

# Public Document Pack



To: Councillor Greig, Convener; Councillor Mennie, Vice Convener; Councillors Blake, Bouse, Brooks, Cameron, Davidson, Grant, MacGregor, Malik, McLeod, Radley and van Sweeden and Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Michael Crawford (Parent Representative - Secondary / ASN), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Madhav Regmi (Third Religious Representative), Miss Pamela Scott (Teacher Representative - Primary Schools) and Mrs Hilda Smith (Church of Scotland representative).

Town House,  
ABERDEEN, 8 June 2022

## **EDUCATION OPERATIONAL DELIVERY COMMITTEE**

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Council Chamber - Town House** on **TUESDAY, 14 JUNE 2022 at 10.00 am**. This is a hybrid meeting and Members may also attend remotely.

The meeting will be webcast and a live stream can be viewed on the Council's website. <https://aberdeen.public-i.tv/core/portal/home>

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 AND TRANSPARENCY STATEMENTS**

3.1 Members are requested to declare any interests

## **DEPUTATIONS**

4.1 There are no requests for deputation at this time

## **MINUTES OF PREVIOUS MEETINGS**

5.1 Minute of Previous Meeting of 26 January 2022 (Pages 5 - 10)

5.2 Minute of Special Meeting of 31 March 2022 (Pages 11 - 12)

## **NOTICES OF MOTION**

6.1 There are no notices of motion at this time

## **COMMITTEE BUSINESS PLANNER**

7.1 Committee Business Planner (Pages 13 - 16)

## **REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES**

8.1 There are no referrals at this time

## **PERFORMANCE AND RISK**

9.1 Performance Management Framework Report – Education Operations - CUS/22/100 (Pages 17 - 36)

9.2 Educational Improvement Journey – 2020-21 Academic Year, Key Performance Indicator Tracking Report - CUS/22/110 (Pages 37 - 62)

## **GENERAL BUSINESS**

10.1 Free School Meals Annual Update - CUS/22/087 (Pages 63 - 70)

10.2 School Estate Plan - RES/22/092 (Pages 71 - 78)

10.3 Early Learning and Childcare Delivery Plan 2022-2024 - OPE/22/084 (Pages 79 - 154)

10.4 Inspection Reporting - OPE/22/089 (Pages 155 - 162)

10.5 Easter and Summer of Play Programmes - OPE/22/090 (Pages 163 - 224)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, email [sdunsmuir@aberdeencity.gov.uk](mailto:sdunsmuir@aberdeencity.gov.uk)

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## EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 26 January 2022. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Malik, Convener; Councillor Imrie, Vice-Convener; Councillor Stewart, the Depute Provost; and Councillors Alphonse, Bell, Cameron, Copland (as substitute for Councillor MacGregor), Lesley Dunbar, Greig, Lumsden MSP (as substitute for Councillor Houghton), Macdonald, Mennie and Radley (as substitute for Councillor Hutchison). External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr Doug Haywood (Teacher Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Madhav Regmi (Third Religious Representative) and Mr Rick Sansom (Parent Representative - Secondary / ASN).

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

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

### DECLARATIONS OF INTEREST

1. There were no declarations of interest.

### MINUTE OF PREVIOUS MEETING OF 25 NOVEMBER 2021

2. The Committee had before it the minute of its previous meeting of 25 November 2021 for approval.

#### The Committee resolved:-

- (i) in relation to article 13 (Campus Model for School Provision) and the request that officers would circulate the weblink to the revised school forecast data to Members once it was available, to note that officers had now received the data and were currently working through it, and it would therefore be issued to Members once available; and
- (ii) to approve the minute as a correct record.

### COMMITTEE BUSINESS PLANNER

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

#### The Committee resolved:-

- (i) to note that item 7 (Performance Management Framework – Education Operations) had been removed from the agenda for the reasons outlined in the planner in relation to availability of data; and
- (ii) to otherwise note the planner.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
26 January 2022

**INSPECTION REPORTING - OPE/22/009**

4. The Committee had before it a report by the Chief Operating Officer which provided an update on Education Scotland and Care Inspectorate inspection reporting. The report advised that school and Early Learning and Childcare inspections had been suspended as a result of COVID-19 however the inspection regime had resumed in October 2021 for settings and schools where a return inspection had been planned.

The report stated that six Aberdeen City schools had participated in full inspection activity with inspectors over late October through to early December 2021 and the inspection results for Harlaw Academy, Dyce School and Loirston School were presented to Committee. It was noted that those still to be published would be shared with Members through a service update when available.

**The report recommended:-**

that Committee –

- (a) note the content of the report for assurance; and
- (b) instruct the Chief Officer – Education to continue to support Early Learning and Childcare (ELC) settings and schools to implement improvements in keeping with the Quality Frameworks.

**The Committee resolved:-**

to approve the recommendations.

**EVALUATION OF THE EXPANSION OF EARLY LEARNING AND CHILDCARE - OPE/22/001**

5. With reference to article 7 of the minute of its meeting of 20 January 2021, the Committee had before it a report by the Chief Operating Officer which presented an evaluation of the Expansion of Early Learning and Childcare Programme and sought agreement for the development of an Early Learning and Childcare Delivery Plan for 2022-2024 based on the evaluation.

**The report recommended:-**

that Committee –

- (a) approve the Evaluation of the Expansion of Early Learning and Childcare available in Appendix A and B;
- (b) instruct the Chief Officer - Education to prepare a new Early Learning and Childcare Delivery Plan for 2022-24 based on the findings of this evaluation for presentation at the next meeting of this Committee; and
- (c) note the reduction of £4.6m in ring-fenced grant funding for the Expansion of Early Learning and Childcare next year and instruct the Chief Officer – Finance to include details of the impact, alongside the other implications of the 2022/23 financial settlement, in the budget report to be presented to the Council on 7 March 2022.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
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**The Committee resolved:-**

- (i) to note that officers would provide further detail to Members via service update in relation to (a) the number of children entitled to 1140 hours who were not receiving 1140 hours; and (b) the number of children attending who received free school meals;
- (ii) to note that officers would ensure that there was communication with the External Members in relation to any education budget matters considered at the Council Budget meeting in March;
- (iii) agree that the cornerstone of our investment had been our expenditure in outdoor learning, this being reflected in the establishment of two outdoor nurseries at Hazlehead Park and Duthie Park;
- (iv) to note the Hazlehead Park and Duthie Park Outdoor Nursery provision would see Aberdeen City being the only Local Authority to offer two all year round outdoor nurseries, which were local authority run and based in urban parks, and agree the establishment of these two outdoor nurseries was a pioneering provision for the Early Years sector which the Council had made happen; and
- (v) to approve the recommendations contained in the report.

**HOW CHILDREN AND YOUNG PEOPLE WANT TO ADDRESS CLIMATE CHANGE - OPE/22/015**

6. With reference to article 5 of the minute of its meeting of 23 September 2021, the Committee had before it a report by the Chief Operating Officer which presented the outcome of work undertaken with children and young people in city schools to capture their ideas to help address climate change. A survey had been undertaken with pupil groups and school leaders and the results were presented to Committee for consideration.

**The report recommended:-**

that Committee –

- (a) note the work already being undertaken in schools to address climate change;
- (b) instruct the Chief Officer – Education and Chief Officer – City Growth to progress the development of accessible information for children and young people relating to Net Zero; and
- (c) consider the suggestions on how to address climate change from our children and young people and decide which can be taken forward to be looked at in more detail.

**The Committee resolved:-**

- (i) to request that officers circulate an annual service update to provide Members with detail on progress made with the climate change initiatives work both ongoing and outlined in the report;
- (ii) to note the work already being undertaken in schools to address climate change;

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- (iii) to instruct the Chief Officer – Education and Chief Officer – City Growth to progress the development of accessible information for children and young people relating to Net Zero;
- (iv) to note the suggestions on how to address climate change from our children and young people;
- (v) to instruct the Chief Officer – Education and Chief Officer – Strategic Place Planning to organise an adapted child friendly version of COP26 for climate change pupil champions from Aberdeen City Schools to take place on 3 March 2022 in the Town House;
- (vi) to agree that Aberdeen City Council Schools should appoint a President from a secondary school to preside over the Child friendly COP26 event held in the Town House with appropriate support from officers; and
- (vii) to instruct the Chief Officer – Education, in consultation with the Convener of the Education Operational Delivery Committee, to liaise with the Aberdeen City Schools child friendly COP26 version event President to present the findings of this event to a special meeting of this Committee on Thursday 14 April 2022.

**SUPPORTING LEARNERS - OPE/22/010**

7. The Committee had before it a report by the Chief Operating Officer which provided an update on progress with the work undertaken in respect of Supporting Learners in Aberdeen City. The report advised that information was included about the work undertaken to promote the Early Intervention Consultation option offered by the Educational Psychology Service, as requested by Committee at its meeting of 3 June 2021.

**The report recommended:-**

that Committee –

- (a) note the approach being taken and progress made to date with the programme; and
- (b) instruct the Chief Officer – Education to report on the programme within one calendar year.

**The Committee resolved:-**

- (i) to request that officers include data in relation to highly gifted children and young people in the service update due to be circulated in relation to the Early Learning and Childcare data (article 5 refers); and
- (ii) to approve the recommendations.

**STATUTORY CONSULTATION REPORT: PROPOSED NEW CATCHMENT AREAS FOR GAELIC MEDIUM EDUCATION - RES/01/022**

8. With reference to article 7 of the minute of its meeting of 3 June 2021, the Committee had before it a report by the Director of Resources which presented the

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outcomes of a statutory consultation, on a proposal to introduce school catchment areas for the existing Gaelic Medium Education provision in Aberdeen City.

**The report recommended:-**

that Committee –

- (a) agree to establish a catchment area for Gaelic Medium Education provision at Hazlehead Academy, to overlay the existing English medium catchment areas for Hazlehead Academy, Northfield Academy and Aberdeen Grammar School, with effect from 1 August 2022; and
- (b) agree to establish a catchment area for the existing Gaelic Medium Education provision at Gilcomstoun School, to overlay the existing English medium catchment areas for Gilcomstoun School, Ashley Road School, Mile End School and Skene Square School, with effect from 1 August 2022.

