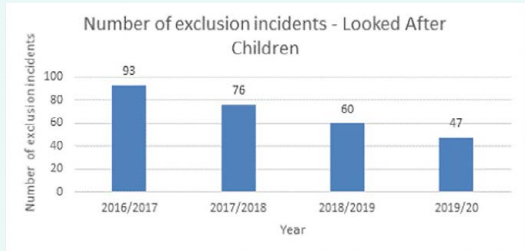
1% Improvement in attainment at S4 at Level 4 numeracy and literacy from 2018/19 levels



Increase % of vulnerable 2-4 year olds accessing early years provision from 679 (12.3%) (target unknown)

% of care experienced parents accessing ELC for their 2 year old – New measure

Reduce the number of LAC exclusions from 47 to 40 by June 2022



Closing the Gap

Early Years and Virtual School on-going

Virtual School

Virtual School

- Agree and implement an agreed approach to addressing performance in numeracy including how to address gaps in numeracy skills
- Agree and implement an agreed approach to addressing performance in literacy including how to address gaps in literacy skills
- Proactively approach care experienced parents to make them aware of the ELC offer for their 2 year old
- Further roll out of MCR pathways
- Improve awareness of ‘The Promise’ and map next steps

Attainment Advisor report

Closing the Gap / Raising Attainment

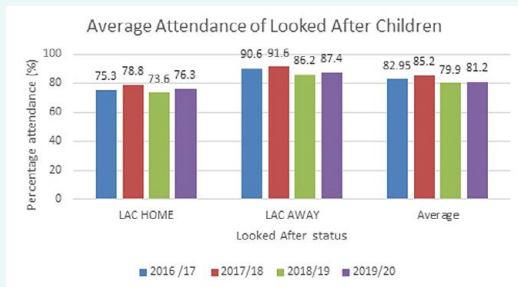
Early Years and Virtual School

Virtual School

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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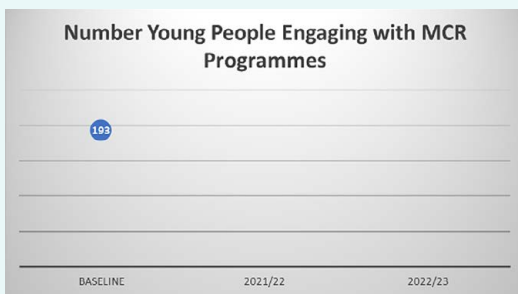
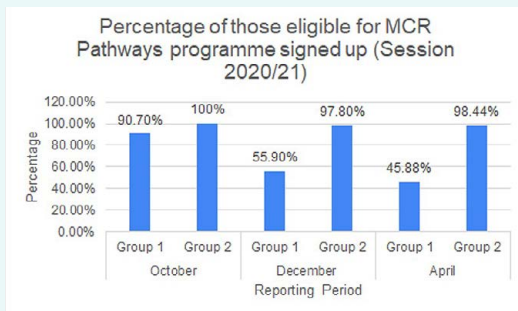
Improve the attendance of children who are Looked after at home from 76.3% to 81% by June 2022

Virtual School



Increase the % of previously care experienced, young carers and those in informal kinship care engaging with MCR pathways to 98% by June 2022 (shown as group 1 below)



Virtual School

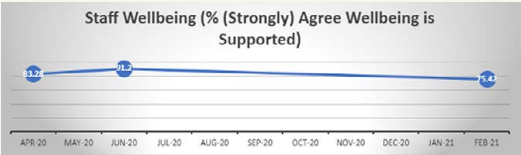



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources										
School Improvement														
All children in ELC will be provided free milk and fruit	100% of settings will be providing free milk and fruit to ELC attendees – New measure	Closing the Gap and Early Years	<ul style="list-style-type: none"> Set up funding and application process for all registered childcare settings for free fruit and milk 	Digital solution to be developed										
Performance Information														
Improved impact of interventions	<p>90% of Head Teachers can evidence positive impact of Partnership Forum Plans – New measure</p> <p>50% of schools can evidence Q3.2 in relation to Raising Attainment at Good or above through Self-evaluation activity</p> <p>2018/2019 - 39%</p> <p>2019/2020 - 40%</p> <p>2020/2021 - 34%</p> <p>2021/2022 - 40%</p>	<p>Closing the Gap</p> <p>QIMs / QIOs</p>	<ul style="list-style-type: none"> Improve arrangements for tracking groups according to disability, protected characteristics and those who care experienced to be able to make meaningful comparisons Relaunch partnership Forum guidance to help maximise the impact of them Quality Improvement activity in relation to QI3.2 to be planned through trio visits/ collaboration events 	<p>Data and insights and central education officer</p> <p>Partnership Forum Guidance</p> <p>HTs / QI</p>										
<p>QI 3.2 - Raising Attainment and Achievement: % Schools evidencing 'Good' or above</p> <table border="1"> <caption>QI 3.2 - Raising Attainment and Achievement: % Schools evidencing 'Good' or above</caption> <thead> <tr> <th>Year</th> <th>% Schools evidencing 'Good' or above</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>39%</td> </tr> <tr> <td>2019/20</td> <td>40%</td> </tr> <tr> <td>2020/21</td> <td>34%</td> </tr> <tr> <td>2021/22</td> <td>40%</td> </tr> </tbody> </table>					Year	% Schools evidencing 'Good' or above	2018/19	39%	2019/20	40%	2020/21	34%	2021/22	40%
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2021/22	40%													

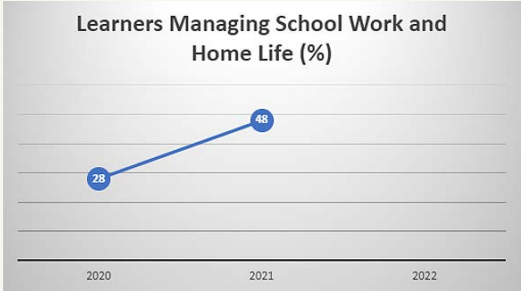
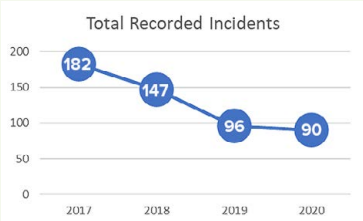


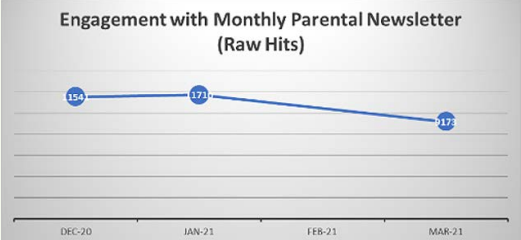

► A Health and Wellbeing Action Plan

Health & Wellbeing – Improvement in the health & wellbeing of all					
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
<i>What do we hope to achieve?</i>	<i>How will we know this has been achieved? What evidence will we have?</i>	<i>Who is responsible for gathering data and at what points?</i>	<i>What do we need to do and by when?</i>	<i>Who and what is required? (including cost/fund)</i>	
School Leadership					
<p>Confidence in the incorporation of UNCRC in school life</p> <p>Continued and increased collaboration for support and improvement</p> <p>Resilient staff with positive wellbeing</p>	<p>100% of school staff will have accessed professional learning on the UNCRC – New measure</p> <p>100% of schools will reference the incorporation of UNCRC into Scots law in school improvement plans – New measure</p> <p>Increase % of children and young people who report that they actively participate in decision making which impacts them from 80.3% to 85% by June 2022.</p>  <p>Maintain positive attendance levels of under 4 days average number of days lost to sickness absence.</p> 	<p>Matt Reid / Erin McGowan by September</p> <p>QIMs/QIOs in June 2021</p> <p>Partnership & Engagement</p> <p>Operational Support</p>	<ul style="list-style-type: none"> Development and roll out of mandatory training in the UNCRC for all school staff - August 21/ ongoing Shared expectations in relation to UNCRC being visible in all SQUIPs - March 2020 Further develop collaboration opportunities for improvement both at school senior leader level and wider school staff - Ongoing Develop mechanisms to further prioritise, monitor and enhance staff wellbeing as part of a healthy workforce - Ongoing 	<p>Partnership & Engagement, UNCRC support materials</p> <p>QIMs</p> <p>Health & Wellbeing</p> <p>Health & Wellbeing / Building Capacity</p>	

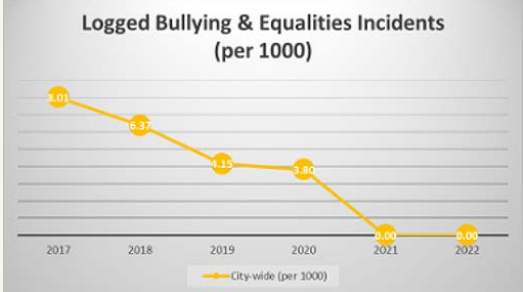
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>90% of staff report that their wellbeing needs are being met</p>  <p>Positive engagement and feedback from peer support network and coaching sessions</p> <p>Qualitative data – Session feedback</p>	<p>Health & Wellbeing</p> <p>Health & Wellbeing</p>	<ul style="list-style-type: none"> Review and consider next steps in relation to Multiagency Peer Support network - July 2021 Coaching support for Education staff led and maintained by EP Service - Ongoing 	<p>Health & Wellbeing / Lauren Mackie</p> <p>EP Service</p>
Teacher Professionalism				
<p>Staff teams who can confidently meet the needs of all learners within the context of individual settings</p> <p>Appropriate partnership working to meet learner needs</p> <p>Staff know where and when to access wellbeing support</p>	<p>Increase the number of schools with an identified health and wellbeing lead contact from 60% in June 2021 to 100% in June 2022.</p>  <p>80% of staff feel confident about how to directly support, or refer a child for support, and signpost to appropriate partnership services by 2022 – New measure</p> <p>CLPL offer reflects the outcome of the service CLPL audit</p> <p>Maintain over 80% of staff who would recommend CLPL sessions to other colleagues following training</p>	<p>Health & Wellbeing</p> <p>Health & Wellbeing in June 2022</p> <p>Building Capacity</p> <p>Building Capacity</p>	<ul style="list-style-type: none"> Health & wellbeing lead and Mental health First Aider trained within every school – June 2021 Develop a clear framework to assist staff in signposting supports to children / young people and families – October 2021 Continue to review CLPL offer working with partners including CAMHS and the EP Service to address areas such as mental wellbeing, supporting learners needs, LIAM training, ELSA training, Seasons for Growth, Emotion Coaching and Counselling training - Ongoing 	<p>Building Capacity</p> <p>Health & Wellbeing</p> <p>Building Capacity / CAMHS / EPService</p>



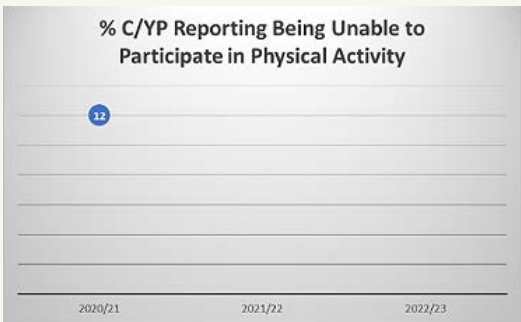
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources									
<p>Improved support for children with Autism Spectrum Condition</p>	<p>Increase % of learners who find managing school work and home life easy from 48% in January 2021 to 75% in June 2022</p>  <table border="1"> <caption>Learners Managing School Work and Home Life (%)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>28</td> </tr> <tr> <td>2021</td> <td>48</td> </tr> </tbody> </table>	Year	Percentage	2020	28	2021	48	<p>QIMs / QIOs in January 2022</p>	<ul style="list-style-type: none"> • Train the Trainer delivery of Compassionate and Connected Communities - 3 cohorts by June 2021 - ongoing • Roll out of Compassionate and Connected Communities training for all education staff, including EPs and Fitlike Hub staff – from August 2021 Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing 	<p>Health & Wellbeing CCC</p> <p>Health & Wellbeing Trained Trainers CCC</p>			
	Year	Percentage											
	2020	28											
2021	48												
<p>5% reduction in the number of incidents in schools compared to 2018/19 levels</p>  <table border="1"> <caption>Total Recorded Incidents</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>182</td> </tr> <tr> <td>2018</td> <td>147</td> </tr> <tr> <td>2019</td> <td>96</td> </tr> <tr> <td>2020</td> <td>90</td> </tr> </tbody> </table>	Year	Number of Incidents	2017	182	2018	147	2019	96	2020	90			
Year	Number of Incidents												
2017	182												
2018	147												
2019	96												
2020	90												
<p>90% of termly sampled plans (IEP and Child's Plans) have clear SMART targets – New measure</p>	<p>Supporting Learners</p>	<ul style="list-style-type: none"> • Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing 	<p>Supporting Learners</p>										
<p>Positive learner/parental feedback following multiagency meetings – focus group of parents/pupils – New measure</p> <p>Qualitative feedback from parents who have children with Autism Spectrum Condition – New measure</p>	<p>EPs</p>	<ul style="list-style-type: none"> • Clarify supports available for those impacted by Autism Spectrum Condition 											

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																						
Parental Engagement																										
<p>Parents feel confident to share their views and ask for support if required</p>	<p>Maintain positive engagement with parent newsletter with 12,000 hits per edition</p>	<p>Operational Support</p>	<ul style="list-style-type: none"> Further develop a culture that supports positive parental engagement by working in partnership to promote diversity and overcome barriers ie Stronger Families Series - Ongoing 	<p>Lead for Stronger Families Series</p>																						
	 <table border="1"> <caption>Engagement with Monthly Parental Newsletter (Raw Hits)</caption> <thead> <tr> <th>Month</th> <th>Raw Hits</th> </tr> </thead> <tbody> <tr> <td>DEC-20</td> <td>194</td> </tr> <tr> <td>JAN-21</td> <td>173</td> </tr> <tr> <td>FEB-21</td> <td>-</td> </tr> <tr> <td>MAR-21</td> <td>172</td> </tr> </tbody> </table>	Month	Raw Hits	DEC-20	194	JAN-21	173	FEB-21	-	MAR-21	172	<p>Chief Education Officer</p>	<ul style="list-style-type: none"> Ensure all parents are aware of Communication, Collaboration & Consultation Framework and know how to express their views, concerns or compliments – Sept 2021 	<p>Communication, Collaboration & Consultation Framework</p>												
Month	Raw Hits																									
DEC-20	194																									
JAN-21	173																									
FEB-21	-																									
MAR-21	172																									
	<p>75% of complaints resolved on time</p>		<ul style="list-style-type: none"> Continue with regular parent newsletters responding to current issues – Ongoing 	<p>QIMs</p>																						
	 <table border="1"> <caption>% Complaints Resolved 'On Time'</caption> <thead> <tr> <th>Year</th> <th>% Resolved 'On Time'</th> </tr> </thead> <tbody> <tr> <td>2019/20 3</td> <td>59.5</td> </tr> <tr> <td>2019/20 4</td> <td>38</td> </tr> <tr> <td>2020/21 1</td> <td>37.5</td> </tr> <tr> <td>2020/21 2</td> <td>25</td> </tr> <tr> <td>2020/21 3</td> <td>79.5</td> </tr> <tr> <td>2020/21 4</td> <td>-</td> </tr> <tr> <td>2021/22 1</td> <td>-</td> </tr> <tr> <td>2021/22 2</td> <td>-</td> </tr> <tr> <td>2021/22 3</td> <td>-</td> </tr> <tr> <td>2021/22 4</td> <td>-</td> </tr> </tbody> </table>	Year	% Resolved 'On Time'	2019/20 3	59.5	2019/20 4	38	2020/21 1	37.5	2020/21 2	25	2020/21 3	79.5	2020/21 4	-	2021/22 1	-	2021/22 2	-	2021/22 3	-	2021/22 4	-		<ul style="list-style-type: none"> Survey parents thrice yearly to get a sense of their changing needs and tailor plans accordingly 	<p>Donna Cuthill</p>
Year	% Resolved 'On Time'																									
2019/20 3	59.5																									
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	<p>% of parents who advise that they know how to access support for their child/family – New measure</p>																									



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
Assessment of Children's Progress				
<p>Reduction of children and young people engaging in wellbeing choices that are harmful to themselves</p> <p>Increase children's understanding of their own wellbeing and where/how to get support</p> <p>Reduce the number of young people being bullied</p>	<p>Improved outcomes from SHINE survey over the next 12 months – New measure</p> <p>10% reduction in the number of young people recorded as being bullied in SEEMiS module from 3.8 per 1000 in 2020 to 3.4 per 1000 in June 2022.</p>  <p>All committee recommendations which impact on children (directly or indirectly) follow engagement with CYP – New measure</p>	<p>Health & Wellbeing</p> <p>QIMs/QIOs</p> <p>Partnership Group</p>	<ul style="list-style-type: none"> Work with SHINE (Scottish Health Improvement Network) to review wellbeing needs of learners P6-S6 within ACC – June 2021 / Ongoing Developing a support survey for younger children considering Health & wellbeing Curriculum (nclusive of substance misuse) to support – January 2022 Develop guidance to ensure all children / young people have a voice in relation to meeting their needs and this is integral to planning and response – Write it Right – Sept 2021 Focus group/ Survey of children and young people developed to consider barriers for engagement and support requirements – Ongoing Develop a clear framework to signpost supports to children / young people regarding mental health and supports – Sept 2021 Develop and implement participation guidance in keeping with the UNCRC to support active participation with children and young people 	<p>SHINE Survey</p> <p>Health & Wellbeing</p> <p>Partnership & Engagement, Write it Right materials / training</p> <p>Partnership & Engagement, Key questions to inform discussion</p> <p>Health & Wellbeing</p> <p>Partnership & Engagement</p>



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
School Improvement				
<p>All learners have the opportunity to engage in a broad range of physical, outdoor and targeted wellbeing activities that meet their individual needs</p> <p>Meeting and supporting ACC climate change plan and working towards a net zero as part of a climate resilient council.</p>	<p>Increase the number of accessible Physical activities that are available to all learners within ACC – This should impact the LOIP stretch aim focusing on childhood obesity - New measure</p>	PEPAS Group	Develop PEPAS (Physical Education, Physical Activity and Sport) Group to develop closer partnership working in relation to meeting the physical needs of learners – by May 2021 / ongoing	PEPAS Group
	<p>Reduce the % of children who report being unable to participate in physical activity outwith school from 12% in 2020 to 5% in 2022</p> 	Health & Wellbeing	Encourage schools and families to incorporate physical activity into their everyday routines, e.g. promote the daily mile, active travel	
	<p>Increase the number of staff trained to deliver DBI beyond the pilot 2020/2021 - 9 Aim 2021/2022 - 30</p>	Building Capacity	Pilot DBI (Distress Brief Intervention) in partnership with CAHHS and Penumbra) Training in 2 Secondary Schools, review and further implement across ACC – May 2021/ ongoing	CAMHS / Penumbra DBI Trained staff
	<p>Increase the % of schools who offer children aged 10 and above access to counselling from 27% in 2020 to 100% in 2022.</p> <p>100% of schools are delivering an appropriate Health & Wellbeing curriculum that meets the needs of all children & young people – based on sample – New measure</p>	Health & Wellbeing	Equitable counselling offer for schools required – tender to be developed – January 2022	Scottish Government Funding
		Health & Wellbeing	Develop exemplar Health & Wellbeing Curriculum overviews with signposted materials for delivery including specific guidance on substance misuse and food nutrition – Sept 2021	Health & Wellbeing Templates
Performance Information				
Improved impact of outcomes	75% of schools can evidence improvement in QI3.1 evaluations rated as good or very good 2019/2020 - 68% 2020/2021 - 72% 2021/2022 - 80%	QIMs/QIOs	Quality Improvement activity in relation to QI3.1 to be planned through trio visits/ collaboration events - Ongoing	

► Employability Plan

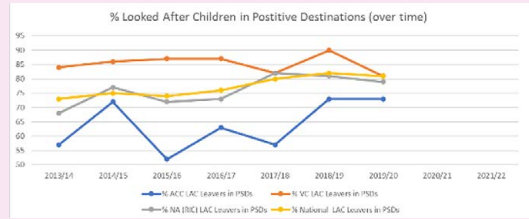
Positive Destinations - Improvement in employability skills and sustained, positive school-leaver destinations for all young people																																		
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																														
<i>What do we hope to achieve?</i>	<i>How will we know this has been achieved? What evidence will we have?</i>	<i>Who is responsible for gathering data and at what points?</i>	<i>What do we need to do and by when?</i>	<i>Who and what is required? (including cost/fund)</i>																														
School Leadership																																		
The secondary school curriculum is closely aligned to local growth sectors	Increase in the number of courses which are delivered remotely in order to extend the curricular offer – New measure	Employability & Positive Destinations in June 2022	<ul style="list-style-type: none"> Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution Formalise and implement a skills progression which takes account of growth areas 	Attainment and Transitions to Adulthood improvement Group Employability & Positive Destinations																														
	Increase the number of young people engaging in foundation apprenticeships by 15% from 161 to 185.	SDS on an on-going basis																																
	<table border="1"> <thead> <tr> <th>Cohort -FA</th> <th>NESCOL</th> <th>Aberlour</th> <th>Bon Accord</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>2016-2018</td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2017-2019</td> <td>36</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018-2020</td> <td>24</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019-2021</td> <td>103</td> <td>10</td> <td></td> <td>113</td> </tr> <tr> <td>2020-2022</td> <td>130</td> <td>12</td> <td>19</td> <td>161</td> </tr> </tbody> </table>	Cohort -FA	NESCOL	Aberlour	Bon Accord	Totals	2016-2018	4				2017-2019	36				2018-2020	24				2019-2021	103	10		113	2020-2022	130	12	19	161			
Cohort -FA	NESCOL	Aberlour	Bon Accord	Totals																														
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2020-2022	130	12	19	161																														
A range of partners support the delivery of the senior phase	Successful selection of three schools to participate in Excellerate	Chief Education Officer	<ul style="list-style-type: none"> 3 schools to participate in Excellerate with the Wood Foundation Explore approaches to joining up the system through the pilot at Northfield Academy as part of the Local Governance Review 	The Wood Foundation Chief Education Officer and Nescol																														
	Local Government Review Programme Milestones reached on time	Chief Education Officer																																
Young people successfully transition to and from school	Increase the quality of transition plans in place to support those transitioning from primary to secondary and secondary to post school destination based on sample – New measure	QIOs on a monthly basis	<ul style="list-style-type: none"> Ensure timely, effective planning for transition and develop multiagency led transition projects which take account of skills Ensure timely and effective transition plans are in place to support vulnerable groups including those who are disabled and the Care Experienced 	ATA Improvement																														

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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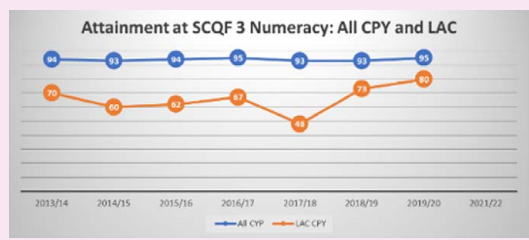
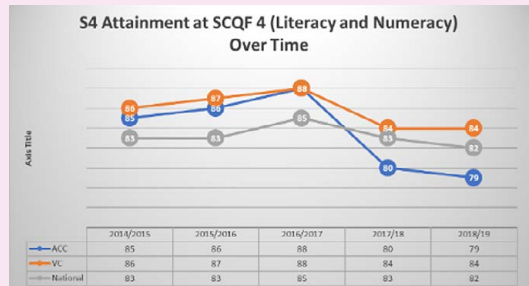
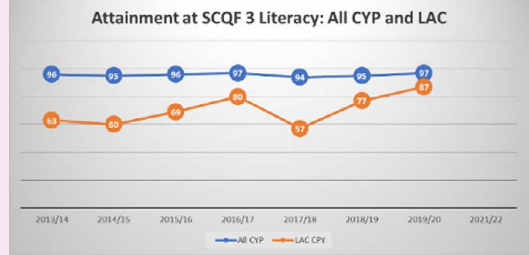
Teacher Professionalism

The progress of vulnerable groups is carefully tracked to inform approaches

Increase the % of care experienced young people (S4-6) who leave school and go to a sustained positive destination in keeping with our virtual comparator



Removal of the gap in performance between the of care experienced and other pupils attaining SCQF Level 3 in Literacy and Numeracy



Virtual School to monitor on a monthly basis

- Collaborate at all levels to take account of The Promise and the UNCRC to explore new approaches to supporting more vulnerable groups such as the Care Experienced and disabled

Secondary HTs and central officer time

Positive Destinations to monitor tracking data routinely

- Build capacity in practitioners to ensure effective pupil progression in literacy and numeracy skills

Building Capacity

- Agree a common approach to identify those who are at risk and agree and implement escalation procedures.

Closing the Gap/Positive Destinations

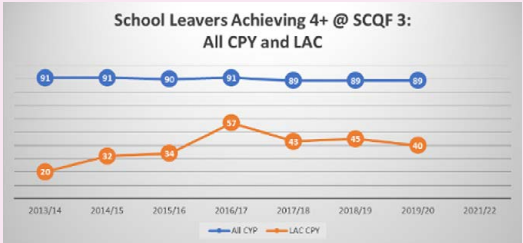

- Continue to embed digital skills in staff and pupils and explore opportunities to harness skill sets from across the partnership in order to improve the in school and extra-curricular offer

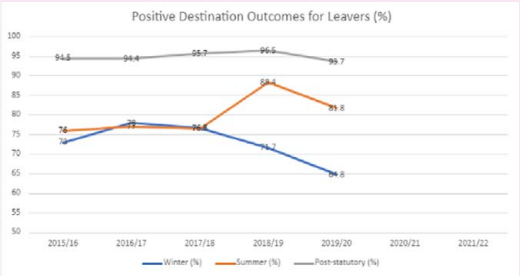
Charlie Love and Jacqui Yule/Closing the Gap

- Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for life, learning and work

DYW Board and SDS



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>5% reduction in the gap between the care experienced and others attaining 4 or more SCQF awards at Level 3</p> 	<p>Virtual School on an on-going basis</p>		
Parental Engagement				
<p>Parents and carers are aware of growth sectors and the changing economic landscape</p>	<p>Maintain high level of hits on the ABZ website – New measure</p> <p>Increase in school opportunities for all stakeholders (including parents and carers) to explore future skill requirements – New measure</p>	<p>ATA Improvement</p>	<ul style="list-style-type: none"> Improve accessibility of information on growth areas in the City by through the development and launch of the one stop shop website Work with families to fully explore how the pandemic and downturn has impacted on opportunities in order to highlight positive learning pathways in growth areas. 	<p>Employability & Positive Destinations</p> <p>Employability & Positive Destinations / Partnership & Engagement</p>
Assessment of Children’s Progress				
<p>Improved use of data for improvement</p>	<p>5% closing of the gap between those in the top 20% according to SIMD and the bottom</p> 	<p>Closing the Gap</p>	<ul style="list-style-type: none"> Improve tracking arrangements to inform the choices of young people and curricular offer through the use of P and A and Power BI Work across the Community Planning Partnership to increase the number of young people with complex additional support needs who enter a positive destination Use Power BI to see how data at class levels impacts on department and city performance 	<p>Central Officers / Business Intelligence Unit</p> <p>Employability & Positive Destinations</p> <p>Central Officers / Business Intelligence Unit</p>

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																																
	<p>% of S3-S5 pupils identified as 'at risk' of disengaging that stay on</p> <p>New measure</p> <p>Reduce the gap between those who leave school in winter and summer by 50% by June 2022</p>  <table border="1"> <caption>Positive Destination Outcomes for Leavers (%)</caption> <thead> <tr> <th>Year</th> <th>Winter (%)</th> <th>Summer (%)</th> <th>Post-statutory (%)</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>74</td> <td>74</td> <td>94.4</td> </tr> <tr> <td>2016/17</td> <td>77</td> <td>77</td> <td>94.4</td> </tr> <tr> <td>2017/18</td> <td>76</td> <td>76</td> <td>95.7</td> </tr> <tr> <td>2018/19</td> <td>71.7</td> <td>88.4</td> <td>96.5</td> </tr> <tr> <td>2019/20</td> <td>65.8</td> <td>81.8</td> <td>95.7</td> </tr> <tr> <td>2020/21</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2021/22</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Winter (%)	Summer (%)	Post-statutory (%)	2015/16	74	74	94.4	2016/17	77	77	94.4	2017/18	76	76	95.7	2018/19	71.7	88.4	96.5	2019/20	65.8	81.8	95.7	2020/21				2021/22				<p>QIMs/QIOs</p>	<ul style="list-style-type: none"> Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re-design 	<p>Employability & Positive Destinations</p>
Year	Winter (%)	Summer (%)	Post-statutory (%)																																	
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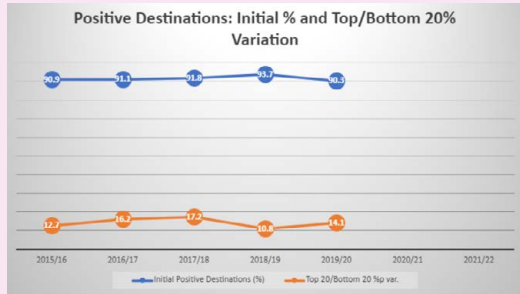


Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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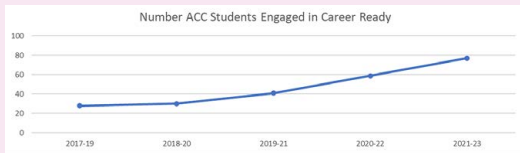
School Improvement

Increase in the number of young people securing a positive destination

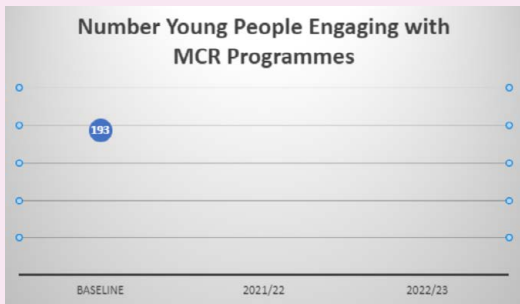
Increase the % of young people securing a positive destination back up to 19/20 levels (93%)



10% increase in the number of young people engaged in Career Ready from 77 to 85



Number of young people accessing MCR pathways to be maintained at 190 or above.