**The Committee resolved:-**

- (i) to note that the majority of respondents to the consultation were not supportive of the proposals; and to further note the report from Education Scotland addressing aspects of the proposal which highlighted a number of unaddressed concerns which could unintentionally have a significant impact on the learning opportunities and equity of access of GME provision for children across Aberdeen City;
- (ii) to acknowledge that Aberdeen was not in line with the national trend of increasing uptake for GME provision across Scotland and instruct the Chief Officer – Education to undertake an evaluation of how we can improve uptake in the city and report back to Committee; and
- (iii) to agree to take no action on the current proposals and instruct the Chief Officer – Corporate Landlord to consider and address the concerns from all consultees and stakeholders and further engage to explore all options for consideration and report back to Committee.

**VALEDICTORY**

9. The Convener noted that it was the final meeting of the Committee prior to the local government elections and stated that he therefore wished to give his sincere thanks to the Chief Officer – Education and her team; the Committee Clerk; and the other officers who attended the Committee for their work and support throughout his time as Convener. He thanked the Vice Convener, Councillor Imrie, for her support and placed on record his thanks to both their predecessors, Councillors Wheeler and Lesley Dunbar. He further thanked the External Members and other Elected Members on the Committee for their helpful contributions to meetings, noting that the Committee had always worked together to achieve the best outcomes for Education, and that he was proud of the position of the service at the end of the current Council term.

The Depute Provost, Councillor Greig and Councillor Cameron also put their thanks on record, thanking the Convener for how he had conducted the meetings during his time in the chair.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
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- COUNCILLOR M. TAUQEER MALIK, Convener

## EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 31 March 2022. Minute of Special Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Malik, Convener; and Councillors Al-Samarai (as substitute for Councillor Cameron), Alphonse, Bell, Lesley Dunbar, Graham (as substitute for Councillor Stewart), Greig, Hutchison, Macdonald, MacGregor, Mason (as substitute for Councillor Imrie) and Mennie. External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Madhav Regmi (Third Religious Representative) and Mr Rick Sansom (Parent Representative - Secondary / ASN).

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

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

### DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

1. There were no declarations of interest or transparency statements.

### COP EVENT FOR CHILDREN AND YOUNG PEOPLE - OPE/22/068

2. With reference to article 6 of the minute of its previous meeting, the Committee had before it a report by the Chief Operating Officer which provided an update on the findings of the child-friendly version of COP26 which had been held on 3 March 2022.

The report advised that all secondary schools had been invited to nominate a City Climate Change president. After pupils were nominated, they had been asked to complete a 300-word application explaining their thoughts on the climate emergency and what they would like to see in their city of Aberdeen to improve the local environment. Following a robust application process Charles Turner, from Aberdeen Grammar School, had been successfully appointed to the role. The report advised that he would chair the proposed new monthly Pupil Climate Change Group, and would be accompanied in his role by Best Abalaka, Harlaw Academy, and Aurora MacDonald, Aberdeen Grammar School, as Climate Change Vice Presidents.

The findings from the event were appended to the report.

The Committee welcomed Charles Turner to the meeting. Mr Turner explained that he had felt that it was morally ethical to apply for the role, particularly as, in common with many people in Aberdeen, he had family who worked in the oil and gas sector. He addressed the serious concerns young people had around climate change, noting that he felt that dependence on oil and gas was not sustainable. He thanked the Council for the opportunity given to his generation to put their thoughts forward, noting the importance of events such as the mock COP26, and further thanked the Council for the

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31 March 2022

investment of £150,000 to take forward the ideas of young people in relation to climate change initiatives. He stated that the youth of Aberdeen had so much to say, but had not really had the chance to do so. Mr Turner added that having a 'seat at the table' was so important, and he looked forward to chairing the monthly climate change meetings and making contact with Members to discuss matters further.

Members thanked Mr Turner for his passionate speech and asked him a number of questions in relation to his thoughts on climate change.

**The report recommended:-**

that Committee –

- (a) note the findings of the COP event held on 3 March 2022;
- (b) congratulate and thank the Pupil Climate Change President and Vice Presidents for their commitment to helping the city work towards Net Zero;
- (c) instruct the Chief Officer - Education to support the establishment of a monthly Pupil Climate Change Group to be chaired by the Pupil Climate Change President and Vice Presidents;
- (d) instruct the Chief Officer - Education to support the Pupil Climate Change President to lead the Pupil Climate Change Group to draft an Action Plan based on the findings of the event on 3 March 2022 and communicate plans with all children and young people across the city;
- (e) instruct the Chief Officer - Education to support the Pupil Climate Change Group to allocate the £150,000 awarded to the Group at the Council Budget meeting on 7 March 2022 against their Action Plan;
- (f) instruct the Chief Officer - Education to support the Pupil Climate Change President to report the impact of the £150,000 awarded to the Group within one calendar year; and
- (g) agree to establish a yearly event for secondary young people to help shape city strategy around Net Zero and Climate Change.

**The Committee resolved:-**

- (i) to thank Mr Turner for his attendance and contribution at the meeting;
- (ii) to note that the report on the impact of the £150,000 awarded to the Group would be presented to the Education Operational Delivery Committee within one calendar year; and
- (iii) to approve the recommendations.

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



	A	B	C	D	E	F	G	H	I
1	<b>EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER</b> 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	<b>14 June 2022</b>								
4	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		Paul Tytler	Early Intervention and Community Empowerment	Customer	1.1.1		
5	Early Learning and Childcare Delivery Plan 2022-2024	EODC 26/01/22 - to approve the Evaluation of the Expansion of Early Learning and Childcare; and instruct the Chief Education Officer to prepare a new Early Learning and Childcare Delivery Plan for 2022-24 based on the findings of this evaluation for presentation at the next meeting of this Committee		Louise Beaton	Education	Operations	1.1.1		
6	School Estate Plan	<p>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)</p> <p>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.</p> <p>EOD Committee 25/11/21 - (i) to instruct the Chief Officer - Corporate Landlord to ensure that the principles of the Community Campus model are reflected within the forthcoming School Estate Plan and (ii) to agree that officers should as part of the School Estate Plan indicate preference for Aberdeen City Council's first Community Campus taking into consideration the vision and strategic objectives highlighted at 3.12 of the report noting that those objectives are key to increasing attainment in schools within our regeneration areas</p>	<p>Officers met with external committee members prior to 17 March 2021, to explain the reasons why the school estate plan required to be presented in summer 2022.</p> <p>Officers are currently reporting that the first new Countesswells primary school will be operational in Summer 2023.</p>	Andrew Jones	Corporate Landlord	Resources	1.1.2		
7	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.		Reyna Stewart	Data and Insights	Customer	1.1.3		
8	Easter and Summer of Play Programmes	To present a high level evaluation of the Easter of Play programme and seek approval for the general shape of a Summer 2022 programme		Eleanor Sheppard	Education	Operations	1.1.1		
9	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		

	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									
10	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
11	<b>08 September 2022</b>								
12	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
13	Education Self Evaluation and National Improvement Framework Plan	This report will cover the instruction from EODC 25/11/21 - to instruct the Chief Officer - Education to present an annual report on the progress of care experienced children and young people to the Committee, commencing in September 2022, and will also cover the yearly self evaluation.		Eleanor Sheppard	Education	Customer	1.1.1		
14	Music Service	EODC 23/09/21 - to instruct the Chief Officer – Education to present an evaluation of the impact of the changes to Committee within one calendar year; and to instruct the Chief Officer - Education to implement the continuity of instructors for the provision of musical education noting that this is a vital component in the delivery of the music curriculum		Shona Milne	Education	Operations	1.1.1		
15	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
16	<b>08 November 2022</b>								
17	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
18	Gaelic Medium Education	EODC 26/01/22 - (i) To note the majority of respondents to the consultation were not supportive of the proposals. Further note the Report from Education Scotland addressing aspects of the proposal which highlights a number of unaddressed concerns which could unintentionally have a significant impact on the learning opportunities and equity of access of GME provision for children across Aberdeen City; (ii) to acknowledge that Aberdeen is not in line with the national trend of increasing uptake for GME provision across Scotland and instruct the Chief Officer – Education to undertake an evaluation of how we can improve uptake in the city and report back to committee; and (iii) to agree to take no action on the current proposals and instruct the Chief Officer – Corporate Landlord to consider and address the concerns from all consultees and stakeholders and further engage to explore all options for consideration and report back to Committee.		Andrew Jones / Eleanor Sheppard	Corporate Landlord / Education	Resources / Operations	1.1.1		
19	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		

	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	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Operations	1.1.4		
20	<b>DATE TO BE CONFIRMED</b>								
21	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	Reporting date to be confirmed - dependent on start date of concession contracts	Eleanor Sheppard / Aisling MacQuarrie	Education	Operations	1.1.1		
22	<b>2023</b>								
23	Supporting Learners	EODC 26/01/22 - to instruct the Chief Education Officer to report on the Supporting Learners programme in one calendar year	January	Craig McDermott	Education	Operations	1.1.1		
24	Children's Rights Reporting	TBC	January	Eleanor Sheppard	Education	Operations	TBC		
25	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		
26	Pupil Climate Change Group - Impact of Funding	Special EODC 31/03/22 - to instruct the Chief Education Officer to support the Pupil Climate Change President to report the impact of the £150,000 awarded to the Pupil Climate Change Group within one calendar year	By March 2023	Eleanor Sheppard	Education	Operations	TBC		
27	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Operations	1.1.5		
28	Annual Committee Effectiveness Report	To present the annual EODC effectiveness report	Date to be confirmed	Rob Polkinghorne / Andy MacDonald	Operations / Customer	Operations / Customer			
29									

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<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Performance Management Framework Report – Education Operations
<b>REPORT NUMBER</b>	CUS/22/100
<b>DIRECTOR</b>	Andy MacDonald
<b>CHIEF OFFICER</b>	Martin Murchie
<b>REPORT AUTHOR</b>	Alex Paterson
<b>TERMS OF REFERENCE</b>	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. CURRENT SITUATION**

**Report Purpose**

3.1 This report is to provide members with key performance measures in relation to the Education Operational cluster as originally expressed within the 2021/22 Council Delivery Plan (the Plan) and serves as a conclusion to, and summary of, performance across the 2021/22 fiscal year.

**Report Structure and Content**

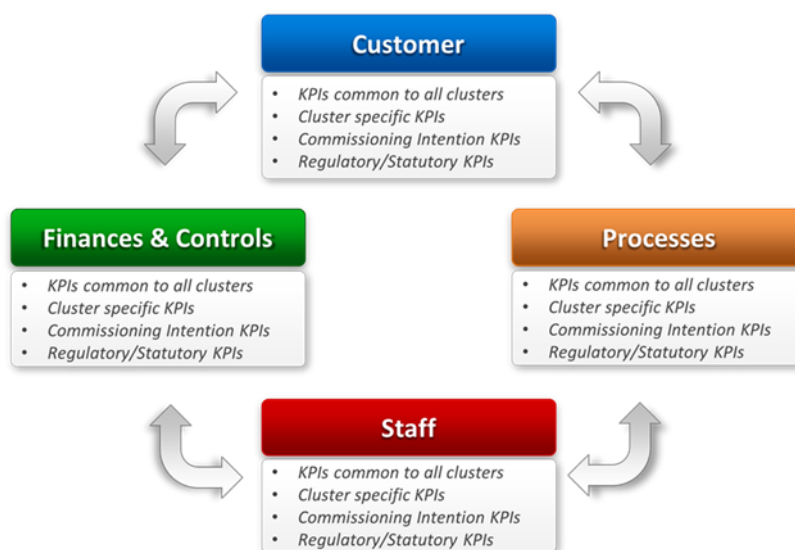
3.2 Performance Management Framework Reporting against in-house delivery directly contributing to, or enabling delivery against, the City’s Local Outcome Improvement Plan, (LOIP) has informed development of successive Council Delivery Plans, including the 2021/22 Plan that was agreed by Council on the 10th March 2021.

3.3 The ‘Performance Management’ section of the 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. This section also outlines the systematic approach that will be taken during 2021/22 to identify, plan and deliver improvement.

3.4 The Plan also reflects on the identification of Service Standards against each function/cluster, that builds on the original Framework which offers insight into

the effectiveness, and accessibility of core service provision to the Council's stakeholders and City communities.

- 3.5 Where appropriate, data capture against these Standards is now directly incorporated within the suite of metrics contained within Appendix A and will be reported against on either a monthly, quarterly or annual basis. These will be updated for future cycles to include any new or amended Standards for 2022/23.
- 3.6 The Performance Management Framework provides for a consistent 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 Committee.







- 3.7 This report, as far as possible, details performance up to the end of March 2022 or Quarter 4 2021/22, as appropriate. Also included on this occasion are appropriate annualised measures for 2021/22 where data is presently available.
- 3.8 Appendix A provides an overview of performance across the Education Operations functions, with reference to recent trends and performance against target. It also includes, at appropriate points in the Appendix, further analysis of performance measures which have been identified as of potential interest in terms of either performance implications, data trends or changes in these metrics. These are listed below:
- Complaints Handling
  - Initial School Leaver Destinations
  - Pupil Attendance 2021/22
  - Cost per Pre-School Place

- 3.9 Within the summary dashboard the following symbols are also used:

### **Performance Measures**

Within the summary dashboard the following symbols are used

## 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

## Children's Rights

- 3.10 This report contains no recommendations or content that require for the direct accounting of impact on children's rights.

## 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. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising out of this report

## 7. RISK

The assessment of risk contained within the table below is considered to be consistent with the Council's Risk Appetite Statement"

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic</b>	None	NA	NA	NA
<b>Compliance</b>	No significant legal risks.	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.	L	Yes

<b>Operational</b>	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer	L	Yes
<b>Financial</b>	No significant financial risks.	Overview data on specific limited aspects of the cluster's financial performance is provided within this report	L	Yes
<b>Reputational</b>	No significant reputational risks.	Reporting of service performance to Members and in the public domain serves to enhance the Council's reputation for transparency and accountability.	L	Yes
<b>Environment / Climate</b>	None	NA	NA	NA

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<p><b>Aberdeen City Council Partnership Agreement</b></p> <p>Improving Educational Choices</p> <p>Creating Better Learning Environments</p> <p>Caring for Young People</p>	<p>This report supports the following key Council priorities:</p> <ul style="list-style-type: none"> <li>- Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</li> <li>- Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships.</li> <li>- Promote the number of apprenticeships on offer through the council.</li> <li>- Work to ensure that every school community provides a safe and respectful environment for young people and staff.</li> <li>- Seek to make Aberdeen a UNICEF Child Friendly City.</li> </ul>



	<p>- Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems.</p> <p>- Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households.</p>
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**[Aberdeen City Local Outcome Improvement Plan](#)**

<p>Prosperous Economy Stretch Outcomes</p>	<p>The detail within Performance Management Framework reporting to this Committee contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p>
<p>Prosperous People Stretch Outcomes</p>	<p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following objectives</p> <p>Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</p> <p>Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</p> <p>100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</p> <p>100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022.</p>

	<p>Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</p> <p>Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</p> <p>Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</p> <p>Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating</p> <p>Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</p> <p>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, LOIP Stretch Outcomes 14 and 15. Respectively, this contributes to delivery of the following improvement projects:</p> <p>Increase % of people who walk as one mode of travel by 10% by 2023.</p> <p>Increase % of people who cycle as one mode of travel by 2% by 2023.</p> <p>Increase community food growing in schools, communities and workplaces by 12 by 2023</p>
<p><b>Regional and City Strategies</b></p>	<p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences outcomes aligned to the City’s National Improvement Framework Plan, and outputs/outcomes related to the City’s involvement in the Northern Alliance collaborative.</p> <p>Data contained in the report is also contextual evidence of the Education Services contribution to Children’s Services planning, along with both regional Economic and Skills strategies.</p>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	A full impact assessment is not required for this report
<b>Data Protection Impact Assessment</b>	A Data Protection Impact Assessment is not required for this report.
<b>Other</b>	No additional impact assessments have been completed for this report.

## 10. BACKGROUND PAPERS

Council Delivery Plan 2021/2022 - COM/21/054  
Local Outcome Improvement Plan 2016-2026 (July 2021 Refresh)  
Council Delivery Plan 2022/23 – CUS/22/059

## 11. APPENDICES

Appendix 1 – Education Operations Performance Summary Dashboard

## 12. REPORT AUTHOR CONTACT DETAILS



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## Appendix A - Performance Management Framework Report – Education Operations








## 1. Customer

## Service Level Measure - 2020-21 Service Standards

Performance Indicator	2021/22 Value	Status	2021/22 Target
ACC managed Early learning and childcare settings will meet the National Standard *	100%		100%
Primary, secondary, and special schools will achieve an average evaluation of 'good' or better in formal evaluations of core QI by Education Scotland *	No formal activity in reporting period		100%

\* These metrics incorporate all reporting of formal inspections published by the Care Inspectorate and Education Scotland between 1<sup>st</sup> April 2020 and 31<sup>st</sup> March 2021 but may exclude those inspections undertaken towards fiscal year-end that may have been released after this date. Information on inspections that may fall into this latter category, and on-going engagement with Education Scotland, is reflected in the Inspections report also being considered at this meeting of Committee.

## Corporate Measures – 2020-21 Service Level Indicator

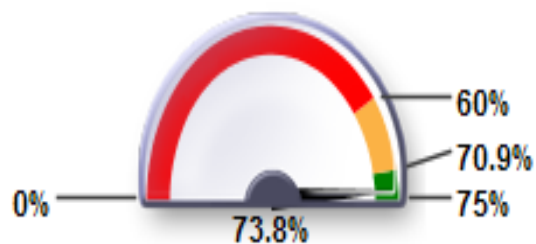
Performance Measure	2019/20	2020/21	2021/22	2021/22 Target	Status	Long Trend - Annual
	Value	Value	Value			
Total No. complaints received (stage 1 and 2) – Education	93	64	107			
% of complaints resolved within timescale (stage 1 and 2) – Education	59.1%	71.9%	73.8%	75.0%		
% of complaints with at least one point upheld (stage 1 and 2) – Education	27.2%	39.1%	17.8%			
Total No. of lessons learnt identified (stage 1 and 2) – Education	12	8	25			

## Service Commentary

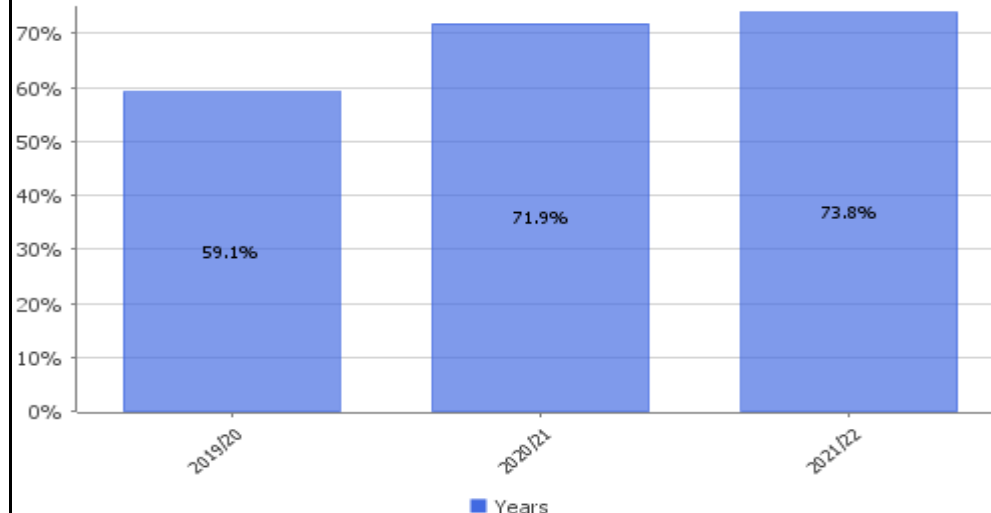
The need for senior leaders and central staff to regularly teach in our schools and ELC settings last term was prioritised in order to maintain business continuity. The agile movement of staff around the city helped ensure that all schools remained open to all children at all times but negatively impacted the quality of provision as unfamiliar adults supported classes and settings. Prioritising business continuity has undoubtedly impacted on the number of complaints received and, on our ability, to respond within timescales. The Service hopes to improve this position as staffing becomes more stable.