Employability & Positive Destinations

- Map the range of courses aligned to growth area learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity
- Increase mentoring opportunities through Career Ready, MCR pathways and other available programmes

Employability & Positive Destinations

Employability & Positive Destinations

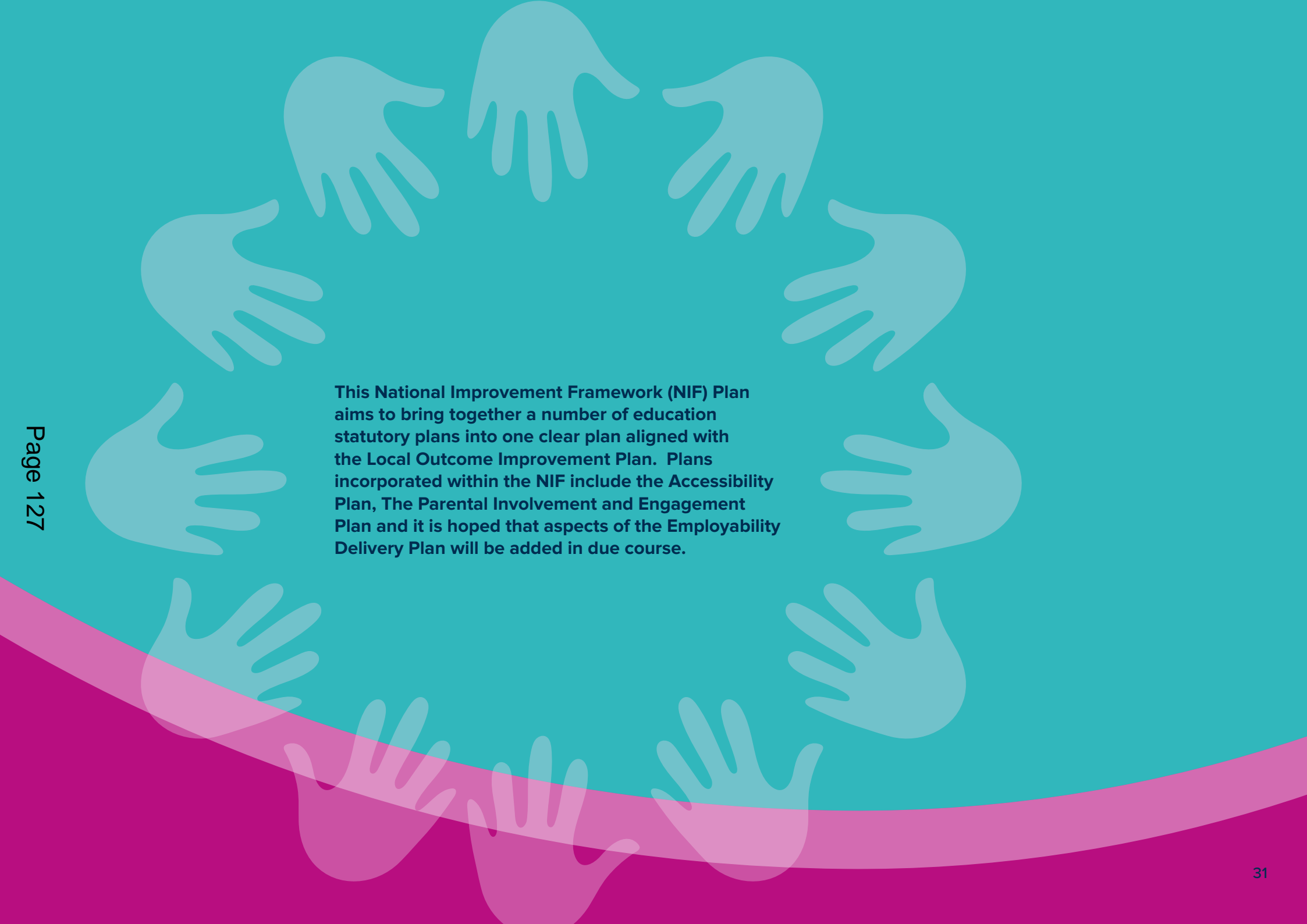
Employability & Positive Destinations

Virtual School



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																																								
Performance Information																																												
Improved evidence and impact of outcomes	<p>% of school pupils involved in educational visits which support skills development. New measure</p> <p>% of S3-6 pupils involved in DoE awards</p>	<p>Partnership & Engagement</p> <p>Partnership & Engagement</p>	<ul style="list-style-type: none"> Migrate to a web based, digital platform for all planning, approval and management of educational visits, sports fixtures and extra-curricular activities. Use reporting capabilities to develop performance analysis of participation and attainment inclusive of DoE. Link the system to national libraries and organisations i.e OEAP, SAPOE, DoE etc. 	<p>Digital QI and Partnership & Engagement</p>																																								
<div data-bbox="344 360 810 833"> <p>Duke of Edinburgh: % S3-6 Participation and % Completion</p> <table border="1"> <caption>Duke of Edinburgh: % S3-6 Participation and % Completion</caption> <thead> <tr> <th>Year</th> <th>Duke of Edinburgh (% Completion)</th> <th>Duke of Edinburgh (% S3-6 Participation)</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>1.9%</td> <td>10.49%</td> </tr> <tr> <td>2021</td> <td>-</td> <td>-</td> </tr> <tr> <td>2022</td> <td>-</td> <td>-</td> </tr> <tr> <td>2023</td> <td>-</td> <td>-</td> </tr> </tbody> </table> </div> <div data-bbox="344 849 810 1353"> <p>Expedition/Excursion Participation</p> <table border="1"> <caption>Expedition/Excursion Participation</caption> <thead> <tr> <th>Activity</th> <th>2023</th> <th>2022</th> <th>2021</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>PROJECT-BASED EXPEDITIONS (RAW)</td> <td>13</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>JOHN MUIR (RAW)</td> <td>937</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>JASS (RAW)</td> <td>360</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>DUKE OF EDINBURGH (RAW)</td> <td>606</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> </div>					Year	Duke of Edinburgh (% Completion)	Duke of Edinburgh (% S3-6 Participation)	BASELINE	1.9%	10.49%	2021	-	-	2022	-	-	2023	-	-	Activity	2023	2022	2021	Baseline	PROJECT-BASED EXPEDITIONS (RAW)	13	-	-	-	JOHN MUIR (RAW)	937	-	-	-	JASS (RAW)	360	-	-	-	DUKE OF EDINBURGH (RAW)	606	-	-	-
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This National Improvement Framework (NIF) Plan aims to bring together a number of education statutory plans into one clear plan aligned with the Local Outcome Improvement Plan. Plans incorporated within the NIF include the Accessibility Plan, The Parental Involvement and Engagement Plan and it is hoped that aspects of the Employability Delivery Plan will be added in due course.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Parental Involvement and Engagement Plan
REPORT NUMBER	OPE/21/134
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Shepperd
REPORT AUTHOR	Donna Cuthill
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 To seek approval for the refreshed Parental Involvement and Engagement Plan (PIE) 2021 -2024.

2. RECOMMENDATIONS

That Committee -

- 2.1 note the evaluation of the existing plan;
- 2.2 approve the new Parental Involvement and Engagement Plan 2021-2024; and
- 2.3 instruct the Chief Education Officer to report progress through the regular updates provided to Committee on the service's delivery of the National Improvement Framework Plan.

3. BACKGROUND

- 3.1.1 The Scottish School (Parental Involvement) Act 2006 recognises the vital role that parents and other carers play in children's learning and development. Parents are the first and ongoing educators of their own children.
- 3.1.2 Local Authorities have a duty to prepare and regularly review approaches to parental involvement and engagement and the current document covers the period 2018-2021. It details how the Local Authority will:
 - involve parents in their own child's education, and that provided by a school to its pupils generally;
 - give advice and information to parents in respect of their own child;
 - promote the establishment of Parent Councils in schools and support their operation; and
 - establish a complaints procedure for their duties under the Act.
- 3.1.3 The education authority must seek and take account of the views of all those with an interest in the authority's implementation of its duties, or its complaints procedures, when developing or reviewing its approach. A range of approaches have been used to engage and consult with key stakeholders including in evaluating and planning including:
 - regular engagement with parents through early focus groups (pre pandemic), with Parent Councils at termly meetings, liaising with two Aberdeen City Parent Representatives from the National Parent Forum

of Scotland and by using a survey to check emerging themes for further development;

- regular engagement with schools and the establishment of a PIE working group across all sectors which included those with corporate parenting and kinship caring responsibilities;
- the establishment of a working group to help identify key areas of future focus; and
- children and young people by reviewing survey responses.

3.1.4 COVID-19 has reinforced the importance of valuing and supporting parents in their children's lives, learning and development and relationships between home and school have been strengthened in many cases, The service are keen to build further on this.

3.1.5 The last year has presented a number of challenges to families and highlighted a need to address issues such as mental health and wellbeing, fuel and food poverty, loss of employment, isolation and lack of access to some family support services.

3.1.6 The education service has tried to use the refresh of our Plan to re-set our approaches and have deliberately kept planning high level to enable on-going agility through the more detailed and routinely monitored National Improvement Framework Plan.

3.2 CURRENT STATE – WHERE ARE WE WITH REGARD TO PARENTAL INVOLVEMENT AND ENGAGEMENT?

3.2.1 The PIE for 2018-2021 used J Epstein's model to reflect six areas of parental engagement:

- Communication – high quality communication from home to school;
- Sharing learning – at home, school, and community;
- Supporting parenting – strengthening families to support children in all aspects of their learning and development;
- Volunteering – contributing to the life and work of the school;
- Parental Voice – genuine influence in decision making in planning, policy making and school improvement; and
- Collaboration with community – working in partnership with parents and partners to support families.

3.2.2 Schools made good use of the six themes to help develop practice at school level and the model provided a useful structure. A visual resource was created to support Parent Councils' understanding of the existing plan. This proved helpful in not only supporting a shared understanding of the six themes but developing Parent Council involvement in supporting wider parental engagement. Examples cited were the further promotion of volunteering opportunities and using parents' views to plan specific events such as 'Confident Parenting' and 'How to build a Mathematician' events.

3.2.3 In reviewing the impact of the 2018-2021 Plan, each of the themes has been explored with Focus Groups of parents, the City-wide Parent Forum and

through a survey issued to all parents and carers in April 2021. National Census data and Learning at a Distance survey responses have also informed our evaluation.

- 3.3.1 **Communication** – National Census data indicates that 89% of Aberdeen parents found schools were approachable and welcoming to parents which is in keeping with the national average. 79% of parents were confident their school would respond helpfully to comments and feedback which is higher than the national average of 75%. During the period of school building closures 83% of parents reported that they felt confident about contacting staff with questions or concerns (Learning at Distance Survey 2020). The range of communication methods extended beyond those usually used by schools to support two-way communication with greater use made of Group Call and virtual platforms. More flexible approaches have been welcomed by families and schools report greater attendance at Parent Council and parent meetings.
- 3.3.2 Local Government Benchmarking data shows that there has been an increase in the number of adults expressing satisfaction with local schools (68.4% in 19/20 compared with 67% in 17/18). This positive trend is welcomed but the service is keen to further improve.
- 3.3.3 Census Data suggests 65% of parents value regular communication (weekly /monthly) with their school. Examples include E-newsletters, Twitter, Facebook, and the Aberdeen Learns monthly E-newsletter which makes use of Microsoft Sway. The monthly service newsletter provides a regular opportunity for parents to help shape the work of the education service and provides an opportunity for parents to hear how parental views are informing planning to close the feedback loop. 72% of parents who responded to a survey in May 2021 said that they regularly accessed the newsletter. 95% of the parents who reported that they accessed the newsletter stated that they found the information helpful to them.
- 3.3.4 Communication has been accelerated over the last 14 months and it will be important to build on this practice as we move forward.
- 3.4.1 **Sharing Learning** – schools continue to share learning and are creative in how they celebrate children’s achievements. A move to virtual delivery of the curriculum saw progress in this area accelerate beyond the more traditional open days, stay and play sessions and use of Interactive Learning Diaries. National Census data pre lockdown indicated that 70% of parents felt schools kept them well informed about their child’s progress but Learning at a Distance survey responses indicate this has increased further during the period of digital delivery.
- 3.4.2 The use of Seesaw and Google Suite for Education (G Suite) enabled parents to share learning from home to school and celebrate their children’s progress. Almost all schools provided opportunities for families to better understand how to effectively use the platforms to support learning. Parents noted that the quality of the offer improved from the first to the second period of lockdown. 92.4% (strongly) agreed they had access to the necessary digital resources to

support their child's learning which is an increase of 1.8% for the first period of school closure in March 2020. 18% of parents who responded to a survey in May 2021 noted that they would value further support in using digital tools to support their child's learning.

3.4.3 Individual schools and the education service sought regular feedback from parents and carers to help highlight issues and strengthen our response to the pandemic. The Council invested in a significant number of Chromebooks to address technology barriers identified and as a result 16,500 Chromebooks were issued to families. 92% parents reported they had digital access to support their child's learning.

3.4.4 Significant progress has been made in sharing learning more consistently.

3.5.1 **Supporting Parenting** – many schools have used Scottish Attainment Challenge funding to provide families with 1:1 or group support sessions. Family Learning opportunities have become more innovative and have helped build capacity in families. Pre lockdown the Family Learning Team were engaged in very traditional face to face support with 48 families. During lockdown, the team continued to support by moving onto digital platforms and using social media. Successes include:

- The creation and distribution of 170 outdoor learning packs;
- Co-delivery of the citywide Food and Fun initiative in vulnerable hubs;
- Co-delivery of summer holiday activities;
- Supporting 123 families connected with vulnerable hubs Spring 2020 and providing arts/crafts material for children;
- Supporting 170 families to prepare for a return to school covering areas such as routines and sleep;
- The delivery of a number of on-line courses including Mindfulness; Canna dine oot, so dine in; Women's Wellbeing Choir; and
- The development and delivery of 300 Rainbow Robin packs.

3.5.2 Secondary schools continue to deliver various parent events which enable school staff to share information on how to support young people both at secondary school and beyond. Areas such as Developing the Young Workforce, pathway planning information sessions and understanding the SQA Alternative Certification Model are routine in schools. During lockdown many of these events went to online platforms using Microsoft Teams, Google Meet and a newly launched Parent Evening Booking System. On-line platforms have helped engage a wider audience of parents who may have traditionally found it difficult to attend because of childcare and working patterns.

3.5.3 55% of parents reported in the February Learning at a Distance Survey that schools regularly share ideas about how they can support their child's learning at home. Similarly, 53% of parents highlighted the activities shared allowed children and their families to learn together. The Parent Learning Hub was developed to try to address this relatively low percentage.

3.5.4 The Parent Learning Hub website was launched in April 2020 designed to support Learning at Home, parenting, and signpost families to a wide range of

support agencies. Nearly 5000 families have accessed the site. Most popular areas visited were Learning at Home (primary), transitions, holiday activities, information on the Accord card and health and wellbeing information. June 2020 saw the highest daily peak of visitors at 1005. Google Analytics indicates that visitors to the site tend to go to specific pages. Google Analytics will continue to be used to develop our understanding of site usage, shape content and promotion. A parent focus group will help inform the further development of the Digital Hub to ensure we maximise the potential of the site.

- 3.5.5 Education continues to work in partnership with a range of partners who give specific support to meet each individual family's needs. Organisations have helped families in many ways and we remain grateful for their expertise in this area. Feedback from a Partnership Survey in June 2020 highlighted the wide range of supports offered through calls, emails, phone calls, learning resource packs, food packages, and garden visits.
- 3.5.6 Progress in this area has been rapid and the Parent Learning Hub should now be more fully evaluated to help guide next steps.
- 3.6.1 **Volunteering** – Curriculum enrichment, supporting fundraising and using parents' skills, time and interests for wider achievement are vital to support the work and life of the schools. Parent councils and fundraising groups contribute many hours in volunteering to ensure the families and staff benefit from activities and community events. Feedback from a school focus group has highlighted a need for a citywide volunteering resource to support parent involvement in school.
- 3.6.2 National Census data prior to lockdown highlighted that 80% of parents were given opportunities to be involved in the life and work of the school. Of these, 57% parents reported they would like to be more involved in school life. 69% of parents cited work commitments got in the way of greater involvement. The increase in digital engagement over the last year has increased engagement and enabled more opportunities for parents to attend information sessions and parent council meetings without concern for managing childcare and travel in the evenings. The use of digital platforms should be built upon further to remove barriers for families.
- 3.6.3 COVID-19 restrictions have limited face-to-face volunteering although parent groups have continued to raise money and organised socially distanced events to boost morale within the school community. As restrictions are gradually lifted it will be important to open up these opportunities once again.
- 3.6.5 The Aberdeen City Parent Forum has requested that Bikeability training be reinstated as early as possible, and officers worked with Active Schools to respond positively to this request. The service will continue to open up opportunities in keeping with national return to school guidance and plan to carefully monitor levels of volunteering over the year to help secure improvement.

- 3.7.1 **Parent Voice** – Almost all Aberdeen schools have a Parent Council. Parental voice continues to be important in leading improvements within schools. All School Improvement Plans now record the involvement and contribution of parents in self-evaluation. 75% of parents in Aberdeen City report that they feel that Parent Council views and suggestions are considered by senior management whilst 60% agreed / strongly agreed their school sought their personal views and opinions. 83% of parents who responded to a survey of parents in May 2021 stated that their school had an active Parent Council and 22% noted their involvement with their Parent Council. 82% of parent felt that their Parent Council had a positive impact.
- 3.7.2 ACC continues to work together with Aberdeen City Parent Forum (ACPF) and share information on the work of the education service. ACC actively promotes city wide opportunities to support development of ACC policies and frameworks. Parents continue to be represented on the Education Operational Delivery Committee (EODC) as valued voting members.
- 3.7.3 Committee representatives at EODC suggested that a mechanism be established to include parent voice in providing assurance to Committee on the service’s performance and the service look forward to now considering how to include the views of the City-Wide Parent Forum in the Education Service Assurance Map.
- 3.8.1 **Collaboration with Community** – schools continue to actively form partnerships with businesses and third sector partners to support the delivery of the curriculum as well as offering targeted interventions to learners and families.
- 3.8.2 A Partnership Survey in June 2020 highlighted the work of city partners and services who were engaged in supporting 538 vulnerable families at that time. They reported parental concerns around transitions and children’s additional support needs at that time. Some returns cited low parental confidence, skills, and knowledge to organise and support their children’s learning. This feedback will help inform the refresh of the Parent Hub.
- 3.8.3 Family Learning continues to develop strong partnerships with families and are a key partner in our Fit like Hubs. 60 families are supported via the home support team and 40 supported from referrals from the Fit Like hub. Pupil Equity Funding in three primary schools has enabled a variety of opportunities from individual 1:1 support to 27 families and a wide-ranging community programme including freecycle, gardening and cooking.
- 3.8.4 Collaboration across the partnership will be of critical importance as we emerge from the pandemic.

3.9 LOOKING FORWARD 2021-2024.

- 3.9.1 The new plan will require to be high level so that the service can continue to respond to changing needs with high levels of agility. The guiding principles will ensure relationships are at the heart of our practice when working with children

and their families. It will also ensure compliance with the UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill, ensuring that we fulfil our obligations as duty bearers to respect, protect and fulfil children's rights.

3.9.2 A key focus of our work will be to review the content of the Parent Hub to ensure that the resource continues to support families. There is also a need to improve the visibility of a range of Family Supports across the city including those helpful to families of children with additional support needs.

3.9.3 Community partnership working will be critical in the delivery of services to all families particularly the most vulnerable. The impact of lockdown highlights a need to further address inequality and consider how to further support families impacted by food, fuel, and financial poverty. Strong partnership working will be key in supporting family mental health and wellbeing.

3.9.4 Increasing opportunities for parents to build confidence and skills to support their children's learning at home and school will remain our focus. Education services will continue to strengthen partnerships with agencies who can help to support parents creatively in their children's learning particularly with numeracy, literacy and children's health and wellbeing.

3.9.5 Parental Engagement is a driver in the National Improvement Framework Plan. Aligning the new PIE plan with the National Improvement Framework Plan will bring a focus on working together with parents and partners to improve outcomes in the four priority areas:

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

3.9.6 The high level PIE Plan (**Appendix A**) is detailed further in the National Improvement Framework Plan in order to ensure regular progress reporting to Committee, this also enables the service to refresh approaches on a yearly basis to take account of changing circumstances.

4. FINANCIAL IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 The Scottish Schools (Parental Involvement) Act 2006 requires the local authority to prepare a document containing their general policies for implementing their duties under the Act (referred to as a strategy in the Act), to review that document from time to time and to revise it whenever they conclude that it is appropriate to do so.

5.2 The Act further requires the local authority to publish details of activities undertaken annually regarding their parental involvement plan. This reporting will be through the National Improvement Framework Plan.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	None	N/A	N/A
Compliance	Statutory duties and relevant legislation are referenced in the plan.	Low	Implementation of the PIE Plan will satisfy these legal duties.
Operational	Clear guidance and planning together with staff training around PIE.	Low	Strong partnership working with services & parents to engage and support their children's learning and family wellbeing. An increase in staff confidence and capacity to understand and support PIE.
Financial	The PIE is unlikely to carry any financial risk.	Low	All activity will be met from existing budgets.
Reputational	Not effectively supporting parents and families with their child's learning could present a reputational risk to the Council, including higher numbers of parental complaints.	Low	Effectively implementing the plan and close monitoring of impact will enable the Council to positively report on progress made in involving and engaging parents in their children's learning.
Environment / Climate	None.	n/a	n/a

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>The proposal within this report is to support the delivery of Policy Statement 7 – Commit to closing the attainment gap in education while working with partners in the city.</p> <p>The paper seeks approval for PIE plan to be embedded within the ACC National Improvement Framework which will improve outcomes for learners and families, and evidence progress.</p>
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	<p>The proposals within this report support the delivery of SO 6.</p> <p>Improvement in parental involvement and engagement will help parents to support their child’s learning and raise aspirations. Parents will be well informed to support young peoples’ choices. These changes will positively impact on our economy and support the theme of Aberdeen Prospers.</p>
Prosperous People Stretch Outcomes	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 3 to 7 in the LOIP.</p> <p>Successful implementation of the plan will lead to improved outcomes for children, young people, and their families. There will be a positive impact on children, young people and families including those with protected characteristics and support our work in ensuring that people are resilient, included and supported when needed.</p>
Prosperous Place Stretch Outcomes	<p>The Strategy takes account of local need and will have a positive impact on individual communities across Aberdeen City.</p>
Regional and City Strategies	National Learning Together Plan 2021.
UK and Scottish Legislative and Policy Programmes	<p>This report considers the local authority’s legal obligations in respect of the legislation below:</p> <p>The Scottish Schools (Parental Involvement) Act 2006:</p> <ul style="list-style-type: none"> • Involve parents in their child's education and learning; • welcomed as active participants in the life of the school; and

	<ul style="list-style-type: none"> encouraged to express their views on school education generally and work in partnership with the school. <p>The Equality Act 2010</p> <ul style="list-style-type: none"> Duties about diversity and equality so that children and their families are not discriminated against on grounds of race, disability, gender, sexual orientation, language, faith or belief, and age. <p>Standards in Scotland's Schools etc. Act 2000 Children and Young People (Scotland) Act 2014</p> <ul style="list-style-type: none"> Duty of education authority in providing school education. Raising standards. <p>The Education (School and Placing Information) (Scotland) Regulations 2012</p> <ul style="list-style-type: none"> School Handbook Legislation. <p>The National Improvement Framework Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.</p>
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Required
Data Protection Impact Assessment	Not Required

9. BACKGROUND PAPERS

Goodall, J. (2017) *Narrowing the Achievement Gap – Parental Engagement with Children's Learning*. London, Routledge

Wager, F. (2021) *Impact of COVID-19: Parental engagement and involvement in education during the first lockdown period*. Education Scotland

Crew, M. 2020 Literature Review on the impact of Covid19 on families, and implications for the home learning environment. National Literacy Trust

10. APPENDICES

Appendix A Parental Involvement and Engagement Plan

11. REPORT AUTHOR CONTACT DETAILS

Name	Donna Cuthill
Title	Partnerships – Parental Engagement
Email Address	Dcuthill@aberdeencity.gov.uk
Tel	07500 552754

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How will we work together with parents to promote Wellbeing for All?

- Providing parents with access to parenting programmes which are delivered in partnership.
- Using the GIRFEC practice model we will work together with children and families to ensure equity for all.
- Developing parents' understanding of the health and wellbeing curriculum.
- Sharing accessible health and wellbeing information on the Parent Learning Hub.

Regarding the representations made by Parent Councils

Parents and staff support children best by working together to get it right for every child.
UNCRC Articles 5, 6, 14, 18, 23, 29 & 31

Guiding principles

Relationships are at the heart of all we do and we will demonstrate this by:

- Showing respect and understanding for everyone's role.
- Valuing the opinions and culture of all.
- Developing trust by being open and honest.
- Actively listening and showing empathy.
- Promoting equality and diversity.

How will we work together with our parents to Raise Attainment for all?

- Valuing & supporting Learning at Home.
- Creating learning opportunities for families to learn together.
- Involving families fully in transitions.
- Sharing and reporting children's progress in a meaningful way.
- Sharing practical and specific information to help support children's learning in numeracy & literacy.
- Celebrating achievement.

Promoting the establishment and support the operation of Parent Councils

How will we work with parents to ensure their children progress into sustained positive destinations?

- Ensuring parents are fully involved in pathway planning.
- Developing parents' understanding of meta skills.
- Using parents' skills, knowledge & experience to support the delivery of developing the young workforce.
- Working in partnership to support parents' understanding and knowledge of the job markets and future career pathways.

Promoting opportunities for parents to be involved in the education provided by the school to their child

How will we work together with parents to Close the Attainment Gap?

- Responding to the needs of families – understanding the community context, using data, research, and evidence.
- Addressing barriers to equity.
- Increasing wider learning opportunities and experiences for families.
- Working with parents so they are supported, included, and involved in their children's learning.
- Ensuring Family Learning / Adult Learning opportunities are available to support all parents.

Providing advice, information and an allocation of money to support Parent Councils



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ABERDEEN CITY COUNCIL

COMMITTEE	Educational Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Free School Meals Annual Update 2020/21
REPORT NUMBER	OPE/21/139
DIRECTOR	Andy MacDonald
CHIEF OFFICER	Derek McGowan
REPORT AUTHOR	Neil Carnegie
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

1.1 To provide the annual report on free school meals during 2020/21.

2. RECOMMENDATION

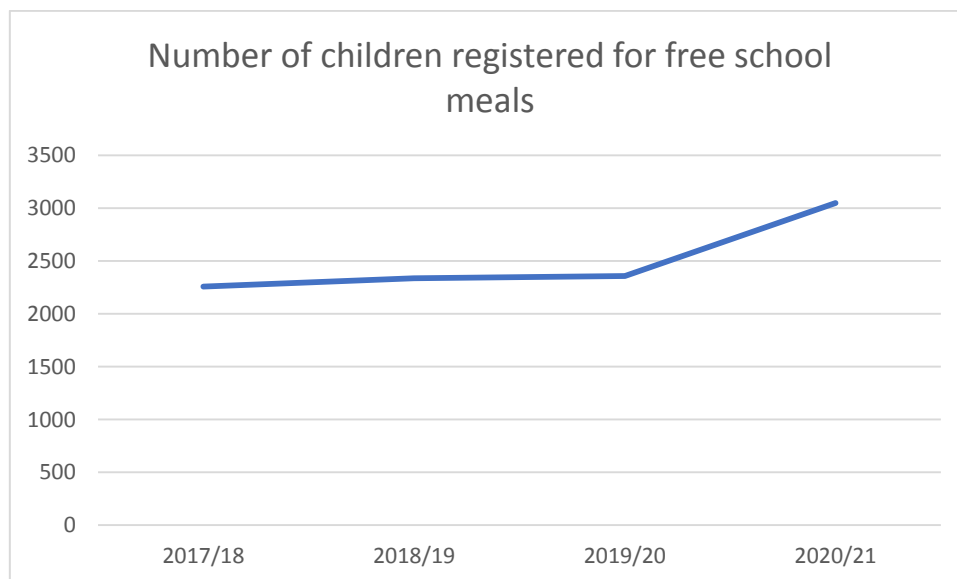
That the Committee: -

2.1 Note the increase in the registration for free school meals during 2020/21.

3. Free School Meals 2020/21

3.1 Good progress has been made during the year to increase registration of children entitled to free school meals.

3.2 The following chart and table sets out free school meal registrations from 2017/18 to 2020/21.



- 3.3 Total number of children registered for free school meals has increased from 2,358 to 3,050 over the year representing a 29.5% increase. A further 1,201 children in P1 to 3 are also entitled to free school meals through universal entitlement.
- 3.4 Significant progress has been made in increasing registrations by children at secondary schools and over the year registrations have increased from 1,106 to 1,441 (30%). Historically, there has been a dip in registrations when children move from primary to secondary. There are several factors that influence including the opportunity to leave school during the lunch period and the perception of school meals.
- 3.5 A range of interventions are contributing to increased registrations.
- 3.5.1 Throughout the COVID crisis we have distributed vouchers to children entitled to free school meals during periods when children were not at school during lockdown and holiday periods.
- 3.5.2 Children registered for school meals have entitlement to £100 Hardship Payments from the Scottish Government.
- 3.5.3 Our previous system required parents to make separate applications for each school their children attend. The criteria for free school meals is such that if one child in a family qualifies for the benefit, then all children in the family qualify. During the pandemic, the free school meals team completed a manual data match, matching children in receipt of free school meals with their siblings who were not. The benefit was then provided for all siblings in the family.
- 3.5.4 Our benefit processing teams are automatically awarding educational benefits when relevant applications are made for housing benefit and council tax reduction.
- 3.5.5 We have proactively engaged with parents through the year to maximise registrations. This has included through crisis support lines and by direct communications at annual revalidation checks. In addition, we extended the end date for entitlement when no response has been made by families at revalidation.
- 3.5.6 The discretionary extension to free school meal entitlement agreed at this committee in September 2020.
- 3.8 The initiatives set out above are continuing and we anticipate that the improved registration rates shall be sustained. A breakdown of registrations by individual schools is appended to this report.