The percentage of received complaints which are resolved within the required timescale of 20 days

Cumulative result for 2021/22 as of Q4 2021/22



% of complaints resolved within timescale (stage 1 and 2) - Education



**Why is this important?**

It is important that parents and carers have a mechanism to raise a complaint and receive a response timeously as this helps build trust between parents and the service. Delays in responding can heighten levels of anxiety in parents and carers.

**Benchmark Information:**

There is no material national benchmarking of complaints data at this organisational level, but account is taken of the performance and outcomes of similar front-line services within Aberdeen City Council

**Target:**

Meet the corporate target of 75% of complaints being responded to within timescale whilst taking consideration of both the number of complaints received and the proportion which were upheld.

**This is what the data is saying:**

Drill-down data at Quarters 3 and 4 indicated that the proportion of complaints responded to within timescale had fallen on the previous 2020/21 quarterly outcomes which had the impact of reducing the % of complaints resolved at year-end in comparison with early year forecasts. Although the proportion that were responded to within timescale within these quarters fell to just below the corporate target, this outcome compares well to the corporate level ( Council wide) outcome for the year and is the Service's highest outcome to date for this particular measure.

**This is the trend:**

Looking at the year-to year trend, it is difficult to make direct comparisons as each previous year was materially affected by differing delivery models, varied impacts from COVID-19 legislation and changing resource pressures ( e.g. the need to migrate central officers, and promoted teaching staff to alternative front line roles), At the same time, the Service has been able to demonstrate long term improvement in the primary measure to 73.8%, higher than each previous year. Underlying this measure, the number of complaints has, not unexpectedly, risen from the prior year while the proportion of complaints that were upheld has demonstrated a sustained improvement both year-on-year and in the longer-term.

**This is the impact:**

Not resolving complaints and not investigating complaints with sufficient rigour can impact on our can relationship with parents and carers.

**These are the next steps we are taking for improvement:**

The Service will continue monitor complaints on a fortnightly basis to help maintain the improvement secured over the course of 2020/21.

**Responsible officer:**

Eleanor Sheppard

**Last Updated:**

May 2022

**1. Processes****Cluster Level Measures – National COVID-19 Performance Indicators - Childcare Services Provision**

Performance Measure	January 2022	February 2022	March 2022	Status	Long Trend - Monthly	March National Figure
	Value	Value	Value			
% of Local Authority childcare services open	98%	98%	95%			96%
% of total childcare services open	94%	94%	93%			94%

**Metric Context**

As at the end of March 2022, Aberdeen City sat within in the second quartile of Local Authorities for the proportion of directly managed/funded childcare settings which were open (i.e., accepting placements up to their full present capacity) but with some fall-off experienced as national restrictions were eased and local community infection levels rose in keeping with the national cumulative trend.

The proportion of Total Day Care of Children provision within the community (including childminding, private and no-profit provision) which was open, remains consistent to the national figure but with a marginal fall at the two March snapshot points. In turn, the Aberdeen figures reflected that 87% of childminding settings were open, 94% of private day care settings were available, as were 85% of voluntary/not for profit settings. Each of these figures represent stable outcomes in comparison with data reported to Committee in January 2021 and are in line with national averages.




It is worth noting that 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 data covers the period up to 31<sup>st</sup> March 2022

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**Cluster Level Measures – National Benchmarking Indicator**

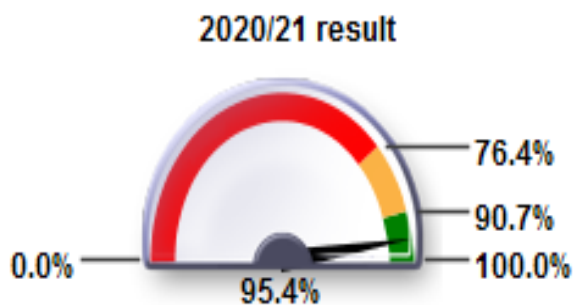
Performance Measure	2018/19	2019/20	2020/21	Status	Short Trend	Long Trend	2020/21 National Figure
	Value	Value	Value				
Percentage of School Leavers attaining an Initial Positive Destination	93.7%	90.3%	95.4%				95.5%

**Service Commentary**

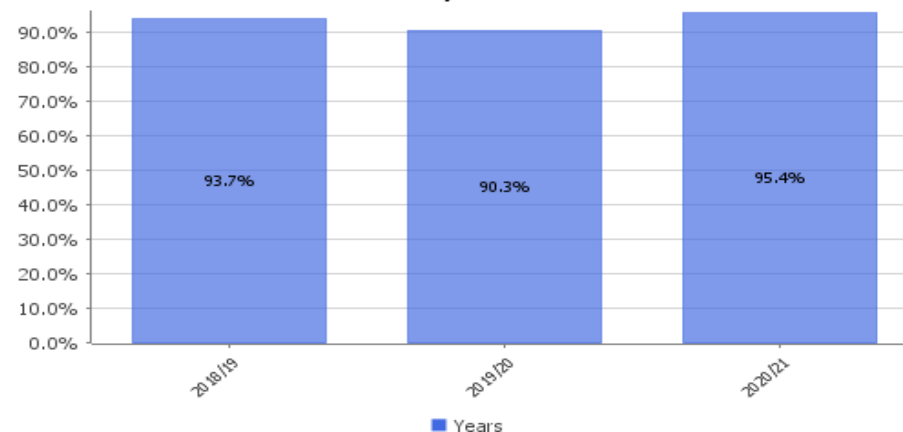
The Service has worked with Skills Development Scotland to put in place a new system to monitor anticipated destinations in order to better target resource. This approach has resulted in the service securing the highest rate of initial post school destinations recorded for the city. This gain must now be maintained and built upon.



The percentage of school leavers attaining an Initial Positive Destination



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



**Why is this important?**

Positive Initial Destinations of school leavers are a critical measure of the extent to which the Education Service ( and other Council teams) have enabled our young people to attain the skills necessary for a successful transition from statutory education provision.

**Benchmark Information:**

Benchmarking of this measure is provided through the publication of the Scottish Government’s bi-annual publication of Statistics in Schools Bulletins, with further localised data being provided through Skills Development Scotland datasets that support the Insight Benchmarking Tool.

**Target:**

Aberdeen City Council has an improvement-based target for this measure, as captured in Aberdeen City Council’s National Improvement Framework Plan, to increase those school leavers attaining a positive destination by 1 percentage point each year. This target was exceeded.

**This is what the data is saying:**

The data tells us that an increased proportion of young people have secured a positive destinations upon leaving school.

**This is the trend:**

Aberdeen City is recording its highest level of initial destination positivity over the lifetime of the current national measure, with an outcome of 95.4%, an advance of 5.1 percentage points on the prior year and, more significantly, an increase of 1.6-percentage points ahead of 2018/19 which at that point was the previously greatest percentage of school leavers recorded in a sustained positive destination.

With the exclusion of 2019/20, which might be regarded as a practical outlier given that the sample point in the late Summer of 2020 for that year fell within a period when COVID-19 impacts and restrictions were substantially more significant, the data are demonstrating a true statistical and continuous improvement trend over a seven year period.

Comparatively, this trend largely mirrors that of the national level figures, and with some variation, those of the City's nearest neighbours with the impact of the first waves of COVID-19 being equally encountered in 2020/21 across the suite of comparators.

The statistical effect of change within the size of leavers cohort (1,472 in 2020/21 from 1,453 in 2019/20) would be considered negligible and can be discounted as a potential influence, which was not possible in the previous year which experienced a reduction of greater than 10% on 2018/19.

In the context of the national figure, and those or natural benchmark comparators, the City has, for the first time, almost entirely closed the gap in performance to the national level of 95.5%, and is on a par with each of the three large urban comparators ( Dundee, Edinburgh and Glasgow). Traditionally, over the extended period of this measure, the negative difference between the city's outcome and those of its nearest neighbours has consistently varied from a minimally statistically significant 1% to over 3% across the previous 11 years.

More extensive benchmarking by 6-fold Urban Rural Classification, demonstrates a similar pattern, with the overall figure for this geographical cohort ( 9 local authorities) being 95.6% in a positive destination and the outcomes against each destination statistically being a close match for those of the City with the exception of Employment where the benchmark average is above that in Aberdeen (16.9% compared to 13.8%)

**This is the impact:**

Securing a positive destination is a key indicator of long-term outcomes for young people.

**Last Updated:**

**Responsible officer:**

Mark Jones	May 2022
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**Service Level Measures – 2021/22 National COVID-19 Performance Indicators - Pupil Attendance/Absence Metrics**

Chart 1a Urban Local Authority and Scotland Comparisons of Average Pupil Attendance – Academic Year to Date

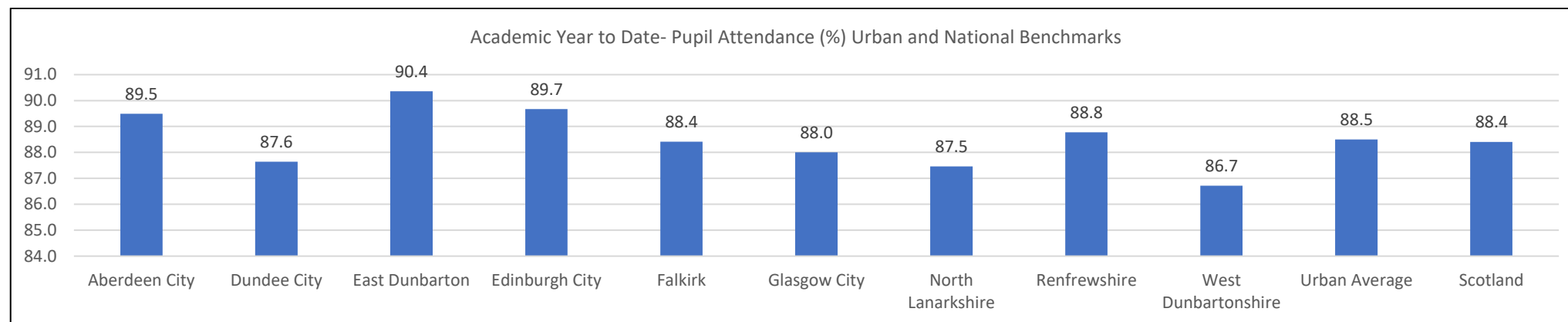
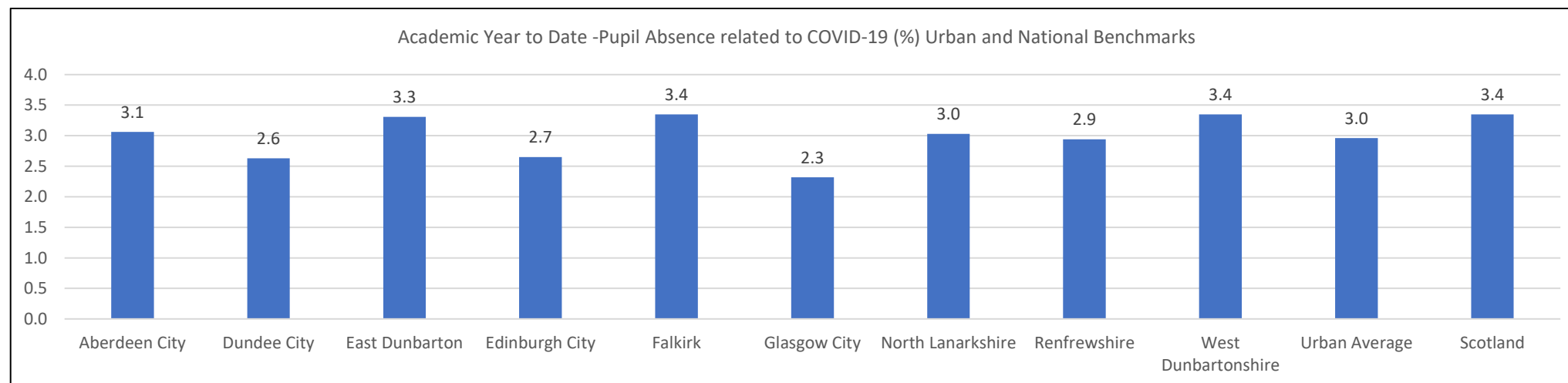


Chart 1b. Urban Local Authority and Scotland Comparisons of COVID -19 related Average Pupil Absences – Academic Year to Date



**Metric Context**

In terms of benchmarking detailed like-for-like provision, pupil attendance and absence monitoring by the government's Education Analytical Service re-started in full as of 19<sup>th</sup> August and is reflected in Charts 1a and b above, which capture the comparative attendance and COVID-19 related absence ( self-isolation and symptomatic) levels up to 19<sup>th</sup> April 2022



Aberdeen City Council, when compared to its Urban Geography Family Group and the Scotland Average, has performed consistently well in terms of maintaining pupil Attendance levels and minimising COVID-related Absences over the course of the year to date, with timeseries positive and negative variations from the two main benchmarks being closely linked to community infection rates.





It's important to note that prevention from physical attendance due to self-isolation does not equate to an Absence from Education, as each LA has differing models of remote learning access and methodologies for recording Absences from Education, As noted in the data presented to previous Committees, the numbers of pupils self-isolating who were unable to undertake learning has been very low in comparison with the full pupil cohort.

The Scottish Government has issued various updates to COVID-19 Guidance to Schools which in succession retained or altered a proportion of the risk reduction measures applied in Term 1 to reflect the on-going strategic assessments around community and service-related infection levels.

Source: Scottish Government Education Analytical Services/COSLA COVID Dashboard







**3. Staff****Cluster Level Measures – 2021/22 Local Indicators**

Performance Measure	Quarter 1 2021-22	Quarter 2 2021-22	Quarter 3 2021-22	Quarter 4 2021-22	Status	Long Trend - Monthly
	Value	Value	Value	Value		
Establishment actual FTE – Education	2,886.57	2.942.01	3.023.58	3.018.82		

Performance Measure	2019/20	2020/21	2021/22	Status	Long Trend - Annual
	Value	Value	Value		
H&S Employee Reportable by Cluster – Education	6	0	5		
H&S Employee Non-Reportable by Cluster – Education	344	153	477		

**Metric Context**

Near misses or behavioural incidents can occur when children are dysregulated or distressed as a result of trauma. Considerable work has been undertaken to improve staff knowledge of near miss and incident reporting and a collaborative approach with Trade Unions is helping to improve the consistent use of the system leading to an increase in reporting which is welcomed. Every school has been given the opportunity to undertake training in how to report incidents and 82% have either participated or signed up as of April 2022..There is still work to do to ensure that incidents and near misses are used to inform planning for pupils and to use this data to help shape our model of Family Support.





Performance Measure	Quarter 1 2021/22	Quarter 2 2021/22	Quarter 3 2021/22	Quarter 4 2021/22	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)	4.40	4.40	4.76	5.11			5.41
Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12 month rolling figure at quarter end)	4.18	4.40	4.80	5.13			5.41
Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end)	5.17	3.22	2.69	2.61			5.41

**Service Commentary**







Schools, the Service and wider organisation continue to provide a range of approaches to support staff wellbeing. Mental Health First Aiders have been highlighted to staff through the weekly education newsletter and regular health and wellbeing updates include sources of support from across the organisation, the Educational Psychology Service, the central team and commissioned expertise/partners. A staff wellbeing survey is currently being undertaken to help us determine next steps.

## 4. Finance &amp; Controls

## Service Level Measures – 2021/22 Indicators

Performance Indicator	Quarter 1 2021/22		Quarter 2 2021/22		Quarter 3 21/22		Quarter 4 2021/22	
	Value	Status	Value	Status	Value	Status	Value	Status
Staff Expenditure – % spend to full year budget profile – Education*	24.8%		49.5%		75.0%		100.0%	

## National Benchmark Measures - Local Government Benchmarking Framework 2020/21

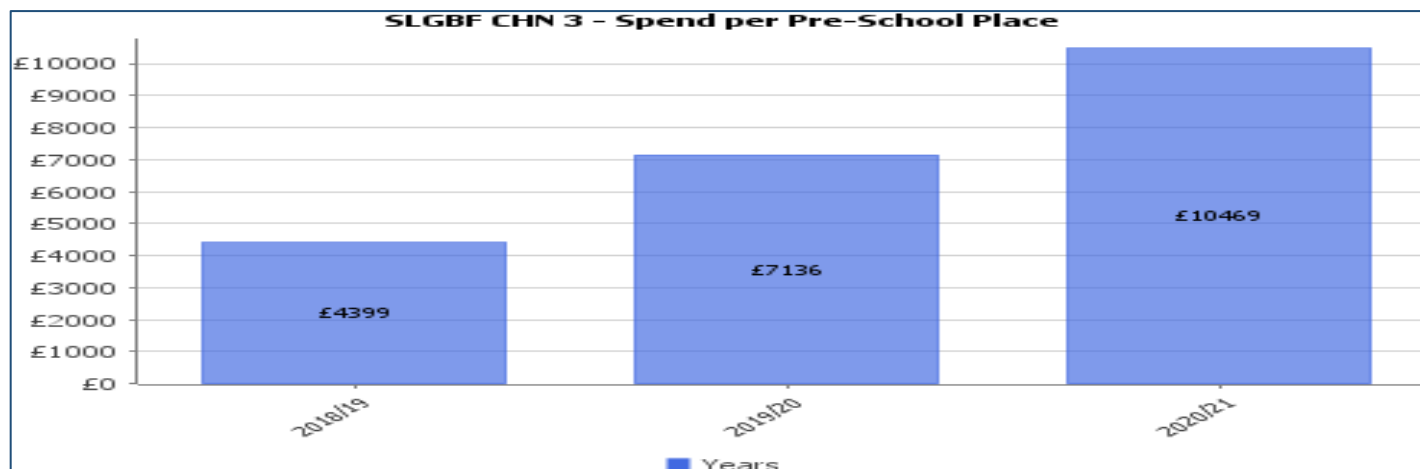
Performance Measure	2018/19	2019/20	2020/21	Status	National Value	Long Trend
	Value	Value	Value			
Cost per registered Pre-school place	£4,399	£7,316	£10,469		£9,255	
Cost per Primary School pupil	£5,166	£5,637	£5,775		£5,897	
Cost per Secondary School pupil	£7,445	£7,712	£7,286		£7,629	

## Metric Context

Cost/spend per Pre-school place reflects a combination of the effectiveness of service structures, the level of investment in pre-school provision (new buildings, refurbishment and furniture costs etc. and the increase in provision from 600 to 1140 hours which takes account of increased staffing costs and the hourly rate awarded to partner providers. Considerable work was undertaken to build a more sustainable staffing structure and to reduce the central team but this work is overshadowed by the significant capital and revenue investment of late. Aberdeen City Council secured considerable investment to help realise the expansion of Early Learning and Childcare and this will have impacted on the data for 2019/20 and 2020/21. It is anticipated that this will level off over subsequent years with POBE based net revenue expenditure in 2020-21 of £7.678m, compared to the current estimate of £6.744m for 2021-22.

The data contained within LGBF benchmarking is based on LFR Gross Expenditure levels of £35.333m in 2020/21 in comparison with £27.745m in 2019/20 and excludes Gross Service Income contributions.

### The Cost per Pre-school Place



#### Why is this important?

This measure is important in building a sustainable service for Early Learning and Childcare.

#### Benchmark Information:

Benchmarking is generally limited to the Council's relative position in comparison with 'nearest neighbour' authorities and historical investment levels. The data included within the Local Government Benchmarking Framework enables the Service access to data relating these comparator authorities based on a particular metric construct which reflects a limited overview of investment. The data for both Primary and Secondary school cost per pupil is considered in a similar context so caution has to be exercised.