3.9 The following table sets out school meals served:

	Primary meals served	Secondary meals served	Total
2018/19	1,539,766	79,831	1,619,597
2019/20	1,344,896	82,780	1,427,676
2020/21	59,265	32,690	91,955

3.10 The number of meals served reduced due to the COVID crisis impacting on schooling. However, all children entitled to free school meals were provided with vouchers to redeem in local supermarkets. More than seventy thousand vouchers were issued, including vouchers to cover school holiday periods with costs met by Scottish Government grant funding.

3.11 The Scottish Government has now set out the phased approach to universal free school meals for all primary children, and the provision of free school meal approaches in school holidays to all eligible primary and secondary children and young people in 2021/22. This will mean that the following phased introduction of universal and targeted free school meal support will commence in 2021/22:

- Phase One – July 2021 – Commencement of free school meal holiday support to all children and young people who are eligible for free school meals on the basis of low income, in primary and secondary.
- Phase Two – August 2021 – Expansion of Universal Free School Meals to P4 children.
- Phase Three – January 2022 – Expansion of Universal Free School Meals to P5 children.

3.12 To support the implementation of the phased approach the Scottish Government is providing the Council with £585k to deliver meals during holiday periods and £1,043,00 for delivery of phase two and three during 2021/22.

4. FINANCIAL IMPLICATIONS

4.1 No new financial implications arising from this report.

5. LEGAL IMPLICATIONS

5.1 No new implications arising from this report.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	N/A		
Compliance	N/A		

Operational	There is a risk that families experience food poverty.	L	We will continue to monitor effectiveness of systems and processes to maximise registrations and uptake of free school meals.
Financial	There is a risk of reduced income due to less school meals being paid for by children.	L	Scottish Government grant funding and monitoring of impact on budgets.
Reputational	N/A		
Environment / Climate	N/A		

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	N/A
Prosperous People Stretch Outcomes	Maximising uptake of free school meal entitlement will contribute to improve health and development of children.
Prosperous Place Stretch Outcomes	Maximising uptake of free school meal entitlement supports the delivery of LOIP Stretch Outcome 13 – No one in Aberdeen will go without food due to poverty by 2026.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Maximising uptake of free school meal entitlement has the potential to impact positively in a range of protected groups and there would be no negative impact on equalities and human rights.
Data Protection Impact Assessment	Not required.

9. BACKGROUND PAPERS

10. APPENDIX

Free school meal uptake by school 2020/21

11. REPORT AUTHOR CONTACT DETAILS

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APPENDIX Free school meal uptake by school 2020/21 (children registered for free school meals as a percentage of total school roll)

School Name	School Type	Pupil roll	Number of P4-P7/S1-S6/SP pupils registered for FSM	Percentage of P4-P7/S1-S6/SP pupils registered for FSM
Abbotswell School	Primary	228	29	12.72%
Aberdeen Grammar School	Secondary	1126	107	9.50%
Airyhall School	Primary	365	6	1.64%
Ashley Road School	Primary	404	14	3.47%
Braehead Primary School	Primary	257	27	10.51%
Bramble Brae Primary School	Primary	159	51	32.08%
Bridge of Don Academy	Secondary	671	75	11.18%
Brimmond School	Primary	381	52	13.65%
Broomhill Primary School	Primary	391	16	4.09%
Bucksburn Academy	Secondary	775	101	13.03%
Charleston School	Primary	245	17	6.94%
Cornhill Primary School	Primary	394	66	16.75%
Countesswells School	Primary	50	6	12.00%
Culter School	Primary	307	35	11.40%
Cults Academy	Secondary	1064	63	5.92%
Cults Primary School	Primary	626	11	1.76%
Danestone Primary School	Primary	219	11	5.02%
Dyce Academy	Secondary	556	49	8.81%
Dyce Primary School	Primary	419	32	7.64%
Fernielea School	Primary	261	50	19.16%
Ferryhill Primary School	Primary	364	18	4.95%
Forehill Primary School	Primary	205	10	4.88%
Gilcomstoun Primary School	Primary	244	26	10.66%

Glashieburn Primary School	Primary	237	19	8.02%
Greenbrae Primary School	Primary	290	8	2.76%
Hanover Street Primary School	Primary	211	34	16.11%
Harlaw Academy	Secondary	968	153	15.81%
Hazlehead Academy	Secondary	922	113	12.26%
Hazlehead Primary School	Primary	318	21	6.60%
Heathryburn School	Primary	314	57	18.15%
Holy Family RC Primary School	Primary	139	6	4.32%
Kaimhill School	Primary	303	59	19.47%
Kingsford School	Primary	335	37	11.04%
Kingswells School	Primary	402	6	1.49%
Kirkhill Primary School	Primary	260	50	19.23%
Kittybrewster School	Primary	277	53	19.13%
Lochside Academy	Secondary	1035	238	23.00%
Loirston Primary School	Primary	320	12	3.75%
Manor Park School	Primary	229	65	28.38%
Middleton Park School	Primary	195	7	3.59%
Mile End School	Primary	534	23	4.31%
Milltimber Primary School	Primary	251	2	0.80%
Muirfield School	Primary	177	21	11.86%
Northfield Academy	Secondary	768	252	32.81%
Oldmachar Academy	Secondary	753	43	5.71%
Orchard Brae School	Special	123	37	30.08%
Quarryhill School	Primary	301	71	23.59%
Riverbank School	Primary	352	88	25.00%
School for the Deaf	Special	13	3	23.08%
Scotstown Primary School	Primary	175	20	11.43%

Seaton Primary School	Primary	215	41	19.07%
Skene Square School	Primary	325	30	9.23%
St Josephs School	Primary	356	15	4.21%
St Machar Academy	Secondary	961	255	26.53%
St Peter's RC Primary School	Primary	186	8	4.30%
Stoneywood School	Primary	285	20	7.02%
Sunnybank School	Primary	267	46	17.23%
Tullos Primary School	Primary	289	76	26.30%
Walker Road School	Primary	329	69	20.97%
Westpark School	Primary	250	53	21.20%
Woodside Primary School	Primary	321	67	20.87%
Total		23697	3050	

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Proposed consultation to establish catchment areas for Gaelic Medium Education
REPORT NUMBER	RES/21/133
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Andrew Jones / Shona Milne
TERMS OF REFERENCE	Remit 1.1.1; 1.1.2

1. PURPOSE OF REPORT

To seek committee approval to launch a statutory consultation on proposals to establish catchment areas for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School.

2. RECOMMENDATIONS

That the Committee :-

- 2.1 instructs the Chief Officer, Corporate Landlord to undertake a statutory public consultation commencing in August 2021, on proposals to establish catchment areas for the existing Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School, as defined within the maps at Appendix 1 of this report, and
- 2.2 instructs the Chief Officer, Corporate Landlord to report back to the Committee on the outcomes of the consultation at its next available meeting following conclusion of the consultation process.

3. BACKGROUND

- 3.1 In common with other Scottish local authorities, school enrolment in Aberdeen City is based on the principle of catchment areas, commonly referred to as 'zones'. Gaelic Medium Education (GME) provision was established by Grampian Regional Council, and at the time no catchment areas were established for this provision.
- 3.2 Bòrd na Gàidhlig issued statutory guidance in 2017, specifying that local authorities should create catchment areas for GME. The guidance states that a catchment area for GME provision should normally cover an area in which the local authority thinks it is reasonable for pupils wishing to receive GME to travel to school, and that this will normally overlay a number of school catchment areas.

- 3.3 To comply with the statutory guidance, it is proposed that new GME zones are established and that these will overlay existing English Medium school zones in the city (and in the case of the primary provision, the zones within an existing associated schools group), rather than establishing entirely new delineated areas for the new zones. This will help to ensure that we maintain a standardised approach to school zoning arrangements, and in turn will help to make it easier for parents to understand the zoning arrangements for GME provision.

Secondary School Zone

- 3.4 Secondary GME provision is based at Hazlehead Academy, where Gaidhlig is offered as a subject at all stages. In S1 to S3, learners continue to study Gaidhlig through literature and creative projects. SQA courses are available for S4 to S6 learners.
- 3.5 It is proposed that the zone for the secondary provision at Hazlehead Academy is established as defined within Map A, Appendix 1. The proposed zone will overlay the existing English Medium school zones for Hazlehead Academy, Northfield Academy and Aberdeen Grammar School.
- 3.6 Officers have determined that overlaying the new GME zone across these school zones will ensure that pupils zoned to the secondary GME provision will remain within a reasonable travel distance from school. The proposed zone falls within a radius of three miles from Hazlehead Academy.
- 3.7 Overlaying the new GME zone across additional secondary school zones would result in the zone covering a much wider area, and this would risk some pupils living within the GME zone but considerably further than what would be considered a reasonable distance to travel to school. There would be a requirement to provide free school transport to any secondary aged pupils who are within the catchment zone but who live more than three miles safe walking distance from the secondary GME provision.

Primary School Zone

- 3.8 The GME Nursery and Primary provision is based at Gilcomstoun School, and currently consists of a Nursery class, a P1–P3 class, and a P4–P7 class. Pupils within the provision are taught entirely in Gaelic from Nursery to P3. This total immersion allows learners to develop their language skills from a young age. After P3, English is gradually introduced, through the medium of Gaelic.
- 3.9 There are currently 40 pupils attending the GME primary provision, including eight learners from Aberdeenshire.
- 3.10 It is proposed that the zone for the primary provision at Gilcomstoun School is established as defined within Map B, Appendix 1. The proposed zone will overlay the existing English Medium school zones for Gilcomstoun School, Ashley Road School, Mile End School and Skene Square School (i.e the

primary schools which make up the Aberdeen Grammar Associated Schools Group (ASG)).

- 3.11 Officers have determined that overlaying the new GME zone across the Aberdeen Grammar ASG will ensure that pupils zoned to the primary GME provision will remain within a reasonable travel distance from school. The proposed zone falls within a radius of 1.6 miles from Gilcomstoun School. Maintaining the new zone within a single ASG also helps to provide clarity to parents on the zoning arrangements for the GME provision.
- 3.12 Extending the GME zone to overlay additional ASGs would result in the new zone covering a much wider area, and this would risk some pupils living within the GME zone but considerably further than what would be considered a reasonable distance to travel to school. There would be a requirement to provide free school transport to any zoned primary aged pupils who live more than two miles safe walking distance from the primary GME provision.

Expected Impact of the Proposals

- 3.13 If following public consultation the proposal to establish new GME catchment zones are accepted, any pupils already attending the GME provision at either Gilcomstoun School or Hazlehead Academy prior to the changes being implemented, would be entitled to remain at the GME provision, regardless of whether or not they live within the new zones. Existing pupils will therefore not be impacted by the proposed changes.
- 3.14 In the future, following the implementation of the proposed new GME zones, any new pupils living outwith the new zones who wish to attend the GME provision at Gilcomstoun School or Hazlehead Academy, would still have the opportunity to apply for a place at the provision, by submitting a request through the schools placing request system.

Proposed Consultation

- 3.15 The Schools (Consultation) (Scotland) Act 2010 as amended requires that proposals to establish or make changes to school catchment areas are subject to public consultation. It is therefore recommended that the Committee instructs officers to undertake a statutory public consultation on proposals to establish the catchment areas as defined within the maps at Appendix 1 of this report.
- 3.16 If this recommendation is accepted, it is anticipated that the consultation will be launched in August 2021, and will continue until October 2021, in line with the consultation timescales required by the legislation.
- 3.17 The responses to the consultation would then be reported to the Committee at its meeting in January 2022 (subject to any changes which may be required to this timescale as set out in paragraph 3.21 below). If after considering the outcomes of the consultation, the Committee then agrees to implement the proposed new zones, it is anticipated that these would take effect from August 2022.

Public Meeting

- 3.18 The Schools (Consultation) (Scotland) Act 2010 requires local authorities to hold a public meeting when carrying out statutory consultations on relevant proposals. This requirement has not changed during the Covid-19 pandemic, and local authorities therefore need to consider whether any consultations are necessary and justified during this time, or if they should be delayed, to minimise the risk of the spread of infection associated with holding a public meeting.
- 3.19 The above timescales for the consultation and for reporting back to the Committee are therefore based on an assumption that it will be considered safe and appropriate to hold a public consultation meeting in September 2021, and that there will be no restrictions in place at that time relating to public gatherings, due to risks associated with Covid-19, which would prevent a meeting from taking place.
- 3.20 Whilst it may be technically possible to hold the consultation meeting online, there is a risk that doing so could be seen to be preventing some stakeholders from taking part in the meeting, if for example they do not possess the means or ability to join the event online, and the Council may then be open to criticism that the requirement to hold a fully accessible public meeting as part of the consultation process was not complied with.
- 3.21 Officers therefore recommend that if it is not possible to hold a public meeting in September due to Covid restrictions, the consultation period should be extended, until such time as a public meeting can be held. Such an extension may also impact on when the outcomes of the consultation can be reported back to the Committee, in which case a report will be presented to the Committee at its next available meeting following the conclusion of the full consultation process.

4. FINANCIAL IMPLICATIONS

- 4.1 The Council's policy on the provision of free school transport is set out in its *Guide to Education and Children's Services 2020-21*, where it is stated that the Council provides free school transport: *where a child is enrolled in his/her zoned primary school and lives two miles or more from that school; or where a child is enrolled at his/her zoned secondary school and lives three or more miles from that school.*
- 4.2 Whilst the proposed new GME zones fall within a 2 mile radius (for primary provision) or 3 mile radius (for secondary provision) of the schools where the provision is based, there may be a small number of pupils who live on the periphery of the new zones and who do not have a safe walking route to school which is within the applicable maximum distance. In these circumstances, they would be entitled to free school transport.
- 4.3 Any costs incurred in providing these pupils with free school transport in line with the Council policy will be met from existing transport budgets.

5. LEGAL IMPLICATIONS

Statutory Consultation

- 5.1 The Schools (Consultation) (Scotland) Act 2010 as amended requires local authorities to carry out a public consultation on proposals to make permanent changes to school zones, and for the outcomes of that consultation to be considered, before making a final decision on whether to implement the proposals. If the recommendation within this report is accepted, the consultation on establishing catchment areas for GME provision will be carried out in full compliance with the legislation.

School Transport

- 5.2 Section 51 of the Education (Scotland) Act 1980 states that an Education Authority shall make such arrangements as they consider necessary for:-
- the provision of free school transport for the whole or part of the journey
 - making bicycles or other suitable means of transport available to the pupils
 - paying some or all of pupils reasonable travelling costs
 - or any combination of the above
- 5.3 In considering whether to make any arrangements, section 51 (2C) states that an education authority shall have regard to the safety of such pupils.
- 5.4 Statutory walking distances to school are set out in Section 42(4) of the Act, and are defined as three miles for children aged eight years and over, and two miles for children aged under eight.
- 5.5 Although the Act sets no "trigger" distance beyond which specific transport should be provided, the effect of combining the requirements of Sections 42(4) (walking distances) and 51 is commonly viewed as obliging an education authority to provide school transport (free for children who live beyond the statutory distances) whenever it would be unreasonable, dangerous or (in some cases) impossible for a child to walk to their zoned school (even if accompanied).
- 5.6 There is no duty to provide transport where the Education Authority has proposed a placement for a child in their zoned school, and if necessary offered suitable arrangements for transport to avoid the pupil having to walk more than the statutory walking distance, but where the pupil attends another school as the result of a placing request. (Section 51(2A) of the 1980 Act).

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	None identified	N/A	N/A
Compliance	Risk of non-compliance with legislation relating to school zoning / school placings procedures and required consultation	L	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended will be complied with. If it is not possible to hold a public meeting during the planned consultation period due to Covid restrictions, then the consultation period will be extended until it is deemed safe and appropriate for a consultation meeting to be held.
Operational	Risk that customers' views are not taken into account when introducing new catchment areas	L	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended will be complied with to ensure that all stakeholders have the opportunity to comment on proposals before a decision is taken. If it is not possible to hold a public meeting during the planned consultation period due to Covid restrictions, then the consultation period will be extended until it is deemed safe and appropriate for a consultation meeting to be held.
Financial	None identified.	N/A	N/A
Reputational	Risk that the Council is seen to make significant changes to schools without considering the views of stakeholders	L	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended will be complied with. If it is not possible to hold a public meeting during the planned consultation period due to Covid restrictions, then the consultation period will be extended until it is deemed safe and appropriate for a consultation meeting to be held.

Environment / Climate	None identified	N/A	N/A
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7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of the Children & Young People Stretch Outcomes 3 to 5 in the LOIP. Ensuring that pupil rolls at the schools concerned are maintained at manageable levels will assist in the delivery of quality learning and teaching, which will ultimately lead to improved outcomes for young people.
Prosperous Place Stretch Outcomes	The proposals within this report support the delivery of Stretch Outcomes 14 and 15 in the LOIP. Ensuring pupils have safe and appropriate routes to school will help to encourage walking or cycling to school and reduce Aberdeen's carbon emissions.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

Council, 5 March 2019 (Budget Meeting): Approved Budgets and Speech, page 9 (decision to stop school transport to the Gaelic unit) – <http://councilcommittees.acc.gov.uk/documents/b18594/Approved%20Budgets%20and%20Speech%2005th-Mar-2019%2014.00%20Council.pdf?T=9>

10. APPENDICES

Appendix 1 : Proposed catchment zones for GME provision.

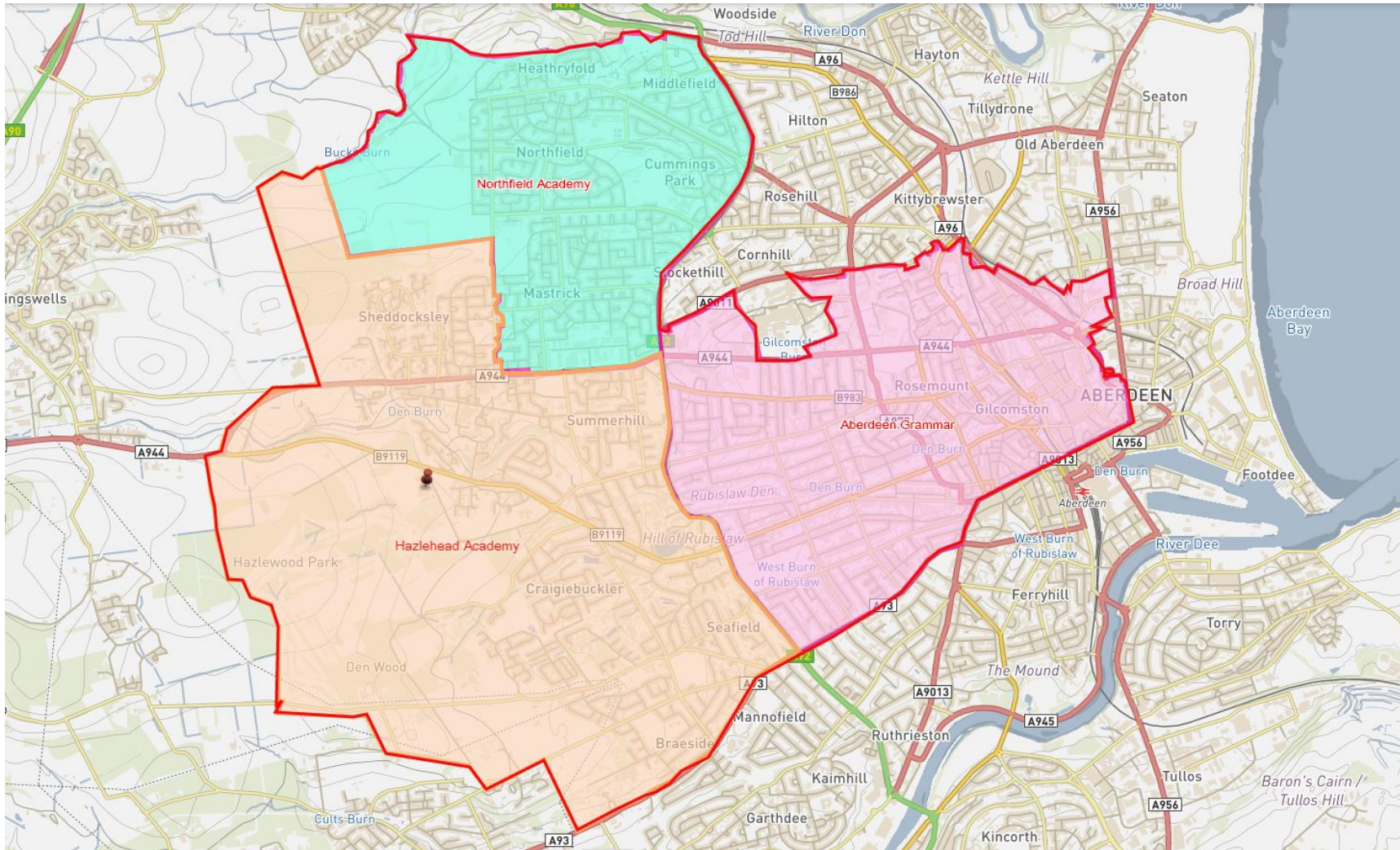
11. REPORT AUTHOR CONTACT DETAILS

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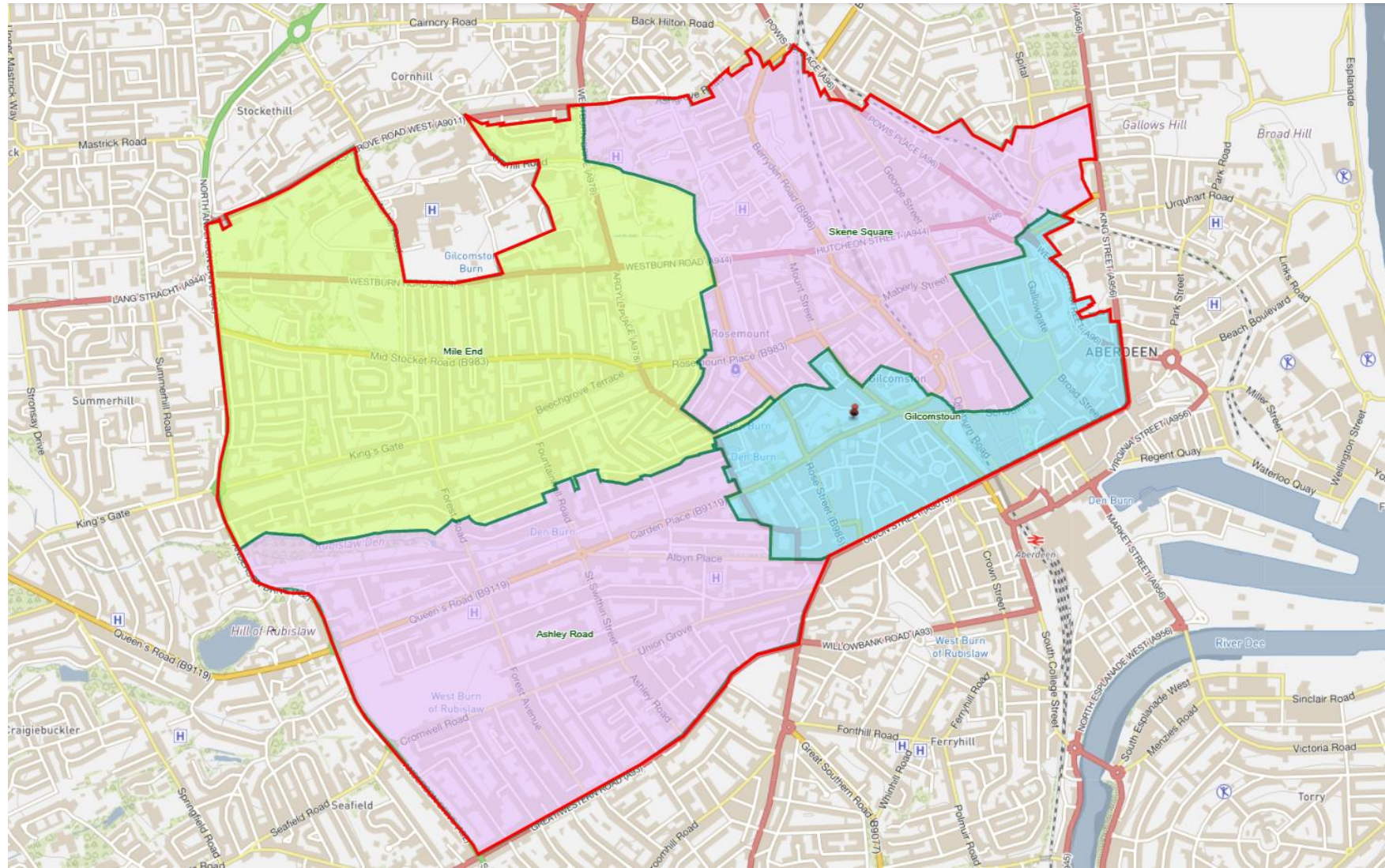
Appendix 1 : Proposed catchment areas for GME provision

Map A: Proposed catchment area for secondary GME provision



The proposed catchment area is indicated by the red line, and overlays the existing English Medium school catchment zones for Hazelhead Academy, Northfield Academy and Aberdeen Grammar School. The pin symbol indicates the location of Hazelhead Academy.

Map B: Proposed catchment area for primary GME provision



The proposed catchment area is indicated by the red line, and overlays the existing English Medium school catchment zones for Gilcomstoun School, Ashley Road School, Mile End School and Skene Square School. The pin symbol indicates the location of Gilcomstoun School.

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	03 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Lochside Academy – Transport and Safe Routes to School – Annual Update 2021
REPORT NUMBER	OPE/21/110
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Mark Reilly
REPORT AUTHOR	Chris Cormack / Vycki Ritson
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

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

2. RECOMMENDATIONS

That the Committee: -

- 2.1 note the outcome of the 2021 annual review for transport and safe routes to school for Lochside Academy;
- 2.2 note that a Service Update will be submitted on 23rd September 2021, providing detail on the newly contracted services for the 2021/22 Academic Year; and
- 2.3 agrees that no further annual update reports are required to be submitted.

3. BACKGROUND

3.1 Background

- 3.1.1 At the Education and Children’s Services Committee meeting on 16th November 2017, the committee instructed: *“the Interim Head of Planning and Sustainable Development and the Head of Public Infrastructure and Environment to undertake annual updates reviewing the success of the provision of the free bus travel and the safe routes to school, with the first review to be undertaken in March 2019 and thereafter annually at the end of the third school term with the outcome of each review to be reported to the relevant Committee at the earliest possible opportunity prior to the end of the fourth school term each year.”*
- 3.1.2 The data for this annual update relates to the academic year 2020/21, with data from August 2020 to April 2021.

3.2 Current Transport Provision

3.2.1 The Council currently subsidises 3 bus services operated by First Aberdeen and First Aberdeen commercially provides 4 bus services (part-subsidised through fare revenue from bus passes), which operate at school times, as follows:

- Service 21A: Cove/Charleston – Lochside Academy (Aberdeen City Council) (1 vehicle)
- Service 22A/22C: Balnagask/Torry – Lochside Academy (Aberdeen City Council) (4 vehicles)
- Service 31: Torry – Lochside Academy (First Aberdeen) (2 vehicles)
- Service 181/182/183: Kincorth – Lochside Academy (First Aberdeen) (3 vehicles)

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

3.2.3 As a result of restrictions in place due to Covid-19, a number of changes have been made to the operation of the services operating to/from Lochside Academy:

- Services continue to operate as local bus services; however these have been re-designated as school only services, which means only school children can travel on these services and no adults are permitted to travel, as such, in line with dedicated school transport, no physical distancing is required.
- During the time Aberdeen was in an enhanced protection level 4, between January and March 2021, physical distancing was introduced on bus services to Lochside, in line with guidance from the Scottish Government, this varied from 2 metres in February 2021, then at an 'appropriate' physical distance in March 2021. From 12th April 2021, the services have returned to no physical distancing required between children travelling.
- In consultation with Lochside Academy and in line with requirements, the volume and operational times of services were amended between January and March 2021 due to the school closure; transport was maintained for keyworker children and vulnerable learners and services were gradually increased for the phased return to school, before returning to full operation on 12th April 2021.
- Children using public transport services, such as those operated for Lochside Academy, are required to wear a face covering for the duration of all journeys, except for those for whom doing so would create a medical risk.
- Transport Providers have appropriate enhanced cleaning regimes in place, in line with public health guidelines and further mitigations have been in place, such as hand hygiene and enhanced ventilation measures.