#### Target:

There are no targets for this measure as it is for each local authority to decide what level of expenditure is required to meet the needs of pre-school and school pupils, dependant on a range of assessment tools.

**This is what the data is saying:**

The cost per pupil for pre-school education appears high although reflects the significant capital investment in the Early Learning and Childcare expansion programme. Considerable time was invested in improving the efficiency of the staffing structure and in reducing central costs to support the development of a sustainable service in the longer term. The service expects the cost per pre-school place to be significantly reduced at the next reporting period.

**This is the trend:**

Whilst the level of cost in Pre-School provision has risen over the longer trend, and influenced the City position in relation to the national figure, this reflects a concurrent reduction in operational costs due to re-structuring of delivery, and in 2020/21 in particular, was a result of the extent of implementation of the Early Years Expansion (revenue and capital) programme which is comparatively advanced in relation to that of other local authorities,

**This is the impact:**

The Service will carefully monitor spend per pre-school place over the coming years.

**Responsible officer:**

Eleanor Sheppard

**Last Updated:**

May 2022

PI Status		Long Term Trends		Short Term Trends	
	Alert (figure 20% or more 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

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Educational Improvement Journey – 2020-21 Academic Year, Key Performance Indicator Tracking Report
<b>REPORT NUMBER</b>	CUS.22.110
<b>DIRECTOR</b>	Rob Polkinghorne/Andy McDonald
<b>CHIEF OFFICER</b>	Eleanor Sheppard/Martin Murchie
<b>REPORT AUTHOR</b>	Eleanor Sheppard/Reyna Stewart
<b>TERMS OF REFERENCE</b>	1.1.3

### 1. PURPOSE OF REPORT

- 1.1. To provide Elected Members with a final tracking report, for the 2020-21 academic year, against the agreed suite of Educational Improvement Journey Key Performance Indicator measures.

### 2. RECOMMENDATION

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

### 3. CURRENT SITUATION

- 3.1. At the meeting of 19<sup>th</sup> April 2018, the Committee instructed that the Chief Operating Officer provide a regular report on educational progress against Key Performance Indicators (KPI).
- 3.2. This data is utilised within individual School Improvement Plans by headteachers and teachers to evaluate and plan the work of the school and by central officers to evaluate and plan the work of the service. The data also enables the central team to monitor the performance of schools and adjust the level of intervention, support, and challenge necessary to secure improvement
- 3.3. Education data sets are released at various times of the year and there is no one month within the academic year when all validated data is available. As a result, this report provides a compendium of data covering the various data releases covering the 2020/21 academic year.
- 3.4. When developing the ACC National Improvement Framework Plan, Officers look at all live and validated data sets available at that time to inform planning but each release of a data set throughout the year triggers a review of the ACC National Improvement Framework Plan. This approach ensures that the Plan continues to be ideally placed to support improvement.

### 3.5. Data Quality – Broad General Education and Senior Phase

- 3.5.1. The re-instatement of Achievement of Curriculum for Excellence Levels (ACEL) in primary schools has improved the availability of local datasets covering the Broad General Education from the previous year. The period of school building closure over 2020/21 impacted on the gathering of physical evidence of progress to support teacher judgement.
- 3.5.2. The absence of ACEL data covering Third Level, the introduction of the Alternative Certification Model (ACM) in the Senior Phase, and the lack of ACEL data covering 2019/20 has impacted the ability to track continuous improvement solely through data trends.
- 3.5.3. Given this, the Service has incorporated a greater element of professional judgement and observational assessment within both self-evaluation and planning to contextualise the data available more effectively. This has enabled the service to respond to changes in an agile and decisive way and not be negatively affected by the lack of trend data.
- 3.5.4. The more contextualised approach was necessary given that direct comparison of data between 2020/21 and previous years should be undertaken with some caution given the different operating environments, assessment methodologies and priorities as schools worked to address the harms associated with the pandemic.
- 3.5.5. Given the limitation of hard data sets and trends over time, greater focus has been placed on in-year comparisons with recognised benchmark performance to help provide meaningful data to Members.

#### 3.6.1 High Level Analysis

- 3.6.2 Analysis of available attainment and achievement data confirms that, in the context of COVID-19, the ACC National Improvement Framework Plan 2020/21 was appropriate to meeting the needs, educational and pastoral, of pupils and supported their progress throughout the academic year.
- 3.6.3 There were, however, undeniable impacts on attainment and achievement data arising from the pandemic, particularly in primary pupils. Analysis of data shows that the impact has been well mitigated by the Service to the extent that, overall, the distance between Aberdeen City outcomes and national and virtual comparators has demonstrated some improvement across the Senior Phase and that live data for 2021/22 evidences that primary attainment is set to return to pre-pandemic levels.
- 3.6.4 This correlates with emerging national and international research on the impact of the periods of school building closure on younger children.

### 3.7 Primary Education (Curriculum for Excellence)

Chart 3.7a % of primary P1 pupils achieving Early Level ( all organisers)

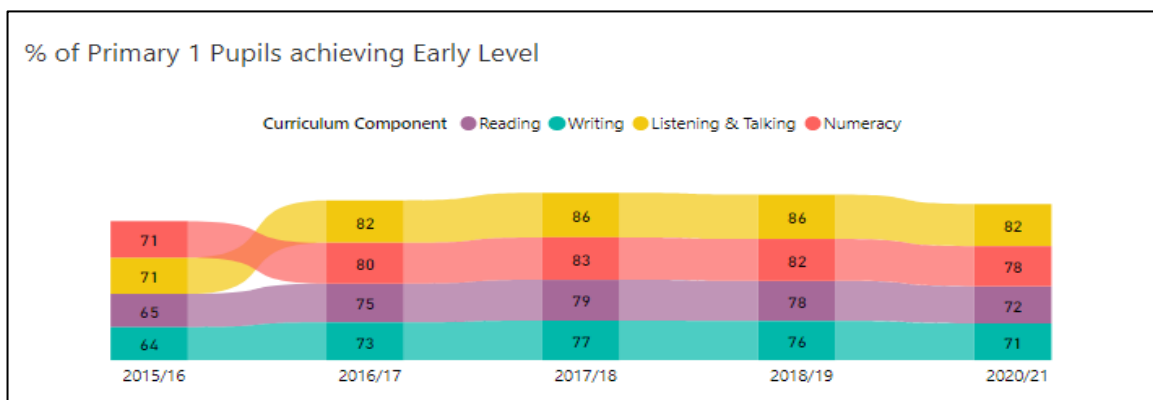


Chart 3.7b % of primary P4 pupils achieving First Level ( all organisers)

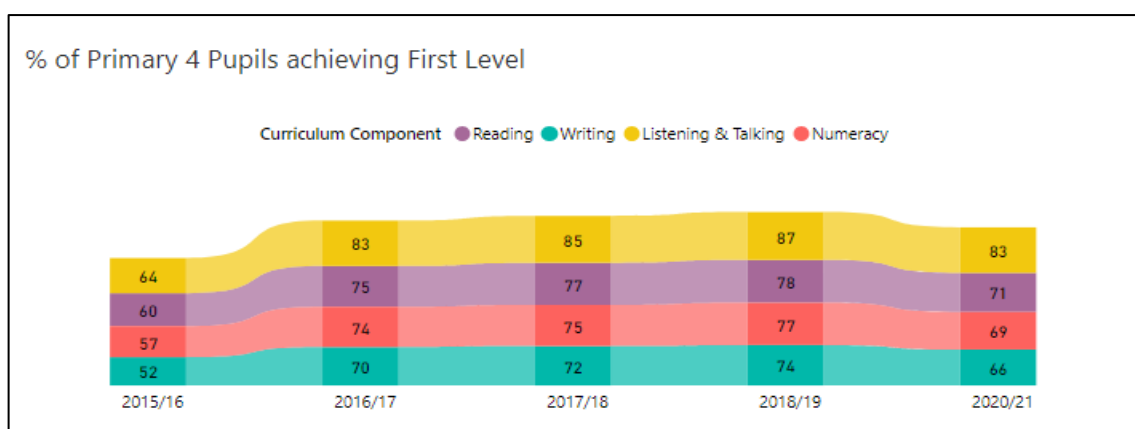
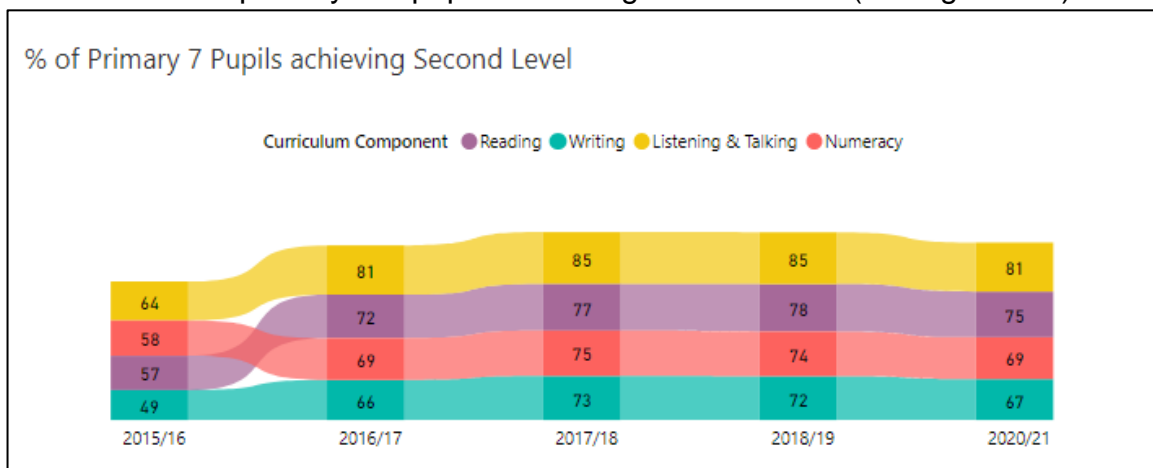


Chart 3.7c % of primary P 7 pupils achieving Second Level ( all organisers)



3.7.1 There is considerable evidence that many staff did not feel they had sufficient evidence of progress when the data was collected and that the two periods of remote learning impacted progress in primary children. Many children experienced delays in language acquisition for example and this will have in turn impacted on other areas of the curriculum. Officers have monitored ACEL data carefully over session 21/22 and there is clear evidence that achievement levels are likely to return to near pre-pandemic levels by the end of session 2021/22.