- The current delivery of school only services can only operate in the 2020/21 academic year, as by summer 2021, such services will require to have seatbelts in place, unless they are reopened to the general public.

3.3 Transport Performance/Feedback

- 3.3.1 The transport has operated well in the 2020/21 academic year. There has been close partnership working between School, Passenger Transport Unit and First Aberdeen to address any concerns and ensure services operate appropriately and this partnership has worked well to ensure adequate levels of service during times of amended school operation. There have been very few operational issues in the last academic year.
- 3.3.2 Due to the school closure prior to the summer holidays in 2020 and physical distancing requirements in school, there were challenges in getting the bus pass added to children's Accord Cards. As such, a prolonged period of application time was put in place and from August 2020 – Christmas Holidays 2020, for children using services 22A, 22C, 31, 181, 182 and 183, bus drivers permitted any children in uniform to travel, without the bus pass product being on the Accord card. For those travelling on the services 3 or 18 the school office provided pupils with a travel voucher, until their Accord Card had the bus pass loaded. From 6th January 2021, children were required to have a bus pass on their Accord Card or a voucher from school in order to travel.
- 3.3.3 The bus pass loaded onto the Accord Card continues to work relatively well, although this is still labour intensive for school staff, due to the volume of lost/damaged cards. No alternative has been progressed to date; this is due to the proposals for free bus travel for all persons aged under 19 in Scotland due to be introduced in 2021.
- 3.3.4 Bus use has been monitored via passenger reports from the ticket machines and by on-site observations. While buses can on occasion run quite full, there has generally been capacity for all pupils to get a seat over the 2020/21 academic year and it is considered that there is enough capacity to accommodate all the passengers. Lochside Academy and First Aberdeen have worked hard at managing pupils onto buses to ensure a proportionate spread across bus services and to avoid overcrowding.
- 3.3.5 As a large number of children were not presenting a bus pass prior to Christmas 2020 and due to the school closure between January and March 2021, the patronage numbers available from ticket reports are not fully reflective of numbers travelling. Every child was counted onto the vehicles for capacity purposes, but these do not always show accurately on ticket reports. As such detailed patronage data cannot be provided. The following is the average numbers travelling from the data available, which is considered to be less than the actual number travelling:
- Services from Cove (21A): 9 per journey
 - Services from Balnagask/Torry (22A, 22C, 31): 36 per vehicle, per journey
 - Services from Kincorth (181, 182, 183): 37 per vehicle, per journey

- 3.3.6 There has been minimal feedback from school and parents over the 2020/21 academic year and no suggestions for changes to transport have been made.
- 3.3.7 There has been an improvement in antisocial behaviour on the buses in the 2020/21 academic year, with significantly less reports than the previous year. In situations where antisocial behaviour has occurred, the School have worked closely with First Aberdeen to identify the children involved and acted promptly to work with the children involved to prevent a repeat. One area of non-compliance has been children not wearing face coverings on transport. The message continues to be enforced to children travelling and monitoring is ongoing by First Aberdeen and Lochside Academy.

3.4 Future Bus Service Provision/Recommendations

- 3.4.1 At the Education and Children's Services Committee meeting on 16th November 2017, the committee instructed: *"In order to support the transition to the new school . . . to provide free-of-charge transport (using public transport services) to the new Lochside Academy, for pupils living in Torry and Kincorth only (i.e. those pupils whose home address includes one of the Torry or Kincorth postcodes listed at Appendix 4), to take effect from August 2018 and initially for a period of three years."*
- 3.4.2 As the first 3 years provided transport up to the end of the 2020/21 academic year, a decision on future provision was required this year. At the budget setting process on 10th March 2021, the Council agreed to maintain a transport provision and budget for transport to Lochside Academy transport and as such transport provision will remain in place for the 2021/22 Academic Year.
- 3.4.3 The current bus service contracts will terminate at the summer holidays in 2021 and a tendering exercise will be undertaken for the provision of services commencing in August 2021, under the Framework Agreement for Contracted School and Social Care Transport 2018. Based on the satisfactory operation of services, passenger volumes being met by the available capacity and minimal levels of feedback, no significant changes will be made to the contract specifications, but this will be dependent on ongoing Covid-19 restrictions and the provision of free bus travel for under 19's.
- 3.4.4 Legislation has been approved by the Scottish Parliament enabling the introduction of a new statutory scheme to allow 5-18 year olds resident in Scotland to access free bus travel through the National Entitlement Card, there is also a commitment to extend this to those aged 19-21. The Scottish Government and its partners are working to set up the new scheme, which will start operating as soon as practicable during the 2021-22 financial year. More information can be found at: [Young Person's Free Bus Travel Scheme \(transport.gov.scot\)](https://www.transport.gov.scot). It is not clear yet when the scheme will start.
- 3.4.5 If the current bus services operating to Lochside can reopen to the general public, then the new 5-18 year old National Entitlement Card will be accepted on bus services to Lochside, as the services will be eligible. We will work to ensure services can be eligible if Covid restrictions remain in place, i.e.

segregated adult and children sections. Children will also be able to use the 5-18 year old National Entitlement Card for travel outwith school times.

3.4.6 Officers will provide a Service Update for the Education Operational Delivery Committee on 23rd September 2021 advising on the contracted transport arrangements to Lochside Academy in place from August 2021.

3.4.7 As the first 3 years have passed and children have transitioned to Lochside Academy and transport is operating well, it is recommended that no further annual updates are required.

3.5 Safe Routes to School

3.5.1 There have been no recorded incidents involving a school pupil from Lochside Academy over the period.

3.5.2 No amendments have been identified or made to the routes to school over the past year.

4. FINANCIAL IMPLICATIONS

4.1 The current transport provision for Lochside Academy is met from existing budgets, and 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
Strategic Risk	N/A	N/A	N/A
Compliance	Risk of breaching seatbelts on school transport legislation, if services continue to operate emergency Covid provisions, into the 2021/22 academic year.	M	Alternative transport delivery will be required. Options are available which will be reviewed if required.
Operational	Risk of not being able to deliver transport for all pupils, if further Covid-19 measures come in restricting	M	Further transport would require to be procured.

	capacity on bus services.		
Financial	<p>A risk of increased costs if further Covid-19 measures come in restricting capacity on bus services, requiring more transport to be procured.</p> <p>There is a risk that the Council will need to further subsidise bus services if the under 19's scheme does not match the current fare revenue from bus passes.</p>	L	<p>This will be managed in line with business continuity by prioritising transport services and identifying any Covid-19 funding streams from Scottish Government.</p> <p>The risk is low, and it is anticipated any increased subsidy costs will be off-set by no longer requiring to fund bus passes,</p>
Reputational	N/A	N/A	N/A
Environment / Climate	N/A	N/A	N/A

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	The proposals in this report have no impact on the Council Delivery Plan.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	The proposals in this report have no impact in the delivery of Prosperous Economy Outcomes.
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of Children & Young People Stretch Outcomes 4 to 6 in the LOIP. The provision of transport supports wellbeing and safety of all children attending Lochside and supports attendance at school, which will help with wellbeing, prospects and attainment.
Prosperous Place Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcome 14 – reducing Aberdeen's carbon emissions by 42.5% by 2026. The provision of transport supports reducing carbon emissions as without the transport provision to Lochside Academy, it is likely more children would be transported by car to school.

<p>Regional and City Strategies</p>	<p>The proposals in this report support the Local Transport Strategy - a high quality public transport system is important for any thriving economy in transporting people to work and education and directly support the business and education sectors and ensures the workforce can travel effectively and that all have access to appropriate education opportunities and access to all facilities in a cost-effective way. The provision of transport to Lochside Academy will ensure appropriate access to education.</p>
<p>UK and Scottish Legislative and Policy Programmes</p>	<p>The proposals in this report have no impact on UK and Scottish Legislative and Policy Programmes; but will be subject to the Scottish Government's Young Person's Travel Scheme.</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

9.1 N/A

10. APPENDICES

10.1 N/A

11. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Aberdeen Summer of Play Programme 2021/2022
REPORT NUMBER	OPE/21/129
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report seeks approval for a proposed summer programme to support the wellbeing of children and young people across Aberdeen City who have been most impacted by the pandemic.

2. RECOMMENDATIONS

That the Committee:

- 2.1 notes the consultation undertaken to help inform the Summer of Play programme as contained in Appendix A;
- 2.2 approves the skeletal Summer of Play programme outlined in Appendix B and notes that the full grant awarded by Scottish Government will be used to fund the programme;
- 2.3 notes that the Scottish Government is to fund free school meal vouchers during the summer holidays;
- 2.4 instructs the Chief Social Work Officer and Chief Education Officer to develop and implement an awareness raising campaign across all partners involved in the Summer of Play programme, designed to, 'make every contact count' in order to further safeguard children and young people;
- 2.5 seeks approval to establish and launch a Children's Giving Appeal across the city in order to ensure that children can access the Summer of Play programme;
- 2.6 instruct the Chief Officer Early Intervention and Community Empowerment to work with the Fairer Aberdeen Board to manage the distribution of monies to community groups; and
- 2.7 instructs the Chief Education Officer to finalise, publicise and implement a programme in keeping with the skeletal Summer of Play programme and

provide a service update to members of the Education Operational Delivery Committee (EODC) on the impact of the programme on the health and well-being of those children who participated in the programme.

3. BACKGROUND

- 3.1 Aberdeen City Council has received a grant of £418,000 to help improve the wellbeing of children and young people over the summer holiday period.
- 3.2 Local authorities are encouraged to work with local and national partners to coordinate and deliver holiday activities and experiences, integrating food and wider family support where needed, and targeted at low-income families and those particularly adversely affected by the pandemic.
- 3.3 The priorities for access to the programme are those with the most significant negative impacts associated with extended periods of isolation and lack of participation in normal activities during the pandemic.
- 3.4 The national guidance states that the key focus should be:
- Providing **opportunities to (re)connect** with friends, peers, wider community and the outdoors, as well as with trusted adults.
 - Providing **opportunities** for children and young people to **play, be active and enjoy themselves**. Activities should be as wide ranging and inclusive as possible to cover all interests, backgrounds and circumstances and shaped around a theme of fun and play with a view to providing positive experiences. Activities may include: sports; expressive arts; crafts; outdoor learning; trips and visits. Time outdoors should be optimised.
 - **Equity** - Activities should be accessible to target families and barriers to participation such as transport should be mitigated as far as possible. Consideration should be given to how to meet wider needs, including through the integration of food, childcare, financial inclusion, family support and referral on to wider services where needed.
 - **Engagement** – It will be important to build on existing trusted relationships and communication methods so that children and families know about the offer and are encouraged to engage with it.
- 3.5 In addition, the national guidance outlines a set of guiding principles to underpin the planning of summer programmes. These are:
- co-creation with children, young people, and families;
 - building on existing services, assets and knowledge of what works; and
 - partnership working and coordination.
- 3.6 Travel costs and small capital costs could be funded through the grant although this will limit the number of opportunities available to children and young people. It is expected that most spend will be on the delivery of activities and provision for children and young people. Careful consideration of how to fund transport will be required.

IDENTIFYING THE PRIORITIES

- 3.7 The national guidance identifies a number of groups of children and young people who could have been adversely impacted by the pandemic. Health, Children's Social Work, colleagues in Early Intervention and Community Empowerment and the Education Service reviewed a range of data to help identify groups thought to require prioritisation to help shape early planning. Initial priorities were thought to be:
- those living in priority areas (with particular consideration given to those in need of care and protection, those in kinship care arrangements, Young Carers and large families/single parent households);
 - those impacted by disability with a particular focus on Autism Spectrum Condition; and
 - those shielding or sharing homes with family members who are shielding.
- 3.8 In May a survey of children, young people and families was undertaken in order to finalise the target group and better understand the activities and experiences thought to be most helpful. The survey also asked questions about barriers to participation in summer activities so that the programme could be as inclusive as possible.
- 3.9 Existing services running over the holiday period were mapped as the survey ran so that Officers from across the Council could ensure that duplication was avoided. Contact was also made with the range of valued community assets sitting within the heart of communities to seek the support of funded community projects, organisations and partners and to understand any supports required that may enable them to develop their planned summer offer further. Undertaking this mapping at an early stage was essential to maximise the impact of the grant and ensure that the range of services (including those offered by local partners, Council funding ALEOs, Council teams, the Fit Like Hubs and community projects) complement each other. This process also helped identify potential gaps in provision as Officers awaited the survey responses.
- 3.10 Given the timescales from notification of the allocation of the Grant (on 30th April) to the summer holiday period, a number of approaches were made to local partners to allow them time to explore options for consideration and links where made with Environmental Services, Corporate Landlord and Facilities to explore venues and the use of parks and gardens.

WHAT DID FAMILIES TELL US?

- 3.11 692 children and young people responded to the survey along with 1160 parents and carers. Although the question stems were similar for both groups of stakeholders, parents and carers were asked to identify groups of children they felt had been most negatively impacted by the pandemic. This branching question was designed to help the service triangulate data held by Health, Children and Family Services, Health and Early Intervention and Community Empowerment colleagues to ensure that the programme is designed around the groups most likely to benefit.

- 3.12 The feedback from parents and carers is broadly in line with the priority groups identified prior to the issue of the survey. All parents who responded felt that opportunities for children and young people to socialise were important and that the lack of group activity had impacted their child adversely. This widespread feedback informed the development of a universal offer which enhances the offer usual made with existing resources.
- 3.13 It is clear from the survey responses that those impacted by poverty, those with disabilities (particularly Autism Spectrum Condition) and those impacted by shielding (either shielding themselves or living with someone who has been shielding) seem to have been most disproportionately affected by the pandemic. These groups would benefit from a more intensive programme of activity to support their wellbeing over the summer holiday period. In some cases this offer can be fairly wide ranging and community based but other needs will require the commissioning of more bespoke arrangements.
- 3.14 A wealth of rich data was gleaned from parents and carers to help shape the Aberdeen Summer of Play. Very young children were seen to have been disproportionately impacted with one parent stating that, 'my child has spent more than a third of their life in 'pandemic mode' and it will be important to provide activities for the under 5 group.
- 3.15 A common theme in responses from parents and carers was an acknowledgement that the restrictions have impacted on their child's general demeanour, 'Isolation has made him quite lonely/quiet and painfully shy'. Another noted, 'My son is now nervous and anxious around people and I feel that the pandemic has impacted his mental health'. One parent described her child as being, 'more needy' and not willing to leave the house without her.
- 3.16 Comments about the lack of opportunity to play where green space is more limited were frequent as well as reference to families living in flatted accommodation facing significant challenges of the last 15 months. This highlights a need to make offers community based in our priority areas.
- 3.17 Children with additional support needs (particularly Autism Spectrum Condition) were frequently noted as most significantly impacted by the pandemic. Families impacted by disability also noted the impact on siblings given the high level of care required. Some families noted that their child has continued to have to shield and had no contact with the outside world since March 2020. Young Carers of those shielding were also raised as a group in need of support as well as consideration for those who have been bereaved.
- 3.18 A high number of responses from parents and carers highlighted concerns around mental health but a large number of responses also relayed concerns about the lack of physical activity and an evident regression in physical skills.
- 3.19 The vast majority of parents and carers noted that they would feel most comfortable with outdoor activities that enabled groups of known children to come together and play and many families referenced that children at points of transition would benefit.

WHAT DID CHILDREN AND YOUNG PEOPLE TELL US?

- 3.20 Children and young people have a clear sense of the activities they would like to engage in with feedback from different communities very similar in nature. Activities requested include:
- swimming
 - football
 - running clubs
 - more adventurous activity including outdoor park events/treasure hunts/den building/loose parts play/orienteering
 - art activities
 - science activities
- 3.21 A small number of children and young people stated that they would be keen to access coding, although in general the appetite for a digital offer was very low by children and young people which is understandable. Around 100 returns note that they would require equipment to access an on-line offer. Interestingly however, some parents and carers are keen to receive support remotely in order to feel more connected to their community.
- 3.22 Some families seek activities that will bring families and communities together and some suggest offering opportunities for young people to volunteer in their communities. This was mirrored in a few responses from children and young people.

BARRIERS TO PARTICIPATION

- 3.23 One of the main barriers to participation was noted (by 88 families) as being travel costs and arrangements. Requests were made for free bus travel for children over the holiday period and this can be explored when bookings begin to be made. Travel will require to be carefully considered to ensure that those being targeted can access the activities available. This could be mitigated by running programmes in communities wherever possible and considering how best to support community assets with transport costs.
- 3.24 A mix of times were requested to enable working families to support their child's attendance in the Summer of Play.
- 3.25 Several references were also made about the accessibility of activities for wheelchair users.

FAMILIES IMPACTED BY POVERTY

- 3.26 Looking at responses from those who note that access to food over the holiday period is an issue has helped gather some further insight into how families impacted by poverty would like services to operate. One parent summarises the responses of many with the request for, "[Just some fun clubs so all the children can try and be happy as they were before](#)".
- 3.27 A high number of responses indicate a need for '[free and local](#)' opportunities to be available and some seek opportunities for community activities to help parents and carers reconnect with others too. Days out were identified by

some families as helpful and many noted that cost would be a barrier to participation.

- 3.28 There are many references to needing to feel part of the community again and a number of families asked for a digital offer to be available. Further analysis suggest that this is also due to concerns about working from home during the summer holiday period.
- 3.29 A number of parents are concerned about how to balance their remaining annual leave with the 7 weeks of the summer holiday period. They request that low-cost childcare be made available locally.

FAMILIES IMPACTED BY DISABILITY

- 3.30 The spectrum of need associated with Autism Spectrum Condition is possibly a factor in the inability to draw many themes from the data. Families note that children have been disproportionately impacted by the restrictions and some seek accessible mainstream activities as the Summer of Play programme is developed. Other families seek more specialist support for children with Autism with other families facing similar challenges. The Education Service continues to link with members of the community to understand the most helpful approach to inform planning.
- 3.31 The siblings of those with Autism were often highlighted as a group who had been adversely impacted.
- 3.32 Those who have been shielding were noted as being a group who have been unable to leave the home for over 15 months now. Concerns were also raised about Young Carers who have faced increased restrictions in order to protect their family.

THE PROPOSED PROGRAMME

- 3.33 The skeletal programme attached in Appendix B has been developed in response to the feedback from children and families and officers continue to review suggestions from partners. There may be a need to be responsive to local circumstances (such as a local outbreak of COVID-19 or demand data from different communities) and adjustments may be required in order to maximise the reach of the grant during the implementation phase. Amendments may also be required to take account of the national offer which is as yet unknown.
- 3.34 It is proposed that Officers and Community Planning Partners deliver a Summer of Play programme in keeping with the skeletal programme in Appendix B and take care to ensure that the programme further enhances that already available through Council funded ALEOs and other partners. The Family Information Service will ensure that the full offer is available on-line (including paid for offers from ALEOs and partners) and work with the Council Communications team to develop a range of promotional materials. Colleagues in Customer Experience will help to establish a booking system for the programme and close collaboration with Facilities teams will remain on-going to support the safe operation of the programme.

CHILDREN'S GIVING APPEAL

- 3.35 The scale of need across the city is considerable and there is a need to maximise opportunities for our children and young people by ideally using all of the grant to support the delivery of a high quality programme. Activities will be delivered in the three priority areas to limit the need for transport and this will help to mitigate the risk of children living in priority areas not being able to participate. Transport may continue to be a barrier for some. In some cases, providers and community groups may be able to support but more bespoke arrangements may be required for some families.
- 3.36 Until the children have opted into activities the scale of demand for transport is hard to determine. It is proposed that a Children's Giving Appeal be established in order to fund raise to support groups to access funding for transport. This would allow the full Grant to be utilised for delivery of the programme whilst ensuring that travel is not a barrier to participation.
- 3.37 With Elected Member approval a fund will be established and publicised to help meet the transport costs of children attending the summer programme. As far as possible this funding would be managed by Fairer Aberdeen fund and would essentially act as an enabling fund for the programme.
- 3.38 Free school meal vouchers and £100 hardship payments will be made for those in receipt of free school meals. Services will continue to work in partnership with key partners including CFine to ensure that families are well supported over the holiday period.

MAKING EVERY CONTACT COUNT

- 3.36 The focus of the Summer of Play is to support the wellbeing of all children and young people across the city as part of restoring the social and physical development of children. It is of critical importance that we make every contact with children and young people count and that we use all opportunities to help mitigate against the impact of the last 15 months.
- 3.37 It is proposed that the Chief Social Work Officer and Chief Education Officer work in collaboration to ensure that all partners are aware of when to escalate any concerns to ensure that the wellbeing of children and young people can be supported at the earliest opportunity.

4. FINANCIAL IMPLICATIONS

- 4.1 The costs of the Summer of Play programme will be met from existing Council budgets and resources and through the summer programme grant.

5. LEGAL IMPLICATIONS

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

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Not putting in place a summer programme will not help recovery of some vulnerable children and young people and impact on the Council's strategic objectives and outcomes.	L	Implementation of the programme outlined in Appendix B
Compliance	Not complying with COVID-19 guidance to reduce risk	L	All aspects of the Summer of Play programme will be carefully risk assessed to mitigate risk in keeping with national guidance.
Operational	Risk of those delivering the programme being overwhelmed with attendees	L	The programme will be well advertised and arrangements will be in place to limit attendees to safe levels.
Financial	N/A		
Reputational	Risk of not seizing the opportunity to develop a programme to support the wellbeing of those most adversely impacted by the pandemic	L	Implementation and carefully monitoring of the programme with an agile approach proposed to take account of any changes in local circumstances.
Environment / Climate	N/A		

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
<p>Aberdeen City Council Policy Statement</p> <p>UNICEF Child Friendly accreditation and Commit to closing the attainment gap while working with partners across the city</p>	<p>The programme has been designed by children and young people and positive impacts on our work to embed the views of children and young people in our development of proposals. The summer programme will also support the wellbeing of learners enabling them to engage more fully with more formal education in the new school year.</p>

Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	
Prosperous People Stretch Outcomes	<p>The proposals within this report support the delivery of nearly all Children & Young People Stretch Outcomes in the LOIP. The paper seeks approval to deliver a summer programme which will support the wellbeing of a large number of children most negatively impacted by the pandemic and is likely to positively impact on the following LOIP outcomes:</p> <ul style="list-style-type: none"> • 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.
Prosperous Place Stretch Outcomes	The programme will positively impact on stretch outcome 13 - No one in Aberdeen will go without food due to poverty by 2026.
UK and Scottish Legislative and Policy Programmes	The report supports delivery of the Child Poverty Action report, which fulfils the requirements placed upon the Council by the Child Poverty (Scotland) Act 2017.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

Guidance for Local Authorities on summer funding programmes

10. APPENDICES

Appendix A – Analysis of survey responses

Appendix B – Skeletal Summer Programme Plan

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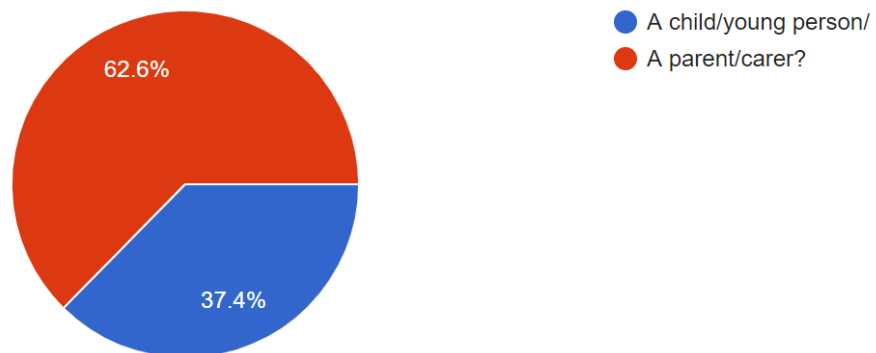
APPENDIX A

Analysis of Summer of Play responses

Children, young people and families were invited to share their views on what a summer of play could comprise by electronic survey in May. The survey was open for one week and a total of 1852 responses were returned over the week.

1160 responses were returned by parents and carers and 692 by children and young people.

1,852 responses



Although the question stems for both groups of stakeholders were similar, parents and carers were also asked to identify groups of children they felt had been most negatively impacted by the pandemic. This branching question was designed to help the service triangulate data held by Health, Children and Family Services and Early Intervention and Community Empowerment in order to ensure that the programme is designed around the groups of children most likely to benefit.

811 parents and carers (around two thirds) who returned the survey did not comment to say that their child had been disproportionately affected by the pandemic, these responses almost all referenced that they felt that all children had been impacted by the events of the last 16 months. Particular reference was made to those transitioning from primary to secondary over summer.

Feedback from parents on how their child has been impacted by the pandemic.

A wealth of rich data was gleaned from parents and carers to help shape the Aberdeen Summer of Play.

One parent expressed the feelings of many through this response, 'I feel that young people have missed out on an awful lot with zero activities or opportunities for socialising with friends/other children having been available to them for the best part of a year'. Another parent noted that, 'at a time when teens are reaching out into the world, they've been stuck at home in a smaller and smaller world.'

Some parents noted some potential positive impacts on the togetherness of families noting, 'We have kept things as stable as possible at home and have possibly emerged stronger as a family. But without question, my children missed being with their friends and all that entails'.

Almost all parents and carers referenced the need for their child to be involved in group activity and have the opportunity to socialise over the summer holiday period.

A common theme in responses from parents and carers was an acknowledgement that the restrictions have impacted on their child's general demeanour, 'Isolation has made him quite lonely/quiet and painfully shy'. Another noted, 'My son is now nervous and anxious around people and I feel that the pandemic has impacted his mental health'. One parent described her child as being, 'more needy' and not willing to leave the house without her. Another parent shared that, 'My daughter is a single child and we live in a flat, she hasn't been able to interact with other kids which she loves and I feel she has been quite lonely sometimes'

Many parents expressed concerns that their child was now less likely to seek time away from the family home, 'My daughter has been too used to being at home with me now and I struggle to get her to spend time with anyone else, even leaving her at school in the morning can be an issue'

There were many references to the need for team activities to encourage children to re-engage and learn to work together again.

Feedback from parents and carers – who has been most negatively impacted?

There were a number of common themes evident from the 349 parents and carers who identified their child as being disproportionately impacted by the pandemic.

It is clear that those impacted by poverty, those with disabilities and those impacted by shielding (either shielding themselves or living with someone who has been shielding) seem to have been most disproportionately affected by the pandemic.

Another common theme was a recognition that children in single child households had been more impacted than others. 'My children had no interaction with any other children, I was just grateful they were not an only child as they had their brother/sisters to interact with...simple little things we took for granted.'

There were many comments about how the lack of green space had limited opportunities to leave the family home and frequent reference to families living in flat accommodation facing particular challenges.

Very young children were seen to have been disproportionately impacted with one parent stating that, 'my child has spent more than a third of their life in 'pandemic mode'.

A high number of responses noted the particular challenges faced by children with Autistic Spectrum Disorder. 'My child is autistic and found transitioning back to school really difficult.'

'I have five children ranging between 1yr and 18 yrs with two of them having additional needs (Autism/ADHD). We live in a third floor flat which means we don't have a garden for the children to freely use meaning the only time the children get out to play is when I am able to go with them as they are too young to be out alone. We do have green spaces and parks nearby that we were able to use during lockdown but it got quite repetitive. The children have definitely shown stress, behaviour changes and sleep difficulties during the pandemic and have felt very lonely at times being away from their friends and not being able to have the freedom to do the things that they did before.'

Children with disabilities/additional support needs (particularly Autism Spectrum Condition) were frequently noted as most significantly impacted by the pandemic. Families impacted by disability also noted the impact on siblings given the high level of care required by them. Some families noted that their child has continued to have to shield and therefore had no contact with the outside world since March 2020. Young Carers of those shielding were also raised as a group in need of support as well as consideration for those who have been bereaved.

'My eldest son is Autistic and has really struggled with all the changes in everyday life due to restrictions, etc. Consistency is a huge thing for him and not being able to go to school, see his friends, attend clubs that he usually would, has really impacted, not only on him but on his little brother too who has had to deal with his brother meltdowns due to the changes.'

The feedback from parents and carers is broadly in line with the data held by Health, Children and Family Services and Early Intervention and Community Empowerment. The feedback indicates a need to develop a universal offer in both central locations and in our priority areas. The data suggests that this should be supplemented with a more intensive programme of activity to support some groups including those impacted by poverty, those with disabilities (particularly Autism Spectrum Condition) and those who continue to be impacted by shielding arrangements.

General themes emerging in terms of approach.

A high number of responses from parents and carers highlighted concerns around their child's mental health. An equally large number of parents and carers relayed concerns about the lack of physical activity and a regression in physical skills.

The vast majority of parents and carers noted that they would feel most comfortable with outdoor activities that enable groups of known children to come together to play whilst others would like to use the summer to give children and young people a taster of activities that they may enjoy as we move forward out of the pandemic.

Our children and young people are very clear and request, 'physical activities, outdoor, hands-on things'. They are equally quite clear about what they don't want, 'I don't want to be dependent on screens / or devices. No phones no laptops please'.

Another said, 'No thanks to digital, I have got a lot to do already,' Another, when asked of their interest in a digital offer said, 'No, no, no.'

Feedback from children and young people is very consistent on the use of digital over summer. The only exception to this is a request for on-line Coding Clubs to further digital skills.

Children and young people identified many similar concerns to those identified by parents and carers.

One stated that, 'money and accessibility' were important for the summer programme and that they would prefer activities in, 'open space because of COVID-19'

The cost of activities was a recurring theme in the responses from children and young people. Sadly, many children and young people who raised the issue of affordability also asked for help with food over the summer holiday period.

Children and young people are clearly looking for some routine and one young person made a request for, 'A timetable so I know when to make plans and to know when I'm free.'

The location of activities is seen to be critical however, 'If it is far away from my house then I would have problems because I wouldn't be able to get there on my bike'.

Activities requested by all children and young people.

Children and young people have a clear sense of the activities they would like to engage in. There is incredible commonality in the activities being requested. These requests seem to span all socio-economic groups and suggest that activities could be rotated around the city.

Swimming is most popular with 395 respondents keen to see increased access to swimming pools.

364 children and young people are keen to access opportunities to play football.

52 respondents would like running related activities such as fun runs and running clubs. 39 children requested opportunities to dance.

One child said of camping, 'I'm going camping for the first time and don't have any experience or skills'. Many children referenced camping in their response.

Many requests were a bit more adventurous and seek outdoor park events/treasure hunts/den building/loose parts play/orienteering etc. with reference also made to using our natural resource of the beach. The use of the outdoors is consistent with

some children seeking gardening activities, 'I would like to do some [gardening and planting veggies](#)'.

Art activities (158) and science activities (19) were also a popular request.

Some families seek activities that will bring families and communities together and some suggest offering opportunities for young people to volunteer in their communities.

Barriers to participation in a summer programme

One of the main barriers to participation was noted (by 88 families) as being travel costs and travel arrangements. Several requests were made for free bus travel for children over the holiday period.

A mix of times were requested to enable working families to support their child's attendance.

Several references were also made about the accessibility of activities for wheelchair users and the need for activities to be local where families are more reliant on Public Transport.

Wider support for families over the summer holiday period

122 parents and carers who responded said that they would benefit from on-going support with food or housing with many requests for school meal vouchers to remain in place over the holiday period. A number of references were also made to the need for on-going support from food banks.

190 said that access to food over the holiday period is an issue.

Families impacted by poverty.

Looking at responses from those who note that access to food over the holiday period is an issue has helped gather some further insight. One parent seems to summarise the responses of many with the request for, "[Just some fun clubs so all the children can try and be happy as they were before](#)".

A high number of responses indicate a need for 'free and local' opportunities to be available and some seek opportunities for community activities to help parents and carers reconnect with others too. Days out were identified by some families and many noted that cost would be a barrier to participation.

A higher number of respondents who are parents and carers asked for digital meets to be available. Upon further analysis this seems to indicate that parents and carers are feeling disconnected from their community and seeking an opportunity to

reconnect. Children, with the exception of those requesting access to Coding Clubs, are adamant that they do not want to access a digital offer.

Some parents are concerned about how to balance their remaining annual leave with the 7 weeks of the summer holiday period and request that low-cost childcare be made available locally.

Families impacted by Autism Spectrum Condition or disability

The spectrum of need associated with Autism Spectrum Condition is possibly a factor in the inability to draw many themes from the data. Families note that children have been disproportionately impacted by the restrictions and some seek accessible mainstream activities as the Summer of Play programme is developed. Other families seek more specialist support for children with Autism.

The needs of siblings of those with Autism was highlighted frequently with parents who are acutely aware of how they had been impacted.

[‘Not had as much attention as had to focus more on older brother who needed for help with homeschooling’](#)

Those who have been shielding were noted as being a group who have been unable to leave the home for over 15 months now. Concerns were also raised about Young Carers who have faced increased restrictions in order to protect their family.

The Service continues to engage with some community groups supporting those with Autism Spectrum Condition in order to better understand the supports most helpful to them over the summer holiday period.

Summary

The high number of returns has helped to gain a very clear picture of the needs of our children, young people and families. There is overwhelming evidence for a universal offer (both city wide and in our priority areas) as well as clear evidence that some living in poverty, those impacted by disability (particularly those with Autism Spectrum Condition) and those either shielding or impacted by shielding require a more targeted response.

Potential universal offer available to all families across the city in central locations.

Provider	Activities	Location
<p>ALEOs and Partners offer a range of activities that can be purchased directly from them. Information on all offers will be available on the Family Information Service website.</p>		
<p>Duthie Park Ranger Service</p>	<p>Every Monday, Tuesday and Thursday children who are 7 and under can enjoy a session with the Duthie Park Rangers.</p> <p>Week 1 - "Recycling with the Rangers" Week 2 - "Feathered Friends" Week 3 - "Plant to Plate" Week 4 - "Mighty Minibeasts" Week 5 - "Sight and Sound All Around" Week 6 - "Playful Pollinators".</p> <p>Max of 10 children per session.</p>	<p>Duthie Park</p>
<p>Duthie Park Ranger Service</p>	<p>Every Tuesday and Thursday children aged 8-12 can enjoy a session with the Duthie Park Rangers.</p> <p>Week 1 - "Recycling Rocks!!" Week 2 - "Whimsical Wings" Week 3 - "Vibrant Veg" Week 4 - "Life in the Leaf Litter" Week 5 - "Secrets of the Senses" Week 6 - "I spy a Pollinator".</p> <p>Max of 10 children per session.</p>	<p>Duthie Park</p>
<p>Duthie Park Ranger Service</p>	<p>Come and explore permanent trails around Duthie Park featuring pictures of animals/minibeasts to be found at the park.</p>	<p>Duthie Park</p>
<p>Duthie Park Ranger Service</p>	<p>Come and explore 2 orienteering Trails around Duthie Park.</p>	<p>Duthie Park</p>
<p>Duthie Park Ranger Service</p>	<p>Junior Countryside Rangers Programme.</p> <p>This 12 session programme is for young people referred by city secondary schools. the programme helps young people build peer networks through shared outdoor sessions. The team will be involved in the planning and implementation of their own sessions allowing a feeling of ownership over the programme. All 14 candidates will complete the John Muir Explorer award.</p> <p>3 hours fortnightly through the summer holidays followed by up to 12 monthly sessions.</p>	<p>TBD</p>
<p>Countryside Rangers</p>	<p>Celebrate Aberdeen in Bloom.</p> <p>Send in photos and stories of your gardening and food growing successes. All entries appear on facebook page and will be used in In Bloom campaign.</p>	<p>On-line offer</p>
<p>Countryside Rangers</p>	<p>Arrange and take part in your own clean up Aberdeen litter pick.</p>	<p>Any city location</p>
<p>Countyside Rangers</p>	<p>Food growing trail</p>	<p>Aberdeen City</p>
<p>Techfest Sociable Science for families</p>	<p>Sociable Science workshops for all ages to explore science in conversation utilising teamwork, creativity and most of all</p>	<p>Location and frequency to be</p>

	fun. Each activity can be repeated at home with audiences encouraged to share what they have learned with others. Additional resources will be designed such as YouTube videos and handouts to support future learning and exploration.	determined but likely to be offered in the city parks.
Aberdeen Science Centre	Free access to Aberdeen Science Centre to engage in a range of science activities. (approximately 500 tickets available)	Science Centre
Aberdeen Science Centre	Aberdeen Science Centre on tour. The science centre will offer science workshops for children and families in a variety of city parks and gardens	Location and frequency to be determined although likely to be in parks across the city
Galleries and museum offer	Programme to be determined based on Covid-19 restrictions in place.	Various locations across the city
Swimming pool access for children and young people	Free entrance to all swimming pools operated by Sport Aberdeen for children and young people resident in the city (limits may apply as still being negotiated)	Various swimming pools operated by Sport Aberdeen.
Arts in the Quad	Programme of Arts in the Marischal College Quad over one week of the holiday period. 3 workshops anticipated daily with max attendance of around 675 children and young people over the week.	Marischal College Quadrangle
Get your bike summer ready in the Quad	Opportunity for children and young people (and parents) to come along to the Marischal College Quad and get their bike safety checked for summer.	Marischal College Quadrangle
Music in the Quad	Programme of music making in the Marischal Quad over one week of the holiday period. Am and pm workshops available with something for all ages.	Marischal College Quadrangle
Library Service	Join digital Bookbug Session of stories, songs and rhymes. A new pre-recorded session will go "live" each Saturday at 10am on Aberdeen City Libraries Facebook and will be available for up to 2 months afterwards on Facebook and YouTube. There will also be additional sessions for babies and pre-schoolers on alternate Tuesdays and Thursdays at 10am.	On-line offer
Library service	Join Aberdeen City Libraries each week for a story time and activity session featuring Road Safety Scotland's Ziggy as he explores the world around him. Sessions are pre-recorded and will go "live" at 2pm each Wednesday on Aberdeen City Libraries social media and will be available to watch afterwards. Suitable for children aged 3-7.	On-line offer
Aberdeen Reads Challenge: The Great Staycation for ages 0-18.	Help send Library Bear all the way round Scotland and home again before the summer ends!	On-line offer

	<p>Have fun with our exciting challenges and related activities designed to get you exploring arts, crafts, music, the outdoors – and reading!</p> <p>For every book read or challenge completed, Library Bear will travel 10 bear miles around the Scottish Coast.</p> <p>Everyone who takes part will be entered in a Prize draw and there are extra prize draws for those who help Library Bear go furthest.</p>	
Aberlour Play Rangers	Wee Adventurers session – outdoor loose parts sessions for parents and 15 children	To be determined
Coding Club offer	Code craft – week long Coding masterclass	Central location

Proposed universal offer made available in priority neighbourhoods with those living in priority areas/in receipt of free school meals/sibling of child with ASNs and/or young carers given priority access.

Provider	Activities	Location
Countryside Rangers	Rockpooling with the Countryside Rangers 1.5 hours per week (1 session/week for 7 weeks)	TBD
Countryside Rangers	Look what I found minibeast safari. The group will spend 2 hours on each Local Nature Reserve over a 4 week period for 14 participants aged 8-12	Local Nature Reserves
Countryside Rangers	Positively buzzing – Looking for pollinators and an insight into bees. 2 sessions each of 2 hours for 14 participants aged 8 - 14	TBD
Countryside Rangers	The Environmental Games - Classic environmental games the Rangers have run and developed over the years for 14 participants aged 8-12. 2 sessions of 2 hours.	TBD
Pond dipping with the Countryside Rangers	Pond and stream dipping at Den of Maidencraig Pond for 14 participants aged 8-12	Den of Maidencraig
Streetsport	Awaiting information	In a community location in the three priority areas.
Living Streets	Awaiting information	In a community location in the three priority areas.
AFCCT	Daily AFC Street Football Festivals & Free Play sessions. Every child that attends will receive an official AFC branded gift.	In community locations across the three priority areas
City moves	Tailored dance activities for P1-3s	In a community location in the three priority areas.
City moves	Tailored programme for P4-7s	In a community location in the three priority areas.
City moves	Tailored activities/classes for S1-S6	In a community location in the three priority areas.
Aberlour Play Rangers	14 Wee Adventurers sessions for under 5s.	In a community location across the three priority areas.
Aberlour Play Rangers	9 Let's Play again sessions for children aged 5-11	In a community location across the three priority areas.
Sport Aberdeen Outdoor education programme	Canoeing, Coastering, Gorge Walking, Wilderness Skills, Forest Walks, Hill Walks, Rock Climbing. (45 sessions in total and 16 to participate in each session)	Range of locations in the city and surrounding area
Sport Aberdeen Outdoor sport and play sessions	Mix of sports and activities, including hockey, football, multi sport games, athletics, dance etc. (140 sessions with 24 children participating in each session)	Range of community locations

Sport Aberdeen Intensive Swimming Lessons	Mon-Fri, once a day swimming lessons for 100 children on a 1-1 basis.	Sport Aberdeen Facilities
Sport Aberdeen Holiday Camps	Full Day, multi activity camps, 9.00-16.00 5 days per week, based at sports centre, mix of indoor and outdoor sports activities (places available for 50 children for a full week)	Sport Aberdeen facilities
Sport Aberdeen Active Futures Memberships	Age 14+ - Free access to gyms, swimming, golf, tennis, badminton, fitness classes for 100 children (2 month membership)	Sport Aberdeen facilities
Sport Aberdeen Active Starts Memberships	Age 5-13, swimming, golf, tennis, badminton, fitness classes for 100 children (2 month membership)	Sport Aberdeen facilities
Sport Aberdeen Inflateable Swimming Sessions at Tullos Pool	Private Inflation sessions at Tullos Pool (14 sessions for 24 children at a time)	Tullos Pool
Sport Aberdeen Play Swimming Sessions at Tullos Pool	Private play sessions at Tullos Pool (14 sessions for 24 children at a time)	Tullos Pool
Sport Aberdeen Mobile Climbing Wall Sessions	Mobile Climbing wall visits to communities (7 sessions for 10 children)	Range of community locations
Sport Aberdeen Footgolf - Family Sessions	50 sessions at Hazlehead for families of 4-6.	Hazlehead golf course
Sport Aberdeen Ice Skating - Family Sessions	50 sessions at Linx Ice Arena for families of 4-6.	Aberdeen Ice Arena
Sport Aberdeen Tubing - Family Sessions	50 sessions at Adventure Aberdeen Snowsports for families of 4-6.	Adventure Aberdeen Snowsports
Sport Aberdeen Intensive Skiing / Snowboarding Lessons	25 spaces on intensive week long lessons for beginners	Adventure Aberdeen Snowsports
Aberdeen Science Centre	A range of offers available, the programme will be developed with the children	Frequency and locations to be determined.
Techfest Sociable Science	Sociable Science workshops for all ages to explore science in conversation utilising teamwork, creativity and most of all fun. Each activity can be repeated at home with audiences encouraged to share what they have learned with others. Additional resources will be designed such as YouTube videos and handouts to support future learning and exploration.	Community locations
Creative Learning Team	Youth arts delivered by local Practitioners	Community locations
Creative Learning Youth Link	Programme delivered by Youth Work	Through Fit Like Hubs
Sistema	Torry Orchestra programme running over 5 weeks for up to 20 children per session from Torry.	St Fitticks Church

Sistema	Sistema – Big Noise on Tour in partnership with the Fit Like Hubs	Locations associated with Fit Like Hubs
Code Club offer	3 Week long coding masterclasses	Based in 3 locations across the city for one week in each location
Family Learning team	<p>Range of offers planned with families in the local area. Offers likely to include:</p> <ul style="list-style-type: none"> • Loose parts play • Outdoor learning sessions • Bairns summer games • Mini Highland games • Intergenerational sessions 	<p>Seaton Park Duthie Park Hazlehead Park Alan Douglas Park Northfield Astro Eric Hendry Park Tillydrone play park Beach Play Park Cruyff Courts – Tullos and Catherine street St Fitticks Stewart Park</p>
Horse riding- Hayfield	Awaiting response	Hayfield Riding centre
ACL's Aberdeen Reads Challenge (ARC)	<p>Range of intervention including:</p> <ul style="list-style-type: none"> • whole school (Priority area) sign-up in advance of summer break. Weekly programme of author/writer sessions across three age groups. P1-4, P5-7, 12 + Incentives and book per participant plus school projects. • Home Delivery of ARC to vulnerable families • Outdoor bookbug/storytimes- Gazebos etc 	
Fit Like Hubs	Range of supports available for children, young people and families. Professionals can apply for provision on behalf of families and self-referrals welcomed.	Various locations in each of the three priority areas
Family Learning/Creative Learning	Camp Geronimo outdoor experiences for 4 families	
Aberdeen Lads Club	Awaiting information on how use of the grant could be utilised to support local families	Community based
St Machar Parent Support Project	Awaiting information on how use of the grant could be utilised to support local families	Community based
Printfield Community Project	Awaiting information on how use of the grant could be utilised to support local families	Community based
Middlefield Project	Awaiting information on how use of the grant could be utilised to support local families	Community based

Targeted offer to families impacted by Autism/ additional support needs

Provider	Activities	Location
Orchard Brae Specialist Playscheme	<p>Weeks 1-4 of summer holidays (Monday to Thursdays only) Extend provision to 246 sessions for 46 children with complex additional support needs assessed as requiring a specialist playscheme provision.</p> <p>This provision is fully staffed and offers 1-1 care and play opportunities using the Orchard Brae School specialised and fully accessible environment. Sensory/soft play/rebound therapy areas are available, along with specialised outdoor play area. Various activities will be on offer in line with children and young people's needs and interests including (not exclusively) arts and crafts, face painting, cooking, reading, planting in the fully enclosed garden, movies, music and movement sessions, sport and exercise.</p>	Orchard Brae School
Orchard Brae Holiday Fun Club Bespoke supported activity sessions for children with complex ASN including autism	<p>Weeks 1-4 of summer holidays (Bookable sessions from 9am-3pm Monday to Friday on Active Schools website)</p> <p>Specialised and fully accessible environment for children with complex ASN including autism to come to play and relax along with their parents/carer as well as brothers and sisters. Sessions are free to all who attend and are led by fully trained play/activity leaders. Please note, children remain the responsibility of their appropriate adult/carer during sessions and booking must be for all who are attending not solely the child or young person.</p> <p>Range of activities and support provided for children and young people (3-18yrs) to come with their families/carers to play. Total of 612 spaces.</p>	Orchard Brae School
Aberlour Options – enhanced offer with Woodland Explorers	Woodland Explorers (forest schools) experience for groups of 6 of our young people and siblings for a week.	Outdoor activities in the surrounding community
Increase capacity at JIGSAW (Grampian Autistic Society)	3 days per week of additional playscheme offered to up to 10 children per day.	Jigsaw premises
Holiday club at Countesswells	Holiday playscheme provision for up to 8 children with additional support needs each day.	Countesswells School
Sibling respite available through attendance at Summer playscheme	Day of play activities with other children from across the city for siblings of children with additional support needs (scope still being determined).	Various
AFCCT	1 Hour per day Autism/ASN football festival.	In priority areas
Citymoves	Inclusive classes could be arranged for young people who require additional support for learning or who may have physical disabilities. These would require accessible community centres and may require an assistant or parent/carer support.	In priority areas

In collaboration with WeToo	<p>“Relaxed” Dinky Doctors is an opportunity for ASN children and their siblings to learn some basic first aid skills in a fun and informative environment by qualified instructors.</p> <p>Sensory adapted as well as sensory break out area can be used. Parent/Carers must remain. Numbers are limited to allow for Covid safety within the unit.</p>	To be determined
In collaboration with WeToo	<p>“Relaxed” museum visit to allow a sensory adapted and compassionate environment to come and see the new revamped museum, complete with NEW audio-described tour.</p> <p>Sensory adapted as well as sensory break out area can be used. Parent/Carers must remain. Numbers are limited to allow for Covid safety within the unit.</p> <p>The Museum’s Education Officer will be there with We Too! for any questions you might have!</p>	Gordon Highlanders Museum
In collaboration with WeToo	<p>“Relaxed Sessions”</p> <p>Come build with the We Too! Ninjas! At Trinity Centre Aberdeen!</p> <p>In a sensory adapted and compassionate environment including a sensory break out area.</p> <p>We have prizes for the best Lego build and a snack for everyone at the end of the session. Parents must remain in the unit. Numbers are limited to allow for Covid safety guidance.</p>	Trinity Centre
In collaboration with WeToo	<p>Think you’re great at Mario Party?</p> <p>Want to compete against others and see it all on the BIG screen!</p> <p>Come down for an afternoon of gaming tournament fun. Parents must remain. Numbers are limited to allow for Covid compliance.</p> <p>Trophies and Prizes for the winners</p> <p>Snacks Provided.</p>	To be determined
In collaboration with WeToo	<p>Come and meet Yogi the Therapet!</p> <p>Come join the We Too! Ninja’s and meet Yogi and his human, Norman!</p> <p>An opportunity to gently introduce your child to a lovely, trained dog and overcome any anxieties or concerns you or your child may have. It’s also an opportunity to ask further questions and information about therapets.</p> <p>We Too! Ninja’s are also on site for any ASN Signposting and Information too.</p>	To be determined
In collaboration with WeToo	<p>“Relaxed Mini Golf”</p> <p>Come down to Codona’s Aberdeen and enjoy a game of Mini Golf with the Ninajs from We Too!</p>	Codona’s

	<p>This is a private session, not open to the public in a sensory adapted and compassionate environment (no music etc). We will also have a sensory break out area there as well as chat and fun.</p>	
In collaboration with WeToo	<p>“Relaxed Bowling”</p> <p>Come join the We Too! Ninjas at Lucky Strike – Codona’s for some Cosmic Bowling for a full sensory experience! Sensory Adapted and with sensory break out area also. These bowling lanes are set back from the main area, tending to be quieter. Parent/Carers must remain, but we can provide refreshments so you can relax and catch up with other parent/carers too!</p>	Codona’s
In collaboration with WeToo	<p>“Relaxed” Football Sessions</p> <p>Want to try football sessions in a sensory adapted and compassionate environment? Come join the Ninja’s with Alison McLeod Football Coaching at Airyhall for this afternoon taster session.</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	Codona’s
In collaboration with WeToo	<p>“Relaxed” Innoflate Session</p> <p>Want to try a session at Innoflate?</p> <p>Come join We Too! for this exclusive Relaxed Session, closed to the public to allow you to experience and sample the fantastic facilities and staff at Innoflate outwith their regular weekly Relaxed Sessions for some bounce-tastic fun!</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	To be determined
In collaboration with WeToo	<p>“Relaxed” Climb & Bounce Session</p> <p>Want to try the climbing wall at Jump In? Or is it straight to bounce on their amazing trampolines?</p> <p>Come join We Too! for this exclusive Relaxed Session, closed to the public to allow you to experience and sample the fantastic facilities and staff at Jump In outwith their regular weekly Relaxed Sessions.</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	To be determined

<p>In collaboration with WeToo</p>	<p>“Relaxed” Storytelling & Puppets Sessions</p> <p>Come join the Ninja’s with local professional storyteller, Pauline Cordiner as she takes us through a magical sensory afternoon of storytelling, puppets and fun!</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	<p>To be determine</p>
<p>In collaboration with WeToo</p>	<p>“Relaxed” Surf School</p> <p>We’re back in the waves again! Hooray! Come join the Ninja’s with Campbell and ASN trained surfing volunteers to grab your board and get back into the water again. Everything you need will be provided for these sessions.</p> <p>Parent/Carers must remain on site, (trust us, you will want photos!) but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	<p>To be determined</p>
<p>In collaboration with WeToo</p>	<p>“Relaxed” Yoga Sessions</p> <p>Want to try yoga in a sensory adapted and compassionate environment? Come join the Ninja’s with the Love Rara Crew for this afternoon taster session and learn about mindfulness and relaxation for all those busy thoughts!</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Ninajs!</p>	<p>To be determined</p>
<p>In collaboration with WeToo</p>	<p>“Relaxed” Innoflate Session</p> <p>Want to try a session at Innoflate?</p> <p>Come join We Too! for this exclusive Relaxed Session, closed to the public to allow you to experience and sample the fantastic facilities and staff at Innoflate outwith their regular weekly Relaxed Sessions for some bounce-tastic fun!</p> <p>Sensory Break out area available. Parent/Carers must remain on site, but refreshments are provided and further general ASN information and signposting can be provided by the We Too! Crew!</p>	<p>To be determined</p>
<p>Sport Aberdeen – programme of activities suitable for children with additional support needs</p>	<p>Programme for children with additional support needs being developed currently</p>	<p>Various</p>

Targeted offer to families with children who continue to shield

Provider	Activities	Location
Extend Grampian Autistic Society Outreach	Individualised plans for children with the most complex needs	Individualised
Aberlour enhanced Outreach	Individualised plans for children with the most complex needs	Individualised
Direct Payment	Bespoke package to individual families for outings and trips over the summer as per health needs of child	Individualised
Barnardos Young Carers Service	Bespoke support and small group activity for young carers across the city	Individualised

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	OPE/21/132
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Craig McDermott
TERMS OF REFERENCE	1.1.1

1.1 PURPOSE OF REPORT

- 1.1.1 This report seeks to update Elected Members on the progress of the Supporting Learners Workstream, including the ongoing work to better understand the changing needs of children and young people in Aberdeen City in the context of data analysis.
- 1.1.2 As agreed at the meeting of the Committee on 20 January 2021, this report includes information about the approaches adopted to better-secure flexibility and agility within the system.

2.1 RECOMMENDATIONS

That Committee:-

- 2.1.1 Note the approach being taken and progress made to date; and
- 2.1.2 Instruct the Chief Education Officer/Programme Manager to report on the programme within 3 committee cycles.

3.1 BACKGROUND

- 3.1.1 The report presented to Committee in November 2020 (OPE/20/219) outlined the Supporting Learners Programme Plan, which contains the multiple improvement strands linked to the programme. An update of this is attached for reference in Appendix A.
- 3.1.2 A Supporting Learners Work Group was established in January 2020. The group – chaired by the Programme Manager – consists of central education officers, school senior leaders, an educational psychologist, and trade union

colleagues. The group continues to meet fortnightly, virtually, under the auspices of their Terms of Reference.

3.1.3 A Health & Safety sub-group was formed to undertake analysis of health and safety data generated by schools. The discussions and findings of the group feed directly back to the Supporting Learners Work Group for further consideration within the context of the wider programme.

3.1.4 Over the last year, schools have faced a number of changing restrictions as a result of the COVID-19 pandemic. Analysis of certain datasets, such as Near Miss and Exclusion, were not possible during the school building closure periods as the data was not being generated. However, a key theme around Near Miss/Incident reporting consistency was evident from data previously analysed. More information about work undertaken in this regard is presented in 3.5.11 (Professional Learning).

3.1.5 The direction of travel outlined in this report maintains strong resonance with the recommendations made as part of Angela Morgan's Review of the Implementation of the Additional Support for Learning Legislation. In addition, it seeks to support the professional leadership and learning of staff in advance of the implementation of the refreshed General Teaching Council of Scotland's professional standards in August 2021. In particular, the refreshed Standard for Full Registration places an increased emphasis on meeting the needs of all learners, including those with additional support needs.

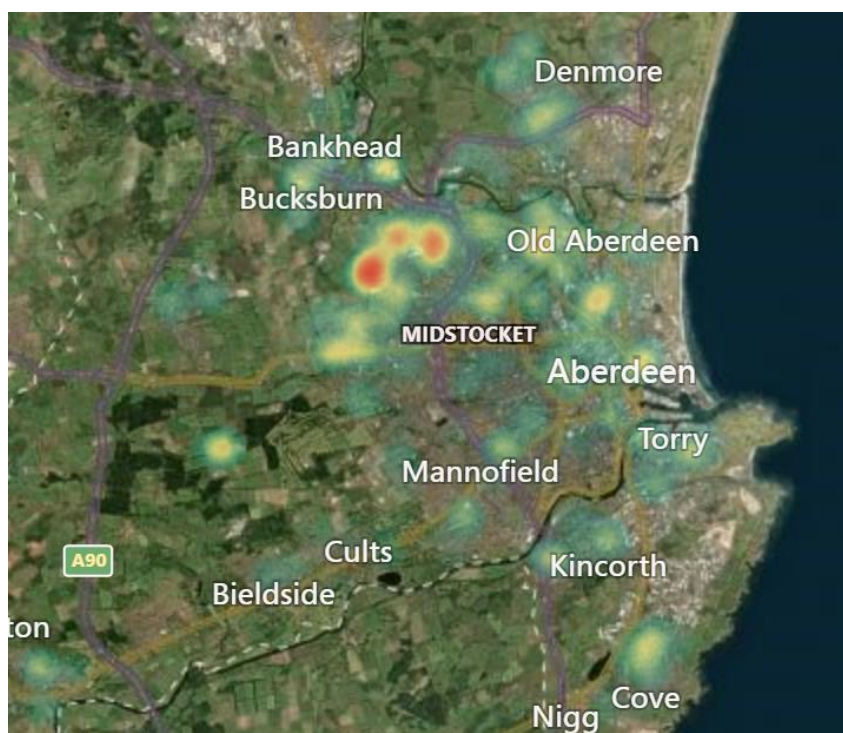
3.2 REVIEW OF REQUEST FOR ASSISTANCE DATA AND THE NEEDS OF LEARNERS

3.2.1 The new, single request for assistance system went live on 29 October 2020. The system – which includes all education outreach services, the school nursing service, Fit Like? Family Wellbeing Hubs, and Children's Social Work – was developed to provide a single source of data entry in order to support a more flexible and agile response to learner and family need. In addition, it sought to reduce the bureaucracy associated with previous practices.

3.2.2 The report to Committee in January 2021 *Supporting Learners Data Capture* (OPE/21/008) provided a triangulation of data generated by Request for Assistance during its first term of use against both local data held in SEEMiS and national census data. The analysis concluded that 33.7% of school-aged children/young people in Aberdeen City have (a) recorded additional support need(s).

3.2.3 At the time of writing (April 2021), the average number of requests received per week is 7.4, which is lower than the weekly average of 13.6 in December 2020. As anticipated, the number has stabilised and become more consistent on a week-by-week basis. This is being carefully monitored as all learners return to in-school learning, particularly for the purposes of spotting trends and patterns, some of which are presented below.

3.2.4 45.58% of all requests for assistance were generated within the West Locality: the majority of these requests pertain to children/young people where a social, emotional, mental health need (SEMHN) is identified.



26.4% of said requests also indicate challenging family circumstances, separated parents, adult mental health needs, and financial difficulties within the home. Although proportions of requests may be smaller, the same pattern is evident in data pertaining to the Dee and Don Localities. Work is ongoing across the Community Planning Partnership to respond to this, which is deemed to be exacerbated and more acutely felt as a result of the COVID-19 pandemic. The connected communities programme, outlined in paragraph 3.5.1, has been adopted as a whole-system approach in response to this.