3.7.2 This trend, and the extent of year-on-year variation, is very closely aligned with the National Outcomes and trends seen by other Local Authorities.

3.7.3 The distances, positive and negative, to the National ACEL Outcomes of 2018/19 in most individual phases (P1, 4 and 7) and subject organisers are generally unchanged. This would suggest that our performance against other Local Authorities has been maintained over the pandemic, but not improved. Given the considerable challenges facing the service over the last year this is not surprising. As a result, work has resumed to improve the quality of learning, teaching, and assessment in order to secure improvement against national and virtual comparators. Quality Improvement Visits are evidencing an encouraging gradual improvement in classroom practice which is already impacting positively on live ACEL tracking data for 2021/22.

3.7.4 In terms of relative consistency of outcome across each phase and organiser with National Outcomes, the City has retained its position, first gained in 2018/19, of being above the Scotland figure in the % of pupils achieving Numeracy at each P1, 4 and 7 stage.

Chart 3.7.4a % of P1 pupils achieving expected levels in Numeracy

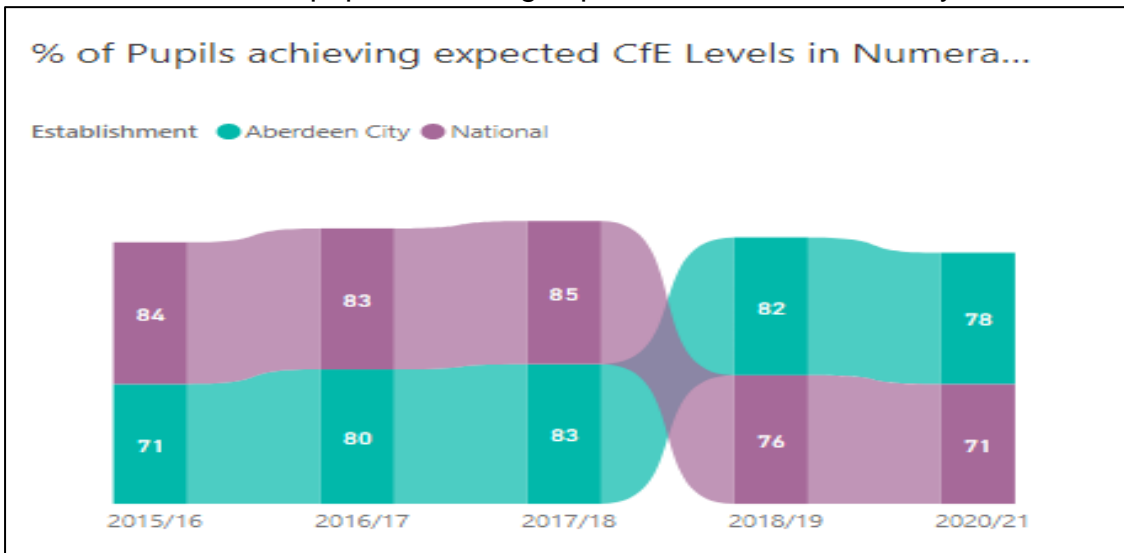


Chart 3.7.4b % of P4 pupils achieving expected levels in Numeracy

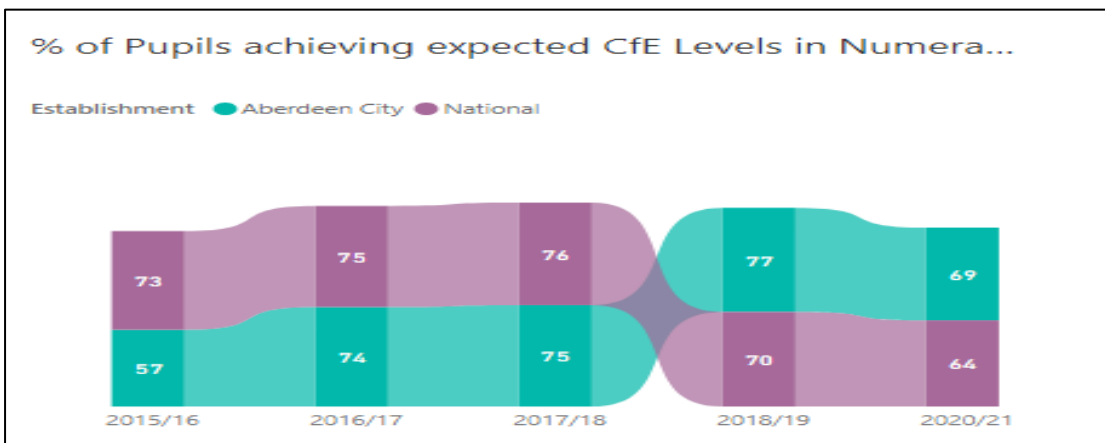
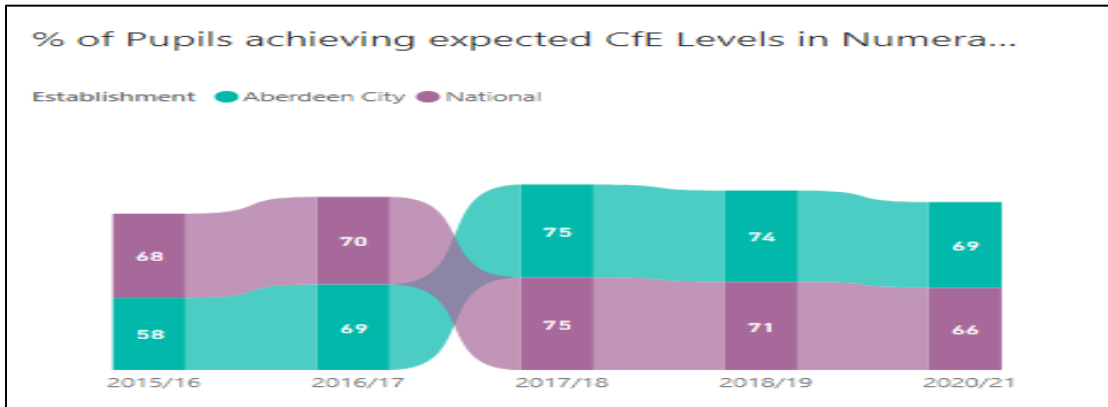


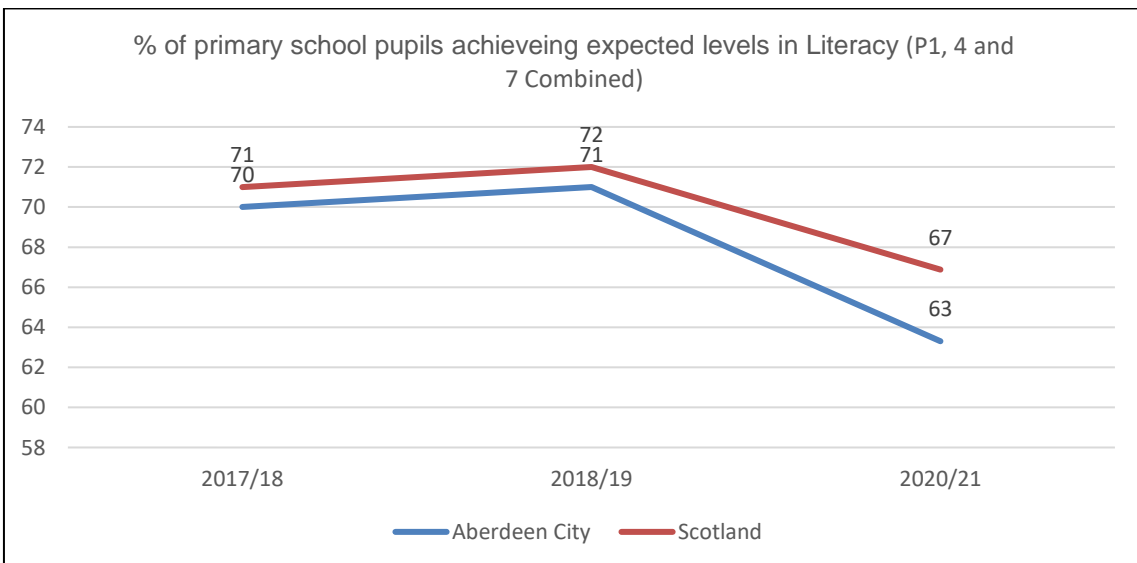
Chart 3.9.4c % of P7 pupils achieving expected levels in Numeracy



3.7.5 Of the remaining organisers ( Reading, Writing and Listening & Talking) the combined P1,4 and 7 primary trend is less clear with the City being marginally below the National Outcomes for each organiser but with some exceptions e.g. Listening & Talking at P4. It is unsurprising that reading and writing were impacted by the periods of school closure and close attention has been given to these organisers over this school session.

3.7.6 This has the effect of widening the gap to the National Outcome for Literacy, which had previously been aligned with the Scotland level. Language skills have undoubtedly been impacted by the periods of remote learning and school staff have been working hard to address any barriers and gather evidence of progress. It may be that their assessments were overly rigorous compared to others over session 2020/21. The Service expects that ACEL data for 2021/22 will largely return to pre-pandemic levels.