3.2.5 As was the case in January 2021, the request for assistance system evidences support being sought for learners with recorded needs, but the frequency of request is not, in most cases, directly proportional with prevalence (as per 'pupil need' data recorded in SEEMiS) and this suggests that some particular needs have been escalated more than others over the last year and the appointment of a Head Teacher (ASN & Outreach Service) will help consider how to allocate resource to better meet emerging need.

Need Category	% of Requests	% of Learners
Social, Emotional, Behavioural	41.6%	7.7%
Family Issues	27.7%	4.5%
English as an Additional Language	22.7%	14.2%
Autistic Spectrum Condition	21.9%	3.1%

Mental Health Need	18.8%	0.9%
Communication Support Need	15.8%	1.5%
Dyslexia	10.8%	2.3%

3.2.6 The proportion of highest prevalence requests submitted for assistance from Education Outreach Services are as follows:

Service	% of Requests
Educational Psychology	19.4%
English as an Additional Language	17.7%
Dyslexia Outreach	9.4%
Autism Outreach	8.8%

3.2.7 81.2% of requests for Educational Psychology involvement had not made use of the service's Early Intervention Consultation option, which is designed to provide solution-focused support for schools and can be accessed virtually. The Service has made small changes to delivery practices to better-promote this avenue of support with the positive impact of this already evident in requests for assistance.

3.2.8 47.8% of requests submitted for English as an Additional Language Service support pertain to learners who are 'new to English' (Level 1 of the *Learning in 2+ Languages* 5-point scale of English language acquisition). 95.7% and 93.9% of requests to Autism Outreach and Dyslexia Outreach respectively indicate the services' 'Universal Strategies Checklist' have been accessed prior to a request for assistance being raised. This data is suggestive of a need to further consider approaches to service delivery, particularly aspects of consultation and capacity building. This will be progressed as part of work outlined in Section 3.3 (below).

3.2.9 Child's Planning Support is accessed where the Team Around the Child deem an enhanced or specialist level of planning and support is required, which can include further advice and support. It is accessed via Request for Assistance. The Child's Plan is used by the Team Around the Child to outline the nature of the child's strengths, needs and the multi-agency interventions employed to meet them. The multi-agency forum reviews the information provided by the Team Around the Child to endorse planning and intervention and/or to offer further support. The calendar of key dates has been updated through to May 2022 to support planning and intervention delivery. Moving forward, this calendar will be updated annually in January to include the preceding 16 months' key dates. Dates seek to ensure all requests of this nature are handled within statutory timescales for additional support needs transitions.

3.2.10 *Supporting Learners Data Capture* (OPE/21/008) also highlighted the demand on specialist provision and Elected Members endorsed the delivery of enhanced provision, which provides an augmented level of support within a

mainstream setting. This is particularly relevant where a child/young person's social, emotional and/or learning needs would not be best-met within a specialist provision. Work is ongoing to ready delivery of this provision from August 2021. In addition, further materials for parents (such as a leaflet and web pages) are being produced to support communication.

3.2.11 The most recent multi-agency Child's Planning Forum offered greater insight into the level of planning identified through the review of submitted Child Plans:

Level of Planning	% Plans Reviewed
Specialist or Enhanced	35.9%
Mainstream with Targeted Support	35.9%
Mainstream with Universal Support	11.5%
Deferred Year in Early Learning & Childcare	16.7%

Both the request for assistance system and calendar of key dates/multi-agency forum meetings will allow for closer scrutiny of similar datasets moving forward, particularly for the purposes of establishing trends and patterns.

3.2.12 Of the plans referred to above, a number of those for whom specialist or enhanced planning was identified pertain to needs including autistic spectrum condition and/or communication needs. The Autism Outreach Service were identified to provide consultation and advice where this was deemed appropriate. In addition, the service is reviewing their delivery model to include a more intensive offer for identified schools. Historically, the service would have visited multiple schools over the course of a day/week; however, in order to maximise impact and sustainable practice change, colleagues will now support schools on a needs-led, flexible and intensive basis. The Autism Outreach Service, in collaboration with Speech and Language colleagues, are also piloting the introduction of the Early Learning and Childcare (ELC) Child Inclusion Research into Curriculum Learning Education (CIRCLE) Framework to three schools in May 2021. Following the initial pilot, ELC CIRCLE support will be offered to all ELC settings (including partner providers) in Aberdeen City. The CIRCLE Frameworks provide evidence-based resources, developed through extensive qualitative research with teachers, to define universal best practice for inclusion in schools and ELCs for children and young people with an additional support need, including those with an autistic spectrum condition. This links with the professional learning offer referred to in 3.5.10.

3.2.13 Further efforts have been made to improve the efficiency of the request for assistance system, including request transfer and turn-around time. Robotic Process Automation (RPA) is now used to transfer requests to services when a user submits the electronic form, which will remove the need for human intervention at this stage. This means requests will be shared with services on a daily basis as opposed to the current weekly system. In addition, the RPA will upload a copy of the request directly to SEEMiS's Wellbeing Application, which will free capacity of colleagues in school who currently undertake this important step manually.

3.2.14 Following feedback received during consultation, all request for assistance resources have been centralised to one location, which is available to staff via Education’s SharePoint page. The same site also contains news posts, professional learning opportunities, policy and guidance documents, and the interactive Staged Intervention Framework. A similar approach is proposed for parents and families in 3.3.8.

3.2.15 Feedback is sought from users of the new Request for Assistance system on a rolling, 6-weekly basis in order to ensure service adjustments meet the needs of the system. Feedback received to date has been positive and further-scaffolds future improvement activity:

Request for Assistance Professional Learning/Training	
% users who have accessed bespoke professional learning	70.3%
Mean user rating of professional learning materials: Webinar training; Guidance; User Guide; Calendar	Very Good
	5.1 / 6.0

Evaluation Element	Mean Feedback
Ease of Electronic Form Access	5.1 / 6.0 (Very Good)
Ease of Use and Completion	4.8 / 6.0 (Good)
Turn-around and Feedback Time	4.7 / 6.0 (Good)
Appropriateness of Intervention Offer and Advice	4.6 / 6.0 (Good)

3.2.16 Following the phased return to school buildings, school leaders and central officers continue to monitor schools’ core datasets (e.g. attendance, exclusion etc.) on a monthly basis. This forms the basis for targeted support from central officers where the need is identified.

3.3 SECURING AGILITY AND FLEXIBILITY

3.3.1 Elected Members endorsed the service’s desire to secure greater consistency, flexibility and agility in the approaches used to meet learners’ needs via Report *Supporting Learners* (OPE/20/126). Officers have undertaken further work and consultation for the purposes of securing a unified structure under which almost all ASN & Outreach Services will sit (“the ASN & Outreach Service”). The ASN & Outreach Service will be led and managed by one Head Teacher and a senior leadership team comprising of four Depute Head Teachers who will have responsibility and oversight for a specialist area:

- Hearing Support
- Vision Support
- Language & Communication (including Dyslexia, English as an Additional Language, and Communication/Language Support Needs)
- Wellbeing (including Social, Emotional, Mental Health Needs).

Depute Head Teachers (and, where applicable, Principal Teachers) will have responsibility for oversight of request for assistance to their area(s) of the service. Work is currently ongoing to recruit to vacant posts ahead of structure implementation in August 2021.

- 3.3.2 Working collaboratively with teaching and support staff from within the service, the Head Teacher and Depute Head Teachers will use data (such as that presented in Section 3.2) to shape service delivery to ensure resource is best-positioned to support children/young people, families, and schools. In addition, each member of the senior leadership team will have a service-wide, strategic remit (e.g. Learning, Teaching and Assessment; Professional Learning and Leadership etc.), which will centre around continuous improvement using colleagues' knowledge and skills.
- 3.3.3 A key feature of the service is the specialist knowledge, skills and expertise staff bring to their unique area and this will be retained. In recognition, one of the Depute Head Teachers will have overall responsibility and oversight for Professional Learning and Leadership across the service. This will be undertaken in the context of our legal requirement to ensure Teachers of the Deaf/Visually Impaired have secured the relevant and required qualification within five years of commencement of employment. Although not mandated by statutory Scottish regulation, staff within other areas of the service (e.g. English as an Additional Language, Dyslexia Outreach) will continue to be encouraged and supported to undertake postgraduate study (or similar/equivalent specialist professional leadership and learning opportunities).
- 3.3.4 Data (such as that presented in 3.2.8) suggests the 'core offer' of the ASN & Outreach Service has a significant role to play in building capacity in, and developing, the universal offer of the wider education service. In-keeping with the *Five Roles of Support for Learning*, 'Consultancy', 'Multi-agency Working' and 'Provision of Professional Learning' will form a key part of the ASN & Outreach service's delivery moving forward. This will include maximising the advances made in the use of digital innovations resulting from COVID-19. As an example, evaluative data indicates the use of Google Meet has increased by 50% over the past year with 81% of staff consistently making use of this resource during the second period of school building closures.
- 3.3.5 In many cases the 'I do, You do, We do' model of partnership working is embedding across these services: not only does it provide a coherent structure to the 'direct input' and 'cooperative teaching' of the ASN & Outreach Service, it ultimately supports capacity building in all regards. In addition, it seeks to maximise the opportunities learners have to attend, participate, and achieve within their local school.
- 3.3.6 As noted in the Minute of Committee's January 2021 meeting, the Programme Manager attended the Aberdeen City Parent Council Forum's February and April 2021 meetings to provide updates, and take questions, about the aforementioned service redesign. This bimonthly opportunity for consultation will continue to be utilised moving forward.

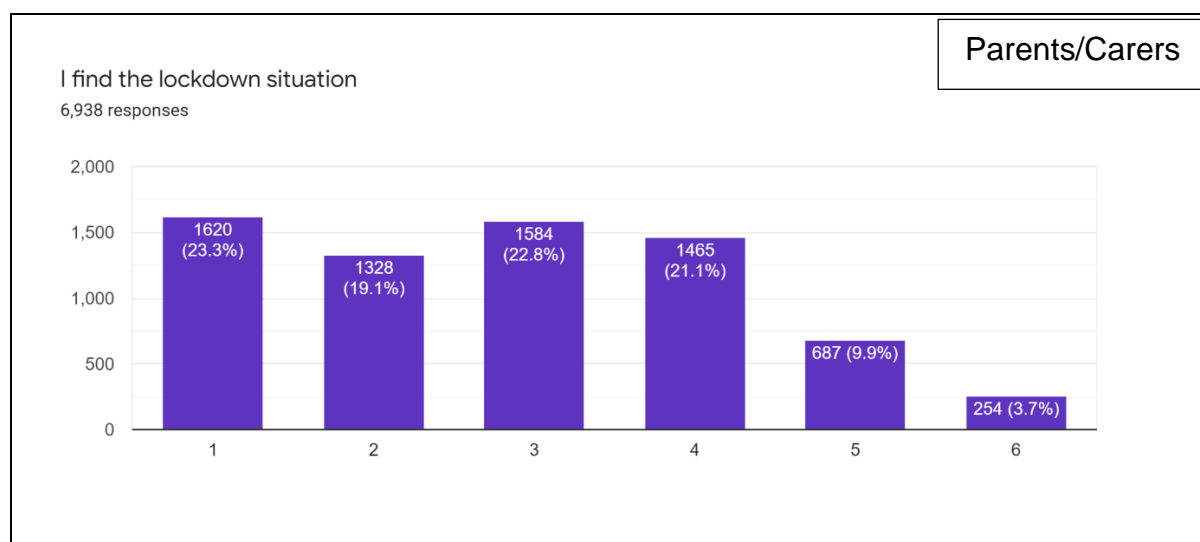
3.3.7 The ASN & Outreach Service structure affords further opportunities to establish an authority-wide platform (akin to a Parent Council) for parental engagement and partnership working. In particular, such a forum presents opportunities with regards co-design of the vision and values for the service, in addition to ensuring parent voice takes a central role in the development of policy and guidance. The same is true of learner/pupil voice and the potential for establishing a learner/pupil Leadership Team. The Head Teacher and the senior leadership team will advance these opportunities in session 2021-2022.

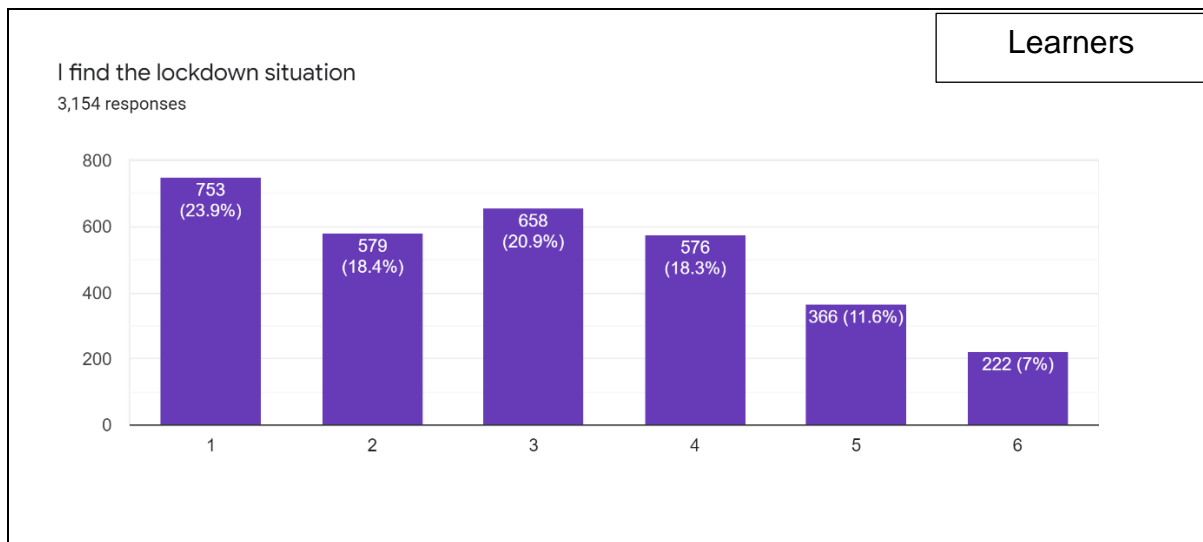
3.3.8 Almost all individual services currently host a website, which contains information, advice and guidance for children/young people, families and staff. Following feedback received from consultation with staff and parents, this information will be centralised and linked to one, single-access ASN & Outreach site in a bid to provide clearer routes of access to information. This will include signposting to local and national sources of advice and support such as SACRO ASN Mediation, Enquire and CALL Scotland. It will also incorporate front-facing information about the enhanced provision.

3.4 THE HEALTH AND WELLBEING OF LEARNERS AND FAMILIES

3.4.1 The Supporting Learners Work Group are working in partnership with colleagues in Legal Services to generate support resources for middle and senior leaders in schools. The resources are designed to engender a shared and consistent understanding of legislative/statutory requirements and how they influence and shape practice. This includes wider education-specific and equalities-based legislation in addition to that pertaining to additional support needs and Getting it Right for Every Child (GIRFEC).

3.4.2 The Education Service have undertaken several *Learning at a Distance* surveys of learners, parents/carers and staff. Certain questions asked respondents to compare the first period of school building closures/lockdown (March-June 2020) with the second (January-March 2021). Whilst certain results are indicative of a positive shift – such as experiences of distance learning and managing home-learning/home-life balance – other responses indicate the resilience of children/young people and families has been impacted by the second lockdown.





Scale: 1 = Difficult → 6 = Easy.

3.4.3 Fit Like? Family Wellbeing Hubs (which represent a collaboration between Education, Education Social Work, Children’s Social Work, Health, Children 1st, Alcohol Drugs Action, and Aberdeen Foyer) commenced delivery of early intervention and prevention mental health work for children/young people and their families in late-November 2020. Three physical spaces are designated in Torry, Tillydrone and Northfield, but hub staff make use of a variety of delivery methods including provision of essential goods (e.g. food; baby care products), virtual, community, and walk-and-talk services. Hub support is accessed for learners and their families via the request for assistance process and the Education Team/compliment will be aligned to the ASN & Outreach Service. Requests are reviewed on an individual basis. Like the education services, hub partners have a commitment to working with and across schools to support capacity building at universal level.

3.4.4 The Hubs’ Team intend to use data to offer targeted partnerships to schools where need emerges on a thematic basis. This may involve supporting delivery of the health and wellbeing curriculum, embedding training in trauma-skilled approaches, and supporting the roll-out of programmes such as Low Intensity Anxiety Management (LIAM) where mental health needs are presenting in children/young people.

3.5 PROFESSIONAL LEARNING

3.5.1 The *Connected and Compassionate Communities* programme focuses on embedding trauma-skilled practice and relational approaches across a school, their wider community, and associated schools’ group (ASG). A train the trainers’ programme has been developed and delivered in conjunction with colleagues from Education Scotland. The first cohort of staff have engaged with this training, which they will subsequently roll-out and embed within their setting. The next cohorts of staff are anticipated to participate in the train the trainers’ programme in May and June 2021 respectively, which will mean approximately 55 staff across the authority will be able to train others. This type of programme, its contents, and the approaches it seeks to embed plays a key role in the inclusive ethos and universal offer for all learners as well as benefitting those with a social, emotional, mental health need. The impact of

this programme will be closely monitored through ongoing data analysis and quality improvement activity.

- 3.5.2 A Distress Brief Intervention (DBI) Training pilot, funded by Scottish Government, is being delivered this session in two secondary schools, Bridge of Don Academy and Bucksburn Academy. Staff working with young people in educational settings have been trained to provide the Level 1 response of the DBI approach for those aged 14+ years, including pupils from S3 upwards. This seeks to equip young people with the skills and support to manage their own health and to prevent/minimise future episodes of distress. The DBI Service – a partnership between CAHMS and Penumbra – will provide support at Level 2 with a swift, compassionate and effective response to young people continuing to present with distress.
- 3.5.3 The Aberdeen City Dyslexia Guidelines have been revised in response to request for assistance data. A short-life, task and finish group consisting of Support for Learning Teachers, Teachers of Dyslexia Outreach, a Head Teacher, Educational Psychologists, and the Programme Manager have updated the guidance to reflect national best-practice, wider service improvement activity, and advancements made in areas such as digital accessibility/learning, teaching and assessment. The new guidelines will be published in June 2021.
- 3.5.4 Educational Psychologists facilitated parental focus groups as part of the drafting and development process of the Dyslexia Guidelines to ensure parent voice forms a key part of the document. Participants were identified as a result of their lived experience in this area. In addition, other parent and staff groups were invited to provide feedback in advance of the resource's ratification and publication. As a result of this engagement, a 'Family (Short) Guide' version of the guidelines has been produced, which is narrated and based around visuals. The impact of these resources will be closely monitored through request for assistance by the Depute Head Teacher Language & Communication and their team.
- 3.5.5 The Dyslexia Outreach Service has recently published a website for children/young people, families and staff: this contains advice, practice exemplification and resources. Information contained in the site seeks to compliment that provided in the professional learning offer outlined in 3.5.10.
- 3.5.6 A suit of guidance and training materials pertaining to Individualised Education Programmes (IEPs) has been produced by a group of staff from across primary, secondary and specialist settings, and the Educational Psychology Service. It, too, is being launched in June 2021. Several schools participated in a 'baseline survey', which helped shape the work and has resulted in the production of practice guidance, frequently asked questions, and webinar-style exemplification about the use and construction of IEPs.
- 3.5.7 Further training around the Child Planning and IEP RPA was offered to staff across the service in March 2021. The training is designed to engender consistent use of the resource, which aims to reduce administration activity associated with storing/uploading documents in SEEMiS Wellbeing.

- 3.5.8 The Digital Learning Hub continues to act as a 'go-to', virtual pit-stop for children/young people, staff and parents/carers. Content is reviewed on a regular basis and the hub will hold our "Digital Postcards".
- 3.5.9 Staff across the service have been encouraged to share innovative learning, teaching and assessment practices (including the use of digital approaches) through digital postcards which are published on social media and on our Digital Learning Hub. These videos are an effective way to share our digital practice and demonstrate the use of Google Workspace for Education and a range of other, integrated digital tools used across all our schools. These digital postcards link to the Aberdeen City Learning, Teaching and Assessment Standard, and are shared with learners, families, staff, and the wider education arena. These short, practical and succinct sources of professional learning are designed to provide another platform to share practice within and between schools.
- 3.5.10 The Inclusive Practices Microsoft SWAY resource (developed in 2020 by support for learning specialists from across Aberdeen City) provides a structured and progressive suite of professional learning about various additional support needs across four levels: Informed, Skilled, Enhanced, and Expert. The resource includes professional learning pathways about: Autistic Spectrum Conditions; Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Downs Syndrome, Universal Adaptation, Mental Health, Hearing Loss, and Vision Loss. The resource has received around 5000 hits to date and has been shared with multi-agency partners. In addition, the resource was recently recognised as good practice by Education Scotland who shared it on their National Improvement Hub. Positively, a recent survey indicates 89% of staff are aware of the various professional learning activities available to them, with 88% reporting they are regularly encouraged and supported to engage with these opportunities.
- 3.5.11 The Programme Manager, colleagues from Corporate Health and Safety, a Quality Improvement Manager, and the EIS have produced updated procedural guidance around the area of Near Miss and Incident Reporting for the purposes of securing greater consistency. The document and associated professional learning were launched in April and May 2021 respectively. Dedicated, webinar-style professional learning is being offered to line managers across the education service. This will be available for ongoing reference via Education's SharePoint (intranet) site. The impact of this will continue to be monitored as part of the Health & Safety sub-group's remit.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications resulting from the information outlined in this report. The restructure of the ASN & Outreach Service was undertaken within existing budgets.

5. LEGAL IMPLICATIONS

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

- The Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- The Standards in Schools etc. (Scotland) Act 2000
- The Education (Additional Support for Learning) (Scotland) Act 2004, as amended
- The Requirements for Teachers (Scotland) Regulations 2005
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

5.2 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
Strategic Risk	Risk of not achieving positive outcomes for children and young people.	L	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.
Compliance	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.
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the needs of vulnerable young people. This may trigger an increase in incidents/near miss.	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 and the Equality Act 2010.
Financial	Risk of not having sufficient resource.	L	Mitigated by realigning service delivery to better meet the needs of our young people in Aberdeen City today.

Reputational	Risk of not effectively meeting the needs of all learners. Risk of staff feeling overwhelmed.	L	Data scrutiny drives flexible approach to service delivery to better meet the needs of our young people in Aberdeen City.
Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	L	Service realignment will strengthen universal/targeted support and sharing of best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
Aberdeen City Council Policy Statement	This report outlines the ongoing programme of improvement activity to strengthen the education authority's position with regards to securing positive outcomes for all learners, whilst meeting statutory requirements associated with additional support needs and equality. The programme has proactively subsumed the recommendations of the 'Support for Learning: All Our Children and All Their Potential' Report. In particular, this report links to the Policy Statement in relation to People, 7: 'Commit to closing the attainment gap in education while working with partners across the city'.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcomes 1 and 6. Continued judicious use of funding and appropriate targeting of additional resources will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy. Specific links: Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026

	<p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
Prosperous People Stretch Outcomes	<p>The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of all resources and allowing each school community full control of these resources will help to ensure all initiatives and interventions are selected and implemented based on the needs of each school community and planned effectively to impact positively on all children and young people and are particularly targeted at those who are adversely affected by poverty.</p> <p>Specific links to:</p> <p>Stretch Outcome 4 90% of children and young people will report that they feel mentally well by 2026</p> <p>Stretch Outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026,</p> <p>Stretch Outcome 7 Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>
Prosperous Place Stretch Outcomes	<p>Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.</p>
UK and Scottish Legislative and Policy Programmes	<p>Education (Additional Support for Learning) (Scotland) Act 2004 as amended (and associated Code of Practice)</p> <p>Equality Act 2010</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required

Data Protection Impact Assessment	Not required
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9. BACKGROUND PAPERS

None

10. APPENDICES

A – Programme Plan (V. 5.1)

11. REPORT AUTHOR CONTACT DETAILS

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Supporting Learners Programme Plan		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	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
Theme/Activity	Lead/Assigned To	EODC OPE19415		EODC		EODC OPE20054						EODC OPE20126		EODC OPE20219		EODC OPE21008					EODC OPE21132
Looking Outward Nationally	CMcD	Looking Outwards																			
Data Capture/Analysis	CMcD/Performance Team	Data Analysis & Triangulation / Ongoing Evaluation; Focus on "Achievement" in its widest sense; Establish Power BI data Hubs																			
Project Management	CMcD/Working Group	Onboarding Project Management Meetings Fortnightly										Fortnightly Project Management Meetings (Reconvene)									
Project Management H&S Sub Group	CMcD/H&S/Trade Unions	Meeting					Meeting					Meeting					Meeting				
Quality Improvement Activity	QIM/QIO Team/SLTs	2.3					3.2 (postponed due to COVID)					3.1 (QA of ScotXed; Use of PSA; 5 Roles etc.)					Ongoing				
Gathering Staff Views	CMcD	Baseline Staff Engagement																			
Gathering Family Views	CMcD/DC	Ongoing as Part of Redesign and Improvement																			
Child's Planning Support Process (Transitions)	CMcD/SM	NPFS Events					PCC Event					Learning Survey					Accessibility Strategy				
DSM (inc. allocation and Role of PSAs)	CJ/CMcD/SM	Review of Child's Planning Support Process					Implement					Monitor and Review; Power BI Integration					CPS evaluation; 21/22 Calendar				
CLPL: Child's Plans	CMcD	PSA/DSM Consultation					Finalised					Monitor and Review/QA Allocations					Planning for 2021/2022				
Information for Parents/Learners	CMcD/QI Team	Child's Planning Best Practice					Launch					Monitor impact via Child's Planning Support/Support to Schools from EPS					Work Group Guidance				
H&S: ACC Violence/Aggression	AM (H&S Team)	Update of Resources available via ACC Website; Digital Learning Hub; EP Service Hub inc. Mediation Services (SACRO); C&FS 21/22																			
CLPL: Inclusive Practices	CMcD/Practitioners' Group	Policy Redesign and Consultation with Stakeholders; ICFS Input																			
Request for Assistance/SIRF	CMcD	Onboarding Monthly Meetings										Sway Launch									
Vulnerable Hubs	SM/MS/CMcD/CM at al	Onboarding ESF Twice-weekly Meetings (Resource allocation inc. Review)										Launch RfA									
Fit Like Family Wellbeing Hubs	OEB/Evaluation Group	Establish Launch and Monitor										Reset									
SFL Bespoke CLPL	CMcD/Practitioners' Group	OEB/Evaluation Redesign, Onboarding and Engagement										Go Live									
Microsoft: Plans & CLPL	SM	Role of Support for Learning Developed										Launch									
SEEMIS Guidance	CMcD	HT Launch					Implement					Use in CPS					Use in CPS				
Partnership Forums	GS (QIM)	HT Feedback										Link to PSA Allocation and QI Activity									
Education Social Work	GS (CO)/CMcD/FC/LS	Chairs' Meet										Guidance Refresh									
Learning & Teaching Standard	SM/Raising Attainment Group	Realignment of Services: Consultation and Workgroup										Business Case									
GIRFEC Guidance	ES/GS	HT Feedback					Adapt for Digital					Implement, Monitor and Review					Ongoing review and monitor (Raising Attainment Group)				
ICR: The Promise/Plan (VS)	LG	COVID-19 Multi-Agency Guidance Created and Adapted																			
Accessibility Strategy	MS	Further Adaptation/Review as Required; Multi-Agency Focus																			
Interactive Staged Intervention Framework	CMcD	Ongoing 5-Year Plan																			
Realignment of Support Services	SM/CMcD	Drafting and Consultation with Stakeholders										EODC									
Role of PT Guidance/Pupil Support; Senior Leader	CMcD/Working Group	Working (Digital) Draft Reflective of Ongoing Changes/Circumstances										Launch									
ACC PEERS Framework (Supporting All Learners)	CMcD/Working Group	Realignment Based on Need/Circumstance										EODC									
Equality and Diversity Policy Update	KT/Policy Refresh Group	Drafting and Feedback					Launch PTG					Drafting and Feedback					Launch SLT				
Vision Statement for ASN & Support Services	SM/CMcD (in consultation)	Launch										Implement									
UNCR: Child Friendly City	MR	Ongoing Monthly Meetings and Consultation																			
Curriculum and Destination Pathways	AD/Destinations	Priority Group										Onboarding Partners/HTs									
Nurture (Relational Approaches) Strategy	Leadership of Change (HWB)	Looking Outward										Strategy Adoption/Onboarding									
Coordinated Support Plans (CSPs)	MS/EPs	Increase focus and emphasis on child's voice capture										Ongoing									
Dyslexia Guidance Refresh	CMcD/EPs	Implement via Hubs and ICFS Resources										Employability and Destinations Group									
IEP Guidance Refresh	CMcD/FN	Compassionate and Connected Communities										Refresh/Review Guidance and Training; Planning Interactions									
ASN & Outreach Services' Parents' Group	CMcD	Onboarding										Task & Finish Group (inc. Consultation)									
National Review of ASL	CMcD/Project Management Group	Onboarding										Initial Meet; Agree Focus etc.									
		Scoping										Progress Work									
		By Service SLT in 2021/2022																			
		Integration of Published Accepted Action Plan																			

LIVE/DYNAMIC DOCUMENT - SUBJECT TO ALTERATION

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COMMITTEE	Education Operational Delivery
DATE	3 June 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	OPE/21/122
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Gael Simpson
TERMS OF REFERENCE	1.1.6

1. PURPOSE OF REPORT

The report aims to provide Elected Members with oversight of the outcomes of the reviews that have been undertaken by Education Scotland over the course of the pandemic.

2. RECOMMENDATIONS

That Committee:-

- 2.1 note the contents of this report; and
 - 2.2 instruct the Chief Education Officer to continue to engage positively with [National Overviews of Practice](#) and ensure key learning is taken account of in education service delivery.
- ### 3.0 The Education Scotland Inspection Process during the pandemic
- 3.1. Education Scotland has been unable to undertake school inspections due to restrictions currently in place across schools. The Inspection Agency has undertaken a number of Overviews of Practice to provide assurance to the Scottish Government and to parents and carers. This report aims to provide Elected Members with oversight of the publications and highlight how Aberdeen City Council has contributed to and taken account of findings in their work.
 - 3.1.2 In the first and second phase of the national overview, six reports were published. These focused on planning, guidance and delivery of remote learning and how schools and local authorities are taking forward the expectations and entitlements outlined in the remote learning guidance published on 8 January 2021.
 - 3.1.3 The purpose of the reviews were to:
 - Learn what was working well and share this widely to celebrate success and support consistency in the quality and effectiveness of delivery of remote learning.
 - Surface the challenges and/or issues so that these could be addressed, either locally or nationally, as appropriate.

- Identify what further assistance was required to continue to improve the delivery of remote learning so that relevant support could be provided at local and/or national level.

3.1.4 Phase three of the national overview focused on taking a closer look at particular themes emerging from evidence published in previous reports.

3.2 [National Overview of Practice in Remote Learning - Local Authorities](#)

3.2.1 The first review focused on the quality of the remote learning offer across the country and was published in January 2021. The review focused on Local Authority planning and guidance. In early January Central Officers engaged with Inspectors to share how the leadership and guidance provided by the Local Authority had supported their delivery of a remote learning offer.

3.2.2 Inspectors heard that guidance had been put in place at an early opportunity and that considerable focus had been placed on providing access through both the provision of chromebooks and Myfi devices. Inspectors were content with the level of engagement with parents and carers and heard how our approach to professional learning had improved the quality of the remote learning offer from the first period of school closure. The Local Authority use of data to track engagement to help assure quality was highlighted in the national report.

“We have improved our expertise in using the analytics that their chosen digital platform provides, in order to inform decision making at strategic level. Interpretation of the data allows central staff to pinpoint where support for remote learning is needed, and also where innovation is evident. Through our effective use of analytics and available data, education officers monitor on a daily basis the usage and engagement of remote learning across the authority. We are pleased that daily figures routinely demonstrate around a 95% pupil engagement across all schools. In one day this week, over 6000 individual posts to our learning platform were recorded. The analytical data can also be used at cluster, individual school, class and pupil level.”

3.2.3 The Review highlighted a number of recommendations for consideration by all Local Authorities. These included:

- Ensuring local authority planning, guidance and delivery for remote learning was updated to reflect the entitlements and expectations published on 8 January 2021.
- Providing further professional learning for staff in local authorities and schools with a particular focus on the pedagogy of remote learning.
- Continuing work to ensure equitable access to digital devices and online access for learners and staff.
- Providing ongoing communication and engagement with parents about what remote learning is and the approach being taken by local authorities and schools to ensure a shared understanding.
- Continuing to provide health and wellbeing support to learners, parents and staff.
- Developing and implementing, at pace, approaches at local authority level to assure the provision of high-quality remote learning was delivered by individual schools.

3.2.4 Officers are content that all recommendations have been met. Planning guidance has been in place since April 2020 and been well received by staff and parents. Professional learning in remote delivery has been available over the course of the

pandemic and is enhanced by our Google Educators offering 1-1 support to colleagues. Schools and the education service have worked hard to keep parents sighted on progress and continue to focus heavily on the health and wellbeing of staff, pupils and parents having offered bespoke supports to all stakeholders. Our use of Google Analytics to help assure quality was highlighted in the national report.

3.3 [National Overview of Practice in Remote Learning - Schools](#)

3.3.1 The second review was focused on practice across schools and a number of Head Teachers across Aberdeen City engaged with the Inspection Agency.

3.3.2 Head Teachers who engaged with Inspectors spoke positively about how all Local Authority staff (central officers and school staff) had worked together well and had been proactive in their response. Regular and timely digital engagement with Head Teachers and staff engagement and participation in professional learning were identified as positive approaches offered.

3.3.3 Overall there was clear evidence that schools had learned from the previous lockdown and were continuing to improve their remote learning offer. A majority of schools had continued to engage with parents to gather feedback on the approaches to home learning and making use of this to inform further developments and improvements to remote delivery.

3.3.4 The review highlighted a number of recommendations for all Local Authorities to consider:

- Ensure school planning and guidance for the delivery of remote learning was updated to reflect the entitlements and expectations published on 8 January 2021.
- Ensure children and young people experience high quality remote learning across the breadth of the curriculum.
- Continue to review approaches to learning and teaching to ensure learners receive an appropriate balance of live, recorded and independent learning.
- Ensure learners are aware of the progress they are making in their learning and what they need to do to improve.
- Build on existing good practice to continue to support the health and wellbeing of learners and their families, staff and the school community.
- Develop and implement approaches to continually review the quality and impact of remote learning to ensure all learners receive consistently high quality experiences.

3.3.5 Officers are content that all recommendations were met as the service continued to focus on providing accessible and clear guidance to staff and had the support systems in place to support staff to improve practice. Our Learning, Teaching and Assessment Standard was adapted at pace to reflect the digital environment and ensure that formative assessment strategies were maintained in the digital environment.

3.4 [National Overview of Practice in Remote Learning - Parents and carers](#)

3.4.1 The third review heard from parents and carers. Between 19 and 25 January 2021, HMIE met remotely with parents, carers, and learners through a series of focus groups to hear their views on the approaches taken to delivering remote learning. Three focus groups were held in partnership with the National Parent Forum of Scotland (NPFS) and Connect Scotland. A further three focus groups were held in partnership with Children in Scotland and Young Scot. In addition and with the support of schools, 22

focus groups took place with children and young people, across a selection of local authorities including Aberdeen City Council.

3.4.2 Between 20 and 25 January 2021, Education Scotland ran two national surveys, one for parents and carers and another for learners. The national surveys were developed with support from a range of partners and focus on the following three aspects of remote learning:

- Communication and wellbeing
- Resources and equipment
- Learning and teaching

3.4.3 The review recommended that all Local Authorities consider a number of recommendations including:

- Provide regular check-ins and opportunities for learners to meet up online with peers in order to support wellbeing, and collaboration.
- Ensure plans and guidance for remote learning are shared with learners and parents, including the balance of live learning and independent activity.
- Engage with learners and parents to gather feedback on remote learning to identify what is working well and what needs to improve.
- Continue to place an emphasis on supporting the health and wellbeing of learners, parents and practitioners.
- Provide learning that is responsive to learners' needs, including for those children and young people who require additional support for learning or may be disadvantaged.
- Provide parents and learners in the senior phase with information and support to help alleviate any concerns and worries over arrangements for assessment and National Qualifications.

3.4.4 The vast majority of these recommendations had already been met at the time of the review. Daily check ins were a clear expectation for all learners over the second period of school closure and staff became more skilled at sharing plans of learning with learners and parents. Schools and the service continued to gather data from families to help to identify areas for improvement and support. This led in part to the development of our [Stronger Families](#) sessions and the content of our monthly [Parent E-Newsletters](#). We continue to keep parents updated on assessment arrangements across the senior phase such as the latest [Guide for Parents and Carers](#) on the Alternative Certification Model.

3.5 [National Overview of Practice in Remote Learning - ASN](#)

3.5.1 The fourth review focused on how schools were supporting children with additional support needs and again, a small number of schools were involved in the process to share how they have adapted approaches.

3.5.2 The review identified the particular challenges evident for some children with additional support needs and made a number of recommendations:

- Provide tasks and activities that provide the right level of challenge for all learners, including those with additional support needs.
- Further develop approaches to monitoring and tracking children's and young people's progress so that teachers can build on what children and young people already know.

- Ensure support planning is reviewed regularly in partnership with learners and parents to help meet the needs of children and young people.
- Share approaches taken by schools to provide personalised support for those children and young people with complex additional support needs.

3.5.3 There is no doubt that some children with additional support needs found a remote learning environment challenging and this added considerable pressures on some families. Our supporting learners workstream will continue to improve the accessibility of information for parents and carers over the coming year in keeping with our Accessibility Plan and National Improvement Framework Plan.

3.5.4 To ensure we responded to the needs of individual learners, paying particular attention to learners who find change difficult to manage, the Educational Psychology Service developed a [Digital Educational Psychology Hub](#) to provide, guidance, support and advice.

3.5.5 The last recommendation led (in part) to our development of Digital Postcards to share best practice across the city and beyond. These are being linked to our Learning and Teaching Standard so that staff themselves can exemplify best practice for others. 2 postcards are being released per week through the service twitter account.

[Example Digital Postcard 1](#)

[Example Digital Postcard 2](#)

[Example Digital Postcard 3](#)

3.6 [National Overview of Practice in Remote Learning - Learning Entitlements](#)

3.6.1 The fifth review focused on the extent to which schools were able to continue to meet the entitlements of Curriculum for Excellence. As with earlier reviews, 5% of all schools were invited to contribute and 3 City schools participated.

3.6.2 The review found that levels of confidence had grown considerably from the first period of lockdown and Dyce Primary were featured in the report.

Children and their families are offered a monthly curriculum overview, outlining the main theme for the month and suggested activities children can undertake independently and with their families. Each Wednesday, children can choose from a series of linked activities that offer opportunities for personal achievement, and that promote the ethos and life of the school as a community. The overview also highlights the focus for the four set days of learning across the curriculum on Google Classroom. The interdisciplinary learning theme for February has a strong focus on social studies, learning about the past in their local area. Children across the school are working together to create a virtual museum 'A Walk in the Past at Dyce'.

3.6.3 It was identified that vulnerable learners were being supported by their home schools and staff were reaching out to those who were not engaging. Within Aberdeen there were many creative and innovative approaches being used through strong partnerships to ensure all learners who required support both digitally or face to face received it.

3.6.4 The Review highlighted key recommendations which included:

- Ensuring the curriculum provides all children and young people with breadth and depth in their learning.
 - Supporting all children and young people to receive their entitlements to, and engage in, remote learning.
 - Providing all children and young people with opportunities to revisit learning when required.
 - Ensuring that all children and young people receive regular feedback on their learning and the progress they are making.
 - Providing support for parents to help children and young people engage in remote learning.
- 3.6.5 Through the development of our guidance on [Creating Trauma Informed Learning Environments](#), all staff felt supported to make effective decisions around the planning of asynchronous and synchronous learning. This continued to be supported through our updated Learning, Teaching and Assessment Framework and professional learning opportunities related to high quality feedback and Learner and Teacher Autonomy.
- 3.7 [National Overview of Practice in Remote Learning – What we have learned so far](#)
- 3.7.1 Following the initial 5 reports, the 6th provides a summary to share key findings and areas for development and improvement.
- 3.7.2 It was identified that local authorities, schools and parents across Scotland had responded quickly to ensure children and young people continued learning during the period of lockdown. Local authorities, schools and parents were commended for the commitment and effort to deliver learning and teaching remotely in the most challenging of circumstances.
- 3.8 [National Overview of Practice in Remote Learning – Quality Assurance Approaches](#)
- 3.8.1 This report focused on local authority approaches to assuring the quality of remote learning and highlights examples of practice which illustrated what was working well in six local authorities. The report includes comments made by local authorities during professional dialogue with HMIE and detailed case studies to help illustrate examples of strong practice.
- 3.8.2 Through professional dialogue, the conversations aimed to:
- identify approaches local authorities were taking to assure the quality of remote learning, and how new approaches had been adapted for this purpose
 - explore how well these approaches were enabling local authorities to assure the quality of remote learning
 - explore how local authorities were using the information gathered to support individual school and local authority wide improvement and what had improved/changed in the delivery of remote learning as a result of these quality assurance processes
 - identify the main challenges and how had these been overcome.
- 3.8.3 This report contained case studies from the local authorities involved, this did not include Aberdeen City as we were not approached to participate.
- 3.8.4 Emerging strengths which were identified in quality assuring remote learning were:

- Local authority and school staffs' skills in digital learning and teaching, as an essential basis for ensuring high-quality remote learning; and professional learning approaches well matched to staff needs.
- The clear progress in the local authorities' strategic approach to quality assurance which builds on the experiences of earlier periods of remote learning. This is enabling them to adapt their established quality assurance approaches to meet the demands of remote learning at rapid pace.
- The positive impact of quality assurance approaches in recognising families' needs with respect to remote learning, including resource issues alongside the sharing of key information to help parents and carers support young people's engagement

3.8.5 Through self evaluation activity such as our Learning at a Distance Survey, Quality Improvement discussions within Head Teacher Networks including trio discussions and the collaborative nature and ability of Microsoft Teams, Officers feel confident that within Aberdeen we also had strong quality assurance approaches with regards to the above.

3.8.6 Areas highlighted for continuing improvement in quality assuring remote learning included:

- The clarity with which local authorities consistently share their expectations of remote learning with stakeholders, for example ensuring key features of the entitlements expressed in national advice including a clear commitment to 'live' interactions between staff and learners.
- Quality assurance processes for remote learning materials and approaches, including collegiate moderation of teaching materials and innovative systems for monitoring the quality of learners' remote learning experiences.
- Further progress in securing resourcing to enable every learner to have access to digital learning, including appropriate supply of devices and access to online learning

3.8.7 Officers conclude that clear guidance and expectations of learning has been shared with stakeholders through a variety of means including our Parent E-Newsletters, Letters directly from the Chief Education Officer and agreed expectations with Trade Union Representatives.

3.8.8 There is also confidence that all learners who required digital support during this time of remote learning were able to access this within Aberdeen. The use of Google Classroom and the wider Google Suite's of tools and Microsoft Teams allowed staff to collaborate and share practice within and across schools. This will continue to be developed in relation to our moderation practices.

3.9 [National Overview of Practice in Remote Learning – Supporting Pupil Engagement](#)

3.9.1 This report was supported by engagement in professional dialogue with 18 schools in five local authorities about their approaches to supporting children's and young people's engagement, participation and motivation.

3.9.2 Dialogue aimed to:

- explore how schools are monitoring the engagement, participation and motivation of children and young people during remote learning
- exemplify how educators are ensuring that remote learning provision is engaging and motivating for individual learners, and the steps being taken to increase engagement

and participation, where necessary, for individuals, groups and across school communities; and to

- identify the main challenges and how these are being overcome. This report contains case studies from the local authorities involved. Supporting documentation will be published on the national overview 'Sharing what's working well' section of the Education Scotland website.

3.9.3 Emerging strengths identified that the establishment of clear and realistic expectations for engagement and participation in learning, taking account the individual context of the school was beneficial. Schools within Aberdeen considered carefully the local context of the school community while planning learning opportunities, including family learning activities and partnership engagement to encourage and enhance learning.

3.9.4 Systematic approaches being used to monitor and evaluate children's and young people's engagement in their learning was also highlighted as a strength. The use of Google classroom within Aberdeen, captured data in relation to engagement with remote learning through digital registration by pupils on a daily basis.

3.9.5 The review identified the need to maintain a focus on meeting the needs of all children and young people to support motivation, participation and engagement. Within Aberdeen the use of creative approaches and partnership working with Active Schools, AFCCT, ACE Voices and wider partners helped us to address this in part. We continue to look at innovative ways to meet the learning needs of all.

4.0 [National Overview of Practice in Remote Learning – Support for Health & Wellbeing](#)

4.0.1 HMIE engaged in professional dialogue with 26 schools across six local authorities to share how schools are supporting the health and wellbeing of children, young people, families, staff and the school community. A number of schools were nominated within Aberdeen City to participate in this review from a variety of school localities.

4.0.2 All local authorities highlight how they are prioritising support for health and wellbeing. They have strengthened their focus on supporting the emotional, social and physical needs of children, young people and their families.

4.0.3 The report highlighted that through more regular contact with children and young people, staff could respond quickly to wellbeing concerns and support learners and families overcome any worries or challenges. Staff were able to use various mechanisms to reach out to children and young people and provide helpful advice on keeping healthy, including the importance of regular exercise and spending time away from a screen. Examples of this within Aberdeen were linked to Wellbeing Wednesdays, Family and Staff Sport Challenges and daily phone calls from identified staff members.

4.0.4 In most secondary schools, staff had increased their focus on supporting young people's mental wellbeing. They were developing ways to promote positive attitudes amongst young people during lockdown and help reduce and address their concerns. As part of the supports offered across Aberdeen City resources like the [Resilience Alphabet](#) and [The Journey](#) were developed, endorsed by Education Scotland and shared nationally.

- 4.0.5 As part of this process the Inspectors also met with Central Officers to review the supports in place for staff. Numerous resources are now available within the [‘Sharing what’s working well’](#) section of the National Improvement Hub.

Case Study – Aberdeen City Council

Empowering staff to support children and young people The Aberdeen City Council Building Capacity Team has played a central role in supporting staff and school communities during the pandemic. Members of this team have been working with both internal and external partners to help support staff, including probationers during remote learning. Support for health and wellbeing and professional learning has been a core part of this work.

Practitioners have the opportunity to engage in professional learning. Self-directed opportunities are shared through the Informed, Skilled, Enhanced or Expert (ISEE) Framework, allowing practitioners to select professional learning relevant to their needs. Staff appreciate the ready access to this professional learning. This model has helped to build capacity, professional agency and offers progression pathways for all. Staff report that they are engaging well in professional learning around remote learning at their own pace and level and in collaboration with various agencies. The local authority is now confident that staff have a shared understanding of wellbeing and how to support better children, young people and families.

The local authority has targeted support materials and engagement events around staff’s wellbeing, and the impact of the pandemic on learner and family wellbeing. A guide for staff, ‘what to look out for in your pupils’, includes helpful advice on key things to consider around young people’s wellbeing now and when they return to school. Practical solutions, professional support and the opportunity to develop beneficial partnership with others have been offered. These include one-to-one coaching with educational psychologists, podcasts focusing on the wellbeing of staff and wellbeing sessions from the Scottish Association for Mental Health. Staff found these professional learning sessions reassuring and report that these have reduced the isolation felt by individual members of staff.

- 4.0.6 Emerging strengths which were identified through this report were:

- Schools know their children and families well and have continued to increase communication with families during lockdown. They use a range of approaches to monitor children’s and young people’s wellbeing and respond promptly using a range of supports to address wellbeing concerns.
- Staff recognise the impact of remote learning on family life and provide parents with strategies and interventions for them to use at home with their children to help support wellbeing.
- Strengthening collaborative working amongst staff and with senior leaders is supporting staff wellbeing. Staff provide peer support for one another through catch-ups, sharing of resources and offering helpful advice when needed.

- 4.0.7 Areas for improvement highlighted were:

- Continue to have a strong focus on supporting the health and wellbeing needs of children, young people and staff in order to help address any impacts for them in the long term.

- Through well-established communication and support channels, schools should continue to work with learners, parents and the school community to help maintain positive approaches to health and wellbeing, including learning outdoors.
- Build on supportive arrangements being put in place for learners at key points of transition. Staff should continue to offer support to all children and young people, with a particular and immediate focus on those moving into P1, S1 and post-secondary stages.
- As more children and young people physically returned to school, staff should continue to support the health and wellbeing of children and young people and recognise that transition back to school will be challenging for some.

4.0.8 Officers are content that all recommendations are continuing to be a key focus and have a high priority at this time and thread through our National Improvement Framework Plan for the coming year.

4.1 [National Overview of Practice in Remote Learning – Complex Learning Needs](#)

4.1.0 This report focused on the outcomes of professional dialogue with local authorities, school leaders and teachers in relation to their approaches to providing learning for children and young people with complex learning needs. This aimed to: exemplify the steps local authorities and schools were taking to provide learning for children and young people with complex learning needs and to help overcome challenges.

4.1.1 Case studies are provided within this report from various local authorities. Aberdeen City is not reflected within this report.

4.1.2 As with other reports it was highlighted that local authority support, good quality professional learning and ongoing reflection was resulting in improved approaches to meeting the needs of learners with complex needs.

4.1.3 Schools have been able to exercise autonomy in allocating resources to provide personalised approaches to meet individual learning needs and Schools have taken positive steps to increase engagement with and support for parents of children and young people with complex learning needs. This would also be reflected in the further developments of our [Educational Psychology Hub](#) and [Parent Learning Hub](#) within Aberdeen.

4.1.4 Recommendations from this report included:

- Continue to improve approaches to assessing learning and evaluating the progress of learners with complex needs.
- Ensure a focus on planning for transitions to reduce any anxiety and support change.
- Learn from their experiences of remote learning to identify what has worked successfully that could be continued post-pandemic to support learners with complex needs.

4.1.5 Through focused school improvement plans and the work of our Supporting Learners working group, officers are confident that these recommendations will be a key focus in future planning and developments.

4.2 [National Overview of Practice in Remote Learning – Learning through Feedback](#)

- 4.2.0 The focus of this review was to consider approaches to using feedback from learners and parents to adapt and make improvements to the delivery and quality of remote learning. In particular, these conversations aimed to identify and explore approaches that schools were using to gather feedback from learners and parents; and how schools were using feedback from learners and parents to adapt and make improvements to the quality of remote learning.
- 4.2.1 A number of case studies were used to exemplify findings and these demonstrated the increased range and frequency of approaches in relation to gathering feedback from learners and families and the less formal approach to these has increased engagement in many circumstances with Senior Leaders recognising the benefits of engaging more regularly in this way.
- 4.2.2 Digital technology was highlighted as a key tool for gathering feedback and this would be replicated across Aberdeen City with the use of resources such as Microsoft Forms and Google and Team Meetings being used more frequently and with a clear focus for engagement and improvement. An example of this would be our 'Learning at a Distance' Survey which provided clear data on the impact of both the first and second lockdown period on Learners, Families and Staff.
- 4.2.3 Feedback from children and young people had however shared their feelings of heightened anxiety when they are on camera for a lot of the time. They reported that they sometimes find it difficult to raise issues with teachers in a public setting. Schools have responded to this by creating more opportunities for smaller breakout groups during online learning. This is helping teachers to tailor support better and schools report that children and young people say they now feel more comfortable.
- 4.2.4 Areas for improvement include continuing to build on the range of approaches used during remote learning to gather feedback and consider carefully the voice of children, young people and families to ensure their needs and interests are being met. As an Authority, we continue to do this, making best use of digital tools and considering carefully the qualitative and quantitative data required to continue to review our work and identify strengths and areas for improvement.
- 4.3 [National Overview of Practice in Remote Learning – Learner Assessment and Progress](#)
- 4.3.0 The final national overview of practice in remote learning focused on how schools were assessing learning and providing feedback to learners on progress. The report contains case studies from some of the schools and local authorities involved and a selection of supporting documentation shared by local authorities and schools has been published on the '[Sharing what's working well](#)' section of the national overviews website.
- 4.3.1 Within the second period of remote learning, the report highlighted that teachers were planning learning experiences with ongoing and periodic assessment built in. Young people demonstrated their learning by undertaking written and oral work which was evaluated by teachers and where possible peer assessment was also offered through digital breakout spaces. All headteachers report that staff have become more skilled at using digital platforms to assess progress and deliver feedback and this practice is being shared through our Digital Postcards mentioned at 3.5.5.

- 4.3.2 A majority of headteachers reported that there were challenges associated with assessing the development of young people's practical skills during remote learning. For example, teachers face challenges in directly observing young people demonstrating their skills in practical science and drama. Staff adopted creative approaches to reduce these barriers to assessment for young people. For example, in the senior phase, music is being recorded for assessment instead of being played live for a visiting assessor and in our own Secondary Schools musical instruments were distributed during the remote learning period to support ongoing practical application.
- 4.3.3 The review highlighted the need to continue building on new ways of assessing learning and providing feedback during the return to in-school learning by building on existing approaches. Further consideration should also be taken in relation to monitoring and tracking to better inform next steps in learning and teaching.
- 4.3.4 Officers are confident that through the Raising Attainment and Achievement Working Group, key planning will continue to focus on ensuring that across Aberdeen City we have a consistent understanding of moderation and develop our practices holistically in relation to learner assessment. We are also working to ensure that our tracking and monitoring is robust and consistently applied across all schools.

4.4 **Thematic Review of Alternative Certification Model (ACM)**

- 4.4.1 A Thematic Review of Local Authority approaches to the ACM is currently underway. The review has not yet been published. Aberdeen City Council engaged with Inspectors in April 2021 as part of this national review. We still await the official findings although verbal feedback highlighted a number of strengths including:
- Strong communication
 - Good strategic Leadership and positive culture of collaboration
 - Staff having a good understanding the standards
 - Rigorous layers of quality assurance
- 4.4.2 The feedback identified that very strong communication with clear and consistent messaging was in place. As a result, parent/carers, young people and staff feel well supported and have confidence in the processes in place to deliver the ACM.
- 4.4.3 Collective and coherent approaches to supporting schools through weekly Head Teacher meetings are highly valued and seen to be a stabilising influence. It was reported that there is a shared understanding of expectations and a consistent approach being adopted across all schools. This clarity of communication, particularly in an uncertain context is creating confidence. This confidence is passed onto learners and learners are feeling less anxious.
- 4.4.4 It is recognised that there is an extremely positive culture across the city and collaboration and collegiate working is helping the service develop a highly effective ACM and associated high quality guidance for staff. Collaboration and collegiality are evident at senior and middle leadership level as well as across practitioners. It was noted that this is very special and stands Aberdeen in very good stead generally as we move forward.
- 4.4.5 Through this review all staff spoke positively about the work to explore the standards and highly appreciated having protected in-service time to undertake this work. Staff spoke positively about the on-going opportunity to link with each other. This again

should be maintained and stands us in good stead as a working model for improvement across the Local Authority, beyond procedures for the ACM. As part of this work ACC Moderation and Assessment Guidance has been developed (see appendix A).

- 4.4.6 It was reported that all staff have a sound understanding of their role in quality assuring the predicted results. Staff spoke in detail about their role and could evidence impact. The ability to layer at class teacher, faculty, school and Local Authority level is a strength and all staff spoke about their role in the process. The use of the Power BI tool has the potential to transform work at school and Local Authority level.
- 4.4.7 Colleagues reviewing this work were genuinely inspired by their time with us and shared a number of considerations as they realise our capacity for improvement.
- In the short-term, use the strength apparent in collegiate working; work together on a PSE insert to ensure that young people are well supported during a term where they will be facing a significant amount of assessment (such as time management and study planning).
 - Consider how we support learner agency in the longer term – how do we reshape our Personal and Social Education programme to ensure continued self-efficacy and learner agency?
 - The roll out of Power BI data analysis tool provides an ideal and transformational opportunity to deepen understanding of data at class teacher level.
 - Build on existing collaborations and continue to consider the balance of learning, teaching and assessment.
 - Gather quantitative data at Local Authority level to validate our processes (pupil, staff and parents and carers). Check learner understanding of arrangements.
- 4.4.8 In summary, the positive and solution-oriented attitudes witnessed repeatedly over the throughout the review period were identified as inspirational. There was excitement about what we could achieve and belief that our capacity and capability for improvement is significant.

5. FINANCIAL IMPLICATIONS

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

6. LEGAL IMPLICATIONS

- 6.1 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.

7. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Lack of alignment within improvement planning, strategic objectives and Education Scotland recommendations	L	Service Improvement plan will respond to recommendations in alignment with Council's strategic objectives
Compliance	Failure to deliver on legal duties	L	Actions and proposed actions satisfy these legal duties
Operational	Risk of employees feeling overwhelmed by the many improvements required.	L	Support in place from the Local Authority Education Service
Financial	N/A		
Reputational	Risk of reputational damage for school and service	M	This report will provide some assurance that plans being implemented are effective
Environment / Climate	N/A		

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	Children who have their learning and wellbeing needs well met are more able to contribute to a prosperous economy
Prosperous People Stretch Outcomes	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.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Not required
Data Protection Impact Assessment	Not required

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A - ACC Moderation and Assessment Guidance.

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Aberdeen City Council Guidance on the Alternative Certification Model



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1. CONTEXT AND PURPOSE

The [Deputy First Minister's announcement on 8 December 2020](#) outlined the decision to cancel examinations for National 5, Higher and Advanced Higher courses. An Alternative Certification Model is in place where young people receive awards based on teacher judgement of demonstrated attainment.

On 16 February, the National Qualifications Group 2021 (NQ21) published [revised arrangements for the Alternative Certification Model and the timeline for delivering National 5, Higher and Advanced Higher results in session 2020-21](#). This document outlines the 5 key stages the Alternative Certification Model is based on. The Local Authority moderation strategy and procedures is designed to meet the requirements contained within the Alternative Certification Model.

The following guidance outlines the strategy and processes in place to support the moderation of provisional results across Aberdeen City's 11 secondary schools. Our key purpose is to provide the SQA with robust, quality assured provisional results by June 25. These results will stand up to external scrutiny by the SQA.

Staff, parent/carers, and young people will have confidence that the provisional results submitted have been through a thorough moderation process at a local and national level.

2. MODERATION STRATEGY

ACC's Moderation Strategy is based on the expectations contained within the five key stages of the revised alternative certification model:

Date/Stage	Events/Focus
<p>Stage 1: Ongoing until April 2021</p> <p>Teachers and lecturers can access subject specific guidance, assessment resources and Understanding Standards materials</p>	<ul style="list-style-type: none"> learning and teaching ongoing. Schools and colleges are supported by local and national subject networks. SQA provides ongoing Understanding Standards support for schools and colleges. Schools and colleges gather evidence and support learners, providing feedback. School, college and local authority quality assurance takes place.
<p>Stage 2: April to May 2021</p> <p>SQA requests, reviews, and provides feedback on assessment evidence from each school and college.</p>	<ul style="list-style-type: none"> Learning, teaching and consolidation ongoing. Schools and colleges continue to gather evidence and support learners, providing feedback on progress as supported by existing evidence. School, college and local authority quality assurance continues. SQA samples candidate evidence from all schools and colleges, and provides feedback. Schools and colleges start to develop provisional results based on the available evidence and feedback from SQA sampling. Schools, colleges or local authorities can engage in dialogue with SQA where further support is required.

Date/Stage	Events/Focus
<p>Stage 3: end of May to 25 June Schools, colleges and local authorities work through feedback and implement their own quality assurance of the provisional results.</p>	<ul style="list-style-type: none"> • Learning and teaching ongoing. • Schools and colleges continue to gather evidence and support learners, providing feedback on progress as supported by available evidence. • Schools and colleges take actions in relation to SQA feedback. • Schools and colleges carry out quality assurance checks. Heads of centre endorse the process and outcomes per subject. • Local authorities (where applicable) engage with schools to carry out quality assurance checks. • Schools, colleges or local authorities can speak with SQA where further support is required.
<p>Stage 4: by 25 June 2021 Schools and colleges submit quality assured provisional results to the SQA.</p>	<ul style="list-style-type: none"> • Further information on how to submit the provisional results to SQA will be issued to schools and colleges.
<p>Stage 5: June 2021 SQA carries out national check of provisional results and discusses any issues with schools, colleges and local authorities.</p>	<ul style="list-style-type: none"> • SQA undertakes post-submission data checks (administrative). • If SQA identifies issues with the provisional results, these will be checked with schools and colleges and, if appropriate, local authorities. This should be by exception.
<p>Results for learners will be awarded on 10 August 2021.</p>	

2.1 Authority analysis

At an Authority level, the approach to moderation will include support and challenge discussions; analysis of prior attainment and trend data by subject and level; and the utilisation of existing subject expertise including SQA appointees to support an understanding of the standard. Through trio peer moderation meetings, gathering of data and school reports the Authority will be clear on:

- The processes implemented by each school.
- The outcome of those processes.
- The rationale, including any specific circumstances, to account for any significant variances in performance.

2.2 Whole School analysis

Using Power BI and Insight, senior leaders will be able to:

- Identify if there is a significant disparity with the whole school breadth and depth measures from the previous three-year trend,
- Analyse each subject area and check for any major differences. Caution is required where there is a smaller number of entries in any subject area.

- Check each subject area to identify if there is any over or under estimation of performance.
- Check 2021 working grades against the previous three-year trend, to see if 2021 data is mainly in line with previous trends.
- This process will help to establish a baseline from which to check the provisional results being entered for National 5, Higher and Advanced Higher. Consideration of the breadth and depth measures for individual year groups will also be considered.

2.3 Faculty/Subject analysis

Data sets via Power BI and Insight will help to inform an analysis and dialogue at a Faculty/Subject level. The Power BI reports will compare estimate results (by band) submitted for each subject (Nat 5, Higher, AH) and the actual result which was awarded.

This can be helpful when considering how concordant a subject has been over time. Data can be used to identify any trends, such as a consistent pattern of over or under estimation of grades. Senior Leadership Teams and Faculty Heads will be best placed to provide the attainment story sitting behind the data. There may be a range of factors as to why there is a change in subject performance and each school will be able to detail these.

2.4 Individual Pupil analysis

Schools will provide working grades to the Business Intelligence and Performance Team. This data will then be uploaded into Power BI in a format which allows for an analysis at an individual pupil level.

The following Power BI reports will be provided and support whole school, faculty and individual attainment analysis:

- Summary on individual pupil level (stage, registration class, SCN, name, surname, subject, level, band & grade).
- Summary at a school level (stage, subject, level & grade).
- Breadth and depth information (by stage based on S4 roll).

Subject	National 5	Higher
Chemistry	A	
Computing Science	A	
Engineering Science	A	
English	A	
Mathematics	A	
Physics	A	
Biology	C	
Business Management	B	
English	B	
Geography	D	
Modern Studies	A	
Chemistry	B	
Engineering Science	A	
English	A	
Graphic Communication	C	
Mathematics	B	
Physics	A	
Art & Design	A	
English	A	
History	A	

**Aberdeen City: Historic SQA Examination Results (August Data) & Current Data for Moderation
SCQF Level 5 - 7 (National 5, Higher and Advanced Higher)**

Schools

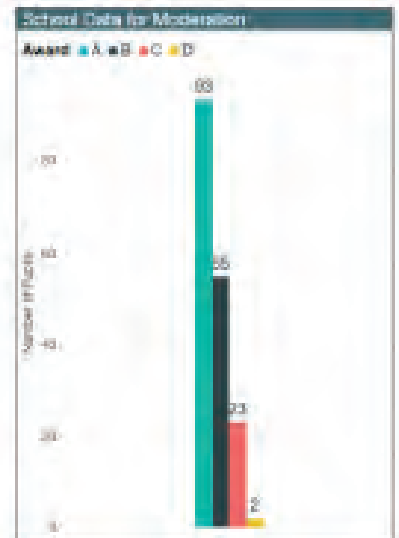
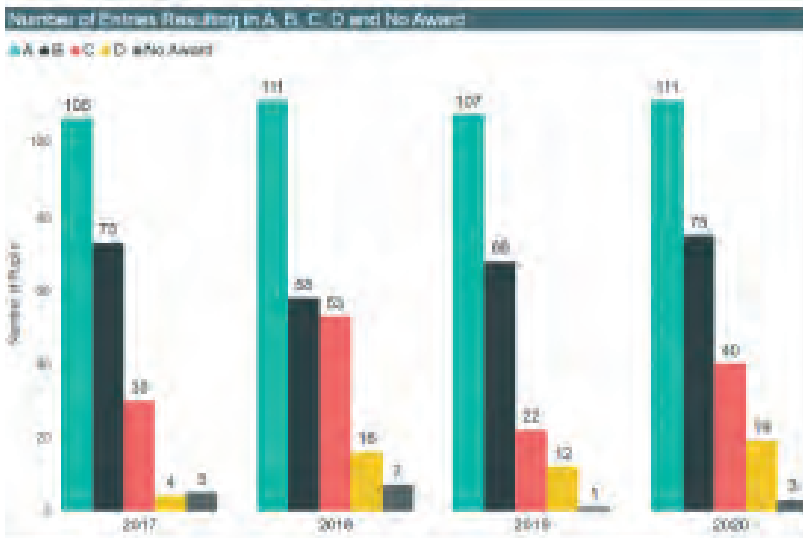
Year
Multiple selections

Level
National 5

Subject
English

Stage
94

HOME



**SQA 2020 Data for Moderation
Breadth and Depth
84 Based Roll**

Stage

HOME

SCQF Level 5

A-D	% A-D	A-C	A-B	A-B	A-B	A	A
1 or more 20	51.0 or more 55.19%	1 or more A-C 18	1 or more A-C 20.9%	1 or more A-B 10	1 or more A-B 10.9%	1 or more A 0	1 or more A 0.0%
2 or more 128	62.0 or more 66.20%	2 or more A-C 167	62.0 or more A-C 66.20%	2 or more A-B 78	62.0 or more A-B 66.20%	2 or more A 0	2 or more A 0.0%
3 or more 151	71.0 or more 74.19%	3 or more A-C 171	71.0 or more A-C 74.19%	3 or more A-B 102	71.0 or more A-B 74.19%	3 or more A 0	3 or more A 0.0%
4 or more 188	84.0 or more 88.59%	4 or more A-C 188	84.0 or more A-C 88.59%	4 or more A-B 130	84.0 or more A-B 88.59%	4 or more A 0	4 or more A 0.0%
5 or more 147	69.0 or more 72.09%	5 or more A-C 104	69.0 or more A-C 72.09%	5 or more A-B 70	69.0 or more A-B 72.09%	5 or more A 0	5 or more A 0.0%
6 or more 95	46.0 or more 48.20%	6 or more A-C 57	46.0 or more A-C 48.20%	6 or more A-B 41	46.0 or more A-B 48.20%	6 or more A 0	6 or more A 0.0%
7 or more 3	1.5 or more 1.59%	7 or more A-C 0	1.5 or more A-C 1.59%	7 or more A-B 0	1.5 or more A-B 1.59%	7 or more A 0	7 or more A 0.0%
8 or more 0	0.0 or more 0.0%	8 or more A-C 0	0.0 or more A-C 0.0%	8 or more A-B 0	0.0 or more A-B 0.0%	8 or more A 0	8 or more A 0.0%

SCQF Level 6

A-D	% A-D	A-B	A-B	A-B	A-B	A	A
1 or more 10	11.1 or more 12.0%	1 or more A-B 10	11.1 or more A-B 12.0%	1 or more A-B 10	11.1 or more A-B 12.0%	1 or more A 0	1 or more A 0.0%
2 or more 40	44.4 or more 47.3%	2 or more A-B 40	44.4 or more A-B 47.3%	2 or more A-B 40	44.4 or more A-B 47.3%	2 or more A 0	2 or more A 0.0%
3 or more 60	66.7 or more 70.8%	3 or more A-B 60	66.7 or more A-B 70.8%	3 or more A-B 60	66.7 or more A-B 70.8%	3 or more A 0	3 or more A 0.0%
4 or more 80	88.9 or more 93.9%	4 or more A-B 80	88.9 or more A-B 93.9%	4 or more A-B 80	88.9 or more A-B 93.9%	4 or more A 0	4 or more A 0.0%
5 or more 100	111.1 or more 117.3%	5 or more A-B 100	111.1 or more A-B 117.3%	5 or more A-B 100	111.1 or more A-B 117.3%	5 or more A 0	5 or more A 0.0%
6 or more 120	133.3 or more 140.0%	6 or more A-B 120	133.3 or more A-B 140.0%	6 or more A-B 120	133.3 or more A-B 140.0%	6 or more A 0	6 or more A 0.0%
7 or more 140	155.6 or more 163.3%	7 or more A-B 140	155.6 or more A-B 163.3%	7 or more A-B 140	155.6 or more A-B 163.3%	7 or more A 0	7 or more A 0.0%
8 or more 160	177.8 or more 185.3%	8 or more A-B 160	177.8 or more A-B 185.3%	8 or more A-B 160	177.8 or more A-B 185.3%	8 or more A 0	8 or more A 0.0%
9 or more 180	199.9 or more 207.8%	9 or more A-B 180	199.9 or more A-B 207.8%	9 or more A-B 180	199.9 or more A-B 207.8%	9 or more A 0	9 or more A 0.0%
10 or more 200	222.2 or more 232.0%	10 or more A-B 200	222.2 or more A-B 232.0%	10 or more A-B 200	222.2 or more A-B 232.0%	10 or more A 0	10 or more A 0.0%

SCQF Level 7

A-D	% A-D	A-B	A-B	A-B	A-B	A	A
1 or more 3	3.7 or more 3.9%	1 or more A-B 3	3.7 or more A-B 3.9%	1 or more A-B 3	3.7 or more A-B 3.9%	1 or more A 0	1 or more A 0.0%
2 or more 12	13.3 or more 13.9%	2 or more A-B 12	13.3 or more A-B 13.9%	2 or more A-B 12	13.3 or more A-B 13.9%	2 or more A 0	2 or more A 0.0%
3 or more 21	23.3 or more 24.1%	3 or more A-B 21	23.3 or more A-B 24.1%	3 or more A-B 21	23.3 or more A-B 24.1%	3 or more A 0	3 or more A 0.0%
4 or more 30	33.3 or more 34.4%	4 or more A-B 30	33.3 or more A-B 34.4%	4 or more A-B 30	33.3 or more A-B 34.4%	4 or more A 0	4 or more A 0.0%
5 or more 39	43.3 or more 44.6%	5 or more A-B 39	43.3 or more A-B 44.6%	5 or more A-B 39	43.3 or more A-B 44.6%	5 or more A 0	5 or more A 0.0%
6 or more 48	53.3 or more 54.9%	6 or more A-B 48	53.3 or more A-B 54.9%	6 or more A-B 48	53.3 or more A-B 54.9%	6 or more A 0	6 or more A 0.0%
7 or more 57	63.3 or more 65.2%	7 or more A-B 57	63.3 or more A-B 65.2%	7 or more A-B 57	63.3 or more A-B 65.2%	7 or more A 0	7 or more A 0.0%
8 or more 66	73.3 or more 75.5%	8 or more A-B 66	73.3 or more A-B 75.5%	8 or more A-B 66	73.3 or more A-B 75.5%	8 or more A 0	8 or more A 0.0%
9 or more 75	83.3 or more 85.8%	9 or more A-B 75	83.3 or more A-B 85.8%	9 or more A-B 75	83.3 or more A-B 85.8%	9 or more A 0	9 or more A 0.0%
10 or more 84	93.3 or more 96.1%	10 or more A-B 84	93.3 or more A-B 96.1%	10 or more A-B 84	93.3 or more A-B 96.1%	10 or more A 0	10 or more A 0.0%

3. MODERATION TIMELINE

Date/Stage	Events/Focus
10 August – 7 June	<ul style="list-style-type: none"> Focus on learning and teaching to consolidate understanding Formative assessment to help inform teacher judgement and provide pupils with valuable feedback to secure improvement. Approach to capturing assessment evidence will adapt in response to the pandemic and any associated mitigations (e.g. lockdown, L4 restrictions). Phased return of subjects with a high level of practical activity will allow for capturing assessment evidence from 22 February. Any assessment will only take place if sufficient learning and teaching has taken place. There will be a dual process whereby learning and teaching will continue, and assessments will run as and when appropriate to capture demonstrated attainment when young people are ready. SQA has emphasised the importance of splitting assessment pieces to allow greater flexibility in capturing assessment evidence to demonstrate attainment. Faculty PTs will follow this advice when planning opportunities for capturing assessment evidence. In school moderation including cross marking and sampling of pupil evidence. In school analysis and input of data.
February In Service February Senior Leader Peer Moderation	N5/H/AH School and LA Moderation: <ul style="list-style-type: none"> Understanding the Standard In Service events for all class teachers. Senior Leader Peer Moderation explore meetings to approaches to the effective use of data to support moderation of provisional results.
4th May In Service SQA guidance on producing provisional results has been shared, understood and used by all teaching colleagues. All teaching staff to complete Determining provisional results at National 5, Higher and Advanced Higher.	In school moderation including cross marking and sampling of pupil evidence. Where a subject area requires support, the LA makes appropriate arrangements in partnership with Head Teacher. There may be instances where there is one subject specialist within the school who would appreciate working with a colleague in another school.
Moderation Days 28th May 4th June	On 28th May, teaching staff led by the Faculty PT will continue with marking and moderation of pupil work to support decision-making regarding provisional results. On 4th June, final provisional results will be submitted to the Business Intelligence Team.

Date/Stage	Events/Focus
7 - 14 June	<ul style="list-style-type: none"> • Schools submit faculty and whole school data and report to LA. This is a live document which will allow schools to continue moderation activities at the same time as the Business Intelligence Team. • School is then provided with individual pupil data on PowerBI. Schools will use this to pick up on any individual anomalies. For example, schools may ask House Teams to review data for individual pupils and report back any anomalies. • Schools receive feedback on data submitted from LA. For example, the LA may spot a significant drop in a whole school measure or a significant increase in a subject specific measure. • Following feedback received, the HT may decide to revise the provisional results. This is the responsibility of the HT based on their knowledge of subjects and cohorts. Any such decision will be made in partnership with the Faculty PT and Senior Leadership Team. • It may also be the case that schools continue to assess and gather demonstrated attainment for pupils where they have missed learning, teaching and assessment opportunities (e.g. self-isolation).
By 25 June	<ul style="list-style-type: none"> • Final Submission of provisional results to SQA • Individual schools will agree their own internal administration dates to allow for the final deadline to be met.
*Dates can be subject to change by the Scottish Government.	

4. FEBRUARY DATA MEETINGS AND INSET DAY

• Data Meetings

In February, each school's approach to data analysis will be validated by peer senior leaders within their trio/quad schools, a central officer, and a member of the Business Intelligence Team. This will take place via Teams.

The following reflective questions will be used to support and facilitate this professional dialogue and each school will complete and submit a report to the central team prior to the meeting (completed exemplar Appendix B):

<p>On a whole school basis:</p>	<ul style="list-style-type: none"> • How do you plan to measure the previous trend data (3 years minimum and excluding 2020) for the national qualifications being presented? • How will you use this data to help inform the whole school picture for 2021? • How will this help you establish a baseline to check the predicted grades being entered for National 5, Higher and Advanced Higher? Consideration of the breadth and depth measures for individual year groups may be beneficial here. • Power BI points to where there is an over and under estimation in terms of estimate grades entered and final SQA awards. Any clear issues emerging?
<p>On a subject specific basis:</p>	<ul style="list-style-type: none"> • How do you plan to use previous trend data in conversations with Faculty PTs? • Any issues that you can share at this point which may impact on 2021 attainment? • Any reasons why any whole school measures or subject attainment may be out of line with previous trends? Examples: staffing, improvement due to attainment action plan, new school.
<p>On an individual pupil basis:</p>	<ul style="list-style-type: none"> • How do you intend to check if there are any attainment discrepancies? Example: attaining highly across all subjects except for one and it is in the same curricular area.
<p>Any support required? If so, please outline what would be helpful.</p>	

• Inset Days

Each member of staff presenting a pupil for a national qualification will engage with [SQA Understanding the Standards resources](#) on 16/17 February. For those subjects with an identified lead in the city, Google Meet sessions will be in place to facilitate collegiate and professional dialogue around the standard.

SQA is adding to the broad range of subject-specific materials which are already available. This includes a programme of new webinars as well as the creation of other materials for subjects that have identified the need for additional support. Additional webinars and materials may be added depending on teacher and lecturer needs. Recordings are made available on SQA's website for anyone who is unable to attend the live webinar.

Understanding Standards materials are available from SQA's NQ subject pages and Understanding Standards website.

In preparation for the Inservice Days, an up-to-date list of SQA markers in the Authority was created. This was done in consultation with schools to ensure accuracy. From this list, volunteers were identified to support and facilitate a professional dialogue based around the SQA Understanding Standards. A drop-in session for these subject leads took place on Monday 8th February to allow for a discussion around the format of the subject meetings. This session was led by an experienced SQA Assessor.

A suggested outline of the Inservice Days was shared with leads for discussion ([Appendix B](#))

Leading on from the In-Service day there will be an opportunity for further collaboration with colleague/s. Over 45 colleagues in the City have come forward to support this, with varying levels of experience and roles within the SQA.

5. JUNE DATA COLLECTION AND REPORT

Between February and June, schools will continue to gather evidence and populate their internal tracking systems (update working grades). Schools will continue to share working grades with pupils and parent/carer's in line with the whole school reporting calendar.

In June, the data the school intends to submit to SQA will be checked by the Business Intelligence and Performance Team. To ensure a full understanding of the school's attainment story, the HT/DHT will complete a report which will sit alongside the data and explain any variance from previous attainment trends.

Data and Reports for all schools will be held centrally and can be used in any dialogue with the SQA should they question central officers about any variance in a school's data.

6. APPENDICES

A. [Power BI Guidance](#)

B. February Inservice Days

Time	Tuesday 16th February National 5 - Focus
9:00am-10:30am	Access Understanding Standards + Subject Webinars. Preferably using the 2019 paper which is an answered script (where available or closest available year), blind mark the paper. This means do not activate the comments on the paper.
10:30am-11:00am	Break
11:00am-1:00pm	<p>N5 Lead groups-break into Subject specific groups accessed via the Google meet link. (to be shared via Headteachers prior to the inset days)</p> <ul style="list-style-type: none"> • Welcome and outline of the session. • Work through script providing marks awarded using the comments that are provided by the SQA. • Opportunity for questions in each section/open discussion. • Discussion on common themes coming through or other issues raised. Discussion on assessment aspects that offer most challenge to learners. • Summary of main points and end of session.

Time	Wednesday 17th February Higher - Focus
9:00am-10:30am	Access Understanding Standards + Subject Webinars. Preferably using the 2019 script which is an answered script where available or closest available year), blind mark the paper. This means do not activate the comments on the paper.
10:30am-11:00am	Break
11:00am-1:00 pm	<p>Higher Lead groups - break into Subject specific groups accessed via the shared Google meet link.</p> <ul style="list-style-type: none"> • Welcome and outline of the session. • Work through script providing marks awarded using the comments that are provided by the SQA. • Opportunity for questions in each section/open discussion. • Discussion on common themes coming through or other issues raised. Discussion on assessment aspects that offer most challenge to learners. • Summary of main points and end of session.

C. February Data Meeting - Reflective Questions Template/Exemplar

ASSESSMENT AND MODERATION MEETING FEBRUARY 2021

School: Aberdeen City School

Please refer to the paper Senior Phase - use of data and professional learning 2020/21 previously issued.

The purpose of data analysis is to support the submission of fair predicted awards for each candidate to the SQA by 18 June. Each school's approach to the use of data will be discussed and validated at a meeting with peer senior leaders within trio/quad groupings, a central officer and a member of the Business Intelligence Team.

Please complete the following template to illustrate your school's approach to data analysis and share this with colleagues at least two days prior to your agreed meeting time. A few bullet points within each heading will suffice.

WHOLE SCHOOL ANALYSIS	
<p>How do you plan to measure the previous trend data for the NQ being presented? (3 years minimum excluding 2020).</p> <p>How will you use this data to help inform the whole school picture for 2021?</p> <p>How will this help you to establish a baseline to check the predicted grades being entered for National 5, Higher and Advanced Higher? (Consider the breadth and depth measures for individual year groups.)</p>	<ul style="list-style-type: none"> Review Insight data and Power Bi data Make use of data already captured for use in 2020. This provided a clear picture of how concordant the school was in terms of breadth and depth measures. For 2020, the analysis gave an overview that N5 seemed lower than previous years, Higher and Advanced Higher showed a slight increase. Input 2021 working grades and check these against previous three year trend, check and see if 2021 data is mainly in line with previous trends. Accept that there may be an increase due to changed assessment methods. If there is a significant disparity with the whole school measures from the previous three year trend, look in particular at subjects with a larger pupil uptake, Maths and English and check for any major differences. Then, go through the other subject areas as well.
<p>Power Bi indicates where there is an over and under estimation of estimate grades entered and final SQA awards. Are there any clear issues emerging? Please give details.</p>	<ul style="list-style-type: none"> N5 = 1141 presentations, differential is -0.18 Higher = 838 presentations, differential is -0.16 <p>Power Bi generated the averages for N5 and Higher from all subjects in the school. The rating indicates the percentage difference between the predicted grade and the final grade for the number of young people finally presented. If it is negative, the final grade was on average lower. If 0 it is, on average, 100% accurate. If positive, it means, on average, pupils did better than expected.</p> <p>The data shows the school was largely in line. Check for subject specific detail for any over or under estimation. Discuss this data with PTs and raise awareness.</p> <p>Subject specific under estimation:</p> <p>Subject specific over estimation:</p>

<p>Are there any issues to be shared at this point which may impact on 2021 attainment at whole school level? For example: staffing, new school.</p>	<ul style="list-style-type: none"> • Attainment Action Plan – introduction of N5 Application of Maths for S5 pupils, this is showing improved engagement and improved pass rate for S5 pupils at SCQF Level 5. This may push up SCQF Level 5 measure. • Staffing issue in Modern Languages may impact on Higher French results. • Covid related engagement issues with identified learners. Tracking of engagement and cause for concerns identify the pupils concerned and action has been taken on an individual basis. Practical subjects – but this will be a national issue and may be overtaken by national decisions. • May be less No Awards. Allowing Change of Level but no withdrawal from courses. Pupils have longer to demonstrate attainment with 18 June date.
SUBJECT ANALYSIS	
<p>How do you plan to use previous trend data in conversations with PTs?</p>	<ul style="list-style-type: none"> • Subject staff have the three year trend data already. PTs already know where each subject and level should sit in % terms – No of As, Bs, Cs, Ds, NA. • Check working grades for 2021 presentation against previous trend. Challenge if grades falling below e.g. significantly fewer As. Seek justification and ask for evidence base if too high.
<p>Are there any issues to be shared at this point which may impact on 2021 attainment in a specific subject? For example: staffing, impact of attainment action plan? Is there any subject/level of concern?</p>	<ul style="list-style-type: none"> • Attainment Action Plan – introduction of N5 Application of Maths for S5 pupils, this is showing improved engagement and improved pass rate for S5 pupils at SCQF Level 5. • Staffing issue in Modern Languages may impact on Higher Mandarin results.
INDIVIDUAL PUPIL ANALYSIS	
<p>How will you check for any attainment discrepancies for individual pupils? For example: where a pupil is attaining highly in all courses except one and it is in the same curricular area.</p>	<ul style="list-style-type: none"> • Check each candidate's WG, any obvious errors? • Ask House teams to complete a check across subjects and spot any issues/anomalies • Take back any individual issues to subject PTs and ask for a double check against the evidence.
OTHER	
<p>Do you require any support in this moderation process? Please outline.</p>	<p>Last year, pivot tables were produced which allowed data to be sorted to analyse whole school measures, subject/level and individual grades. The data was extracted from the SQA spreadsheet. The SQA is likely to upload the WG from SEEMIS as the predicted grade this session. The downloading of this data from SEEMIS for analysis is not as straightforward. Conversations have taken place with the Business Intelligence team and if schools provide the WG, it may be possible for PowerBi to do this analysis without the school creating pivot tables.</p>

D. June HT Report Template

Final Head Teacher Moderation Report on Provisional Results June 2020
The following report should be read in conjunction with the data submitted to the Local Authority. The report points to any anomalies in the data submitted. An explanation is provided where there is a variation in a whole school or subject specific trend. There is an opportunity at the end of the report to note any other relevant points.
School:
Whole School Analysis
Faculty/Subject Analysis
Other comments

E. [NQ2021-head-of-centre-statement-of-assurance](#)

F. LA data spreadsheet

To be added after receipt of information from the SQA on the process for collection of the provisional results.

G. [Parent and Carer Guide](#)

H. [NQ-2021 - What you need to know for 2021](#)

H. Assessment Arrangements for 2020-21

Centres do not need to submit assessment arrangement requests to SQA for National Qualifications in 2020-21. You should use the same assessment arrangements processes already in place and:

- Comply with up to date guidance on COVID-19 both from Aberdeen City and Scottish government
- Where an arrangement is not possible, try an alternative. The candidate may need to practice.
- Where candidates are unable to come into the centre, internal assessments can be conducted [remotely](#) provided appropriate authentication measures are in place.
- If you are in any doubt about whether a candidate is eligible for a particular assessment arrangement, or whether the assessment arrangement compromises the assessment or competence standards, your SQA co-ordinator should [contact us](#) as soon as possible

	Action
Assessment arrangement spreadsheet: already verified work	<ul style="list-style-type: none"> • Create and share with staff overview of arrangements already used by learners. • Staff re-familiarise themselves with the arrangements/learner needs and check individual arrangements for their learners/faculty. • Consider if arrangements remain appropriate. • Any new emerging arrangement needs: • Follow normal procedures in gathering evidence as quickly as possible • le any emerging health issues that can be evidenced to support additional assessment arrangements.
IT arrangements: Learners requiring IT to use their chrome-books or faculty device in the classroom.	<ul style="list-style-type: none"> • Those requiring text to speech will need to use headphones unless in a room by themselves. If a learner is using a chromebook they will have to open read & write texthelp and access the playback feature. If using a class PC they will need to use an appropriate reader. This should be set up prior and not included in the exam timings. • Arrangements for speech to text/reader/scribe, are in place well in advance • Digital papers to be organised for learners who require them • Chromebooks - it is not possible to disable internet access, ensure invigilator is able to view screen and learner to avoid compromising assessment. Ensure distancing in accordance with COVID guidance. • School computers - exam logins which prevent internet access may be created by technicians/those with access.
Small room accommodation	<ul style="list-style-type: none"> • Assessments all within appropriate class area/ size of cohort, where possible accommodate within the classroom. • Previous accommodation arrangements should be continued. • In exceptional cases small room accommodation may still be required • Consider size of room to enable distancing guidance and ventilation

All assessments must be logged	<ul style="list-style-type: none"> • All arrangements must be recorded with when they were used. • Consider: Learner is issued with a cover sheet with their assessment. Learner completes this, ticking the arrangements used, signs and teacher/invigilator signs and if used kept with assessment
Learner/Parent Communication	<ul style="list-style-type: none"> • Learners should be issued with a letter which details their assessment arrangement (parent copied in) as soon as practicable prior to the assessment date.
Adapted papers	<ul style="list-style-type: none"> • Faculty to adapt papers. Eg. size 14 font/green paper
Extra time	<ul style="list-style-type: none"> • Where appropriate, extra time is factored in to class/period times. Assessments can be split to accommodate this, including SQA Papers. • Extra time is normally up to 25% depending on need. Where extra time above 25% is required this must be evidenced in partnership.
English as an additional language	<ul style="list-style-type: none"> • Where a learner has English as an additional language and whose knowledge of English makes it difficult to communicate their attainment, may be allowed the use of a bilingual translation dictionary in their SQA assessments. Candidates are allowed up to 10 minutes per hour extra time to use the dictionary in the external examination • Record as above.



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