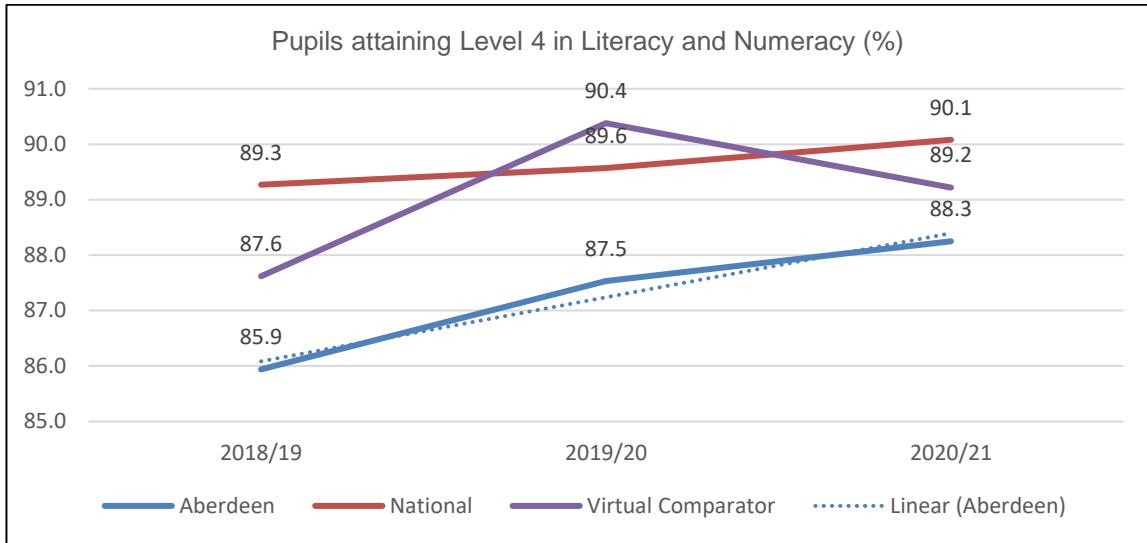
Chart 3.7.6 P1-7 Combined % of pupils achieving expected levels in Literacy



### 3.8 Secondary Education (Senior Phase)

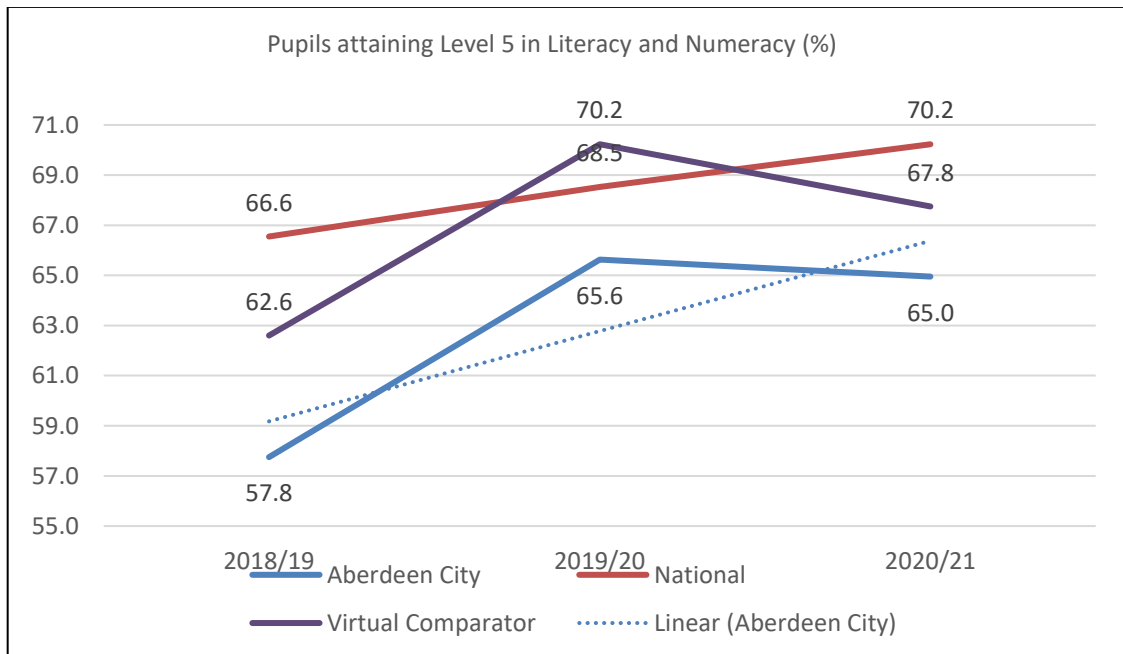
#### Literacy and Numeracy

Chart 3.8a Senior Phase leavers attaining Literacy and Numeracy at Level 4



3.8.1 Across the three-year period, improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with consistent statistical improvement at Level 4 and closing of the gap to both main benchmarks.

Chart 3.8b Senior Phase leavers attaining Literacy and Numeracy at Level 5



3.8.2 At Level 5, the City shows a similar three-year trend as at Level 4 with improving attainment, resulting in an appreciable closing of the distance to both the National Figure and Virtual Comparator over time, although the rate of improvement slowed marginally in 2020/21. This levelling off applied to both Literacy and Numeracy and contrasted to the Virtual Comparator which saw a year-on-year decline against both subjects in 2020/21.

3.9 Attainment for All – Average Complementary Tariff Scores

- 3.9.1 As reflected in the Best Value Assurance Report to Council on 23<sup>rd</sup> August 2021, the City's Senior Phase pupils secured significant pre-review gains in SQA (Scottish Qualifications Authority) examination attainment, which is summarised below:

*In 2020/21, 85.52% of young people in the city entered for a National 5 gained an A-C pass, this is over 5% higher than last year. This is the highest attainment rate recorded at National 5 in the city and only 0.3% lower than the national pass rate of 85.8%. More pupils than ever before were presented for a National 5 with presentations at a 6-year high. This increase is in part due to a rise in the pupil population but also evidences increased ambition for our young people.*

*86.54% of entries presented for a Higher gained an A-C pass. This represents an improvement of over 6% on 2019/2020. 124 more young people were presented for a Higher than last year. National attainment at Higher sits at 87.3% with the City pass rate within 1 percentage point of the national figure.*

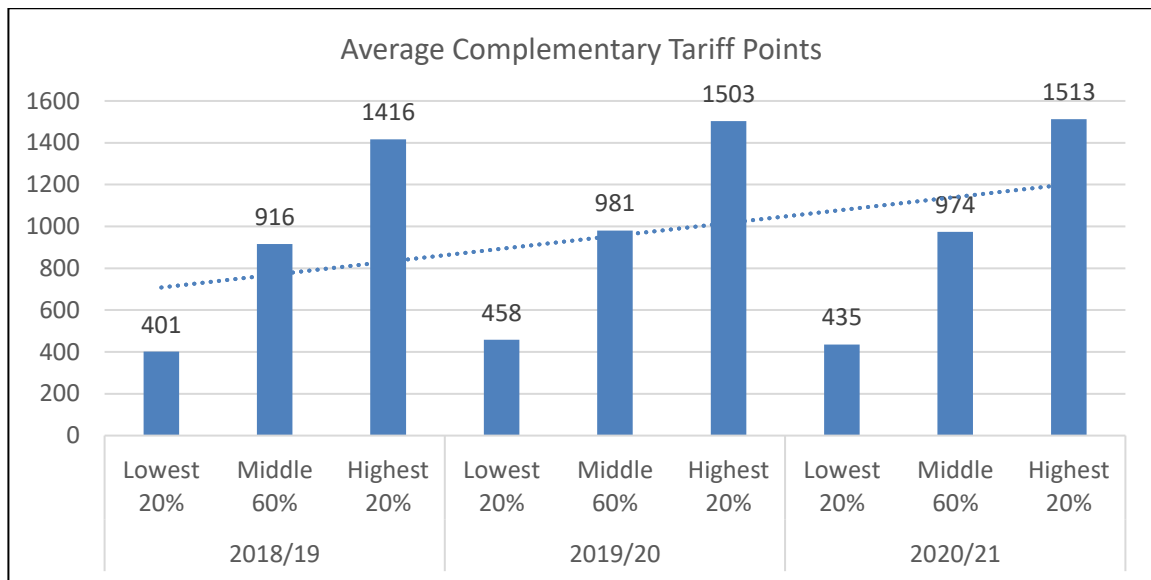
*A similar rise is evident in Advanced Higher awards with 91% of entries presented for an Advanced Higher gaining a pass, this is a 5% improvement on 2019/2020. Aberdeen City results are slightly above the national pass rate (90.2%) at Advanced Higher*

*A clear improvement trend is visible in attainment data. Aberdeen City compares well at the national level across National 5, Higher and Advanced Higher. The 2021 attainment rate is line with national results and national improvement.*

Narrative Source: [Best Value Assurance Report to Council - Appendix A, 23rd August 2021](#)

- 3.9.2 These outcomes, when converted and disaggregated to Average Complementary Tariff quintile-based Scores, aligning with National Benchmark Measures and National Improvement Framework, are outlined in Chart 3.9a.

Chart 3.9a Average Complementary Tariff Points by quintile-based attainment cohort



3.9.3 At each quintile cohort, (20% Lowest, Middle 60%, and Highest 20% of attainers) the City has experienced a rising trend in Average Complementary Tariff Scores across the three-year period ( illustrated by the dotted trendline). There is limited statistical change in the distance between the quintile groups but with the lowest 20% achieving a slightly higher rate of increase on 2018/19 than those of the Highest 20% and Middle 60%.

Table 3.9b 2020/21 Average Complementary Tariff Scores by benchmarks

Establishment	Cohort	Tariff Score
Aberdeen City	Lowest 20% of attainment	435
Virtual Comparator		442
National		394
Aberdeen City	Middle 60% of attainment	974
Virtual Comparator		1002
National		942
Aberdeen City	Highest 20% of attainment	1513
Virtual Comparator		1488
National		1433

3.9.4 Comparatively, the City outcomes are ahead of the National Figures for each of the three groupings in 2020/21, although short of the Virtual Comparator levels for both the Lowest 20% and Middle 60% of attainers.

3.9.5 The distance between the lower cohorts and the Highest 20% has extended slightly for the city in relation to both benchmarks because of a greater improvement rate for the Highest Attaining cohort in Aberdeen, but the rate of tariff score improvement of the City’s Lowest 20% of attainers in comparison with 2018/19 (+34 points) was better than the National Figure (+19 points)

### 3.10 Closing the Poverty Related Attainment Gap

3.10.1` Looking at the differences in educational outcomes arising from poverty at local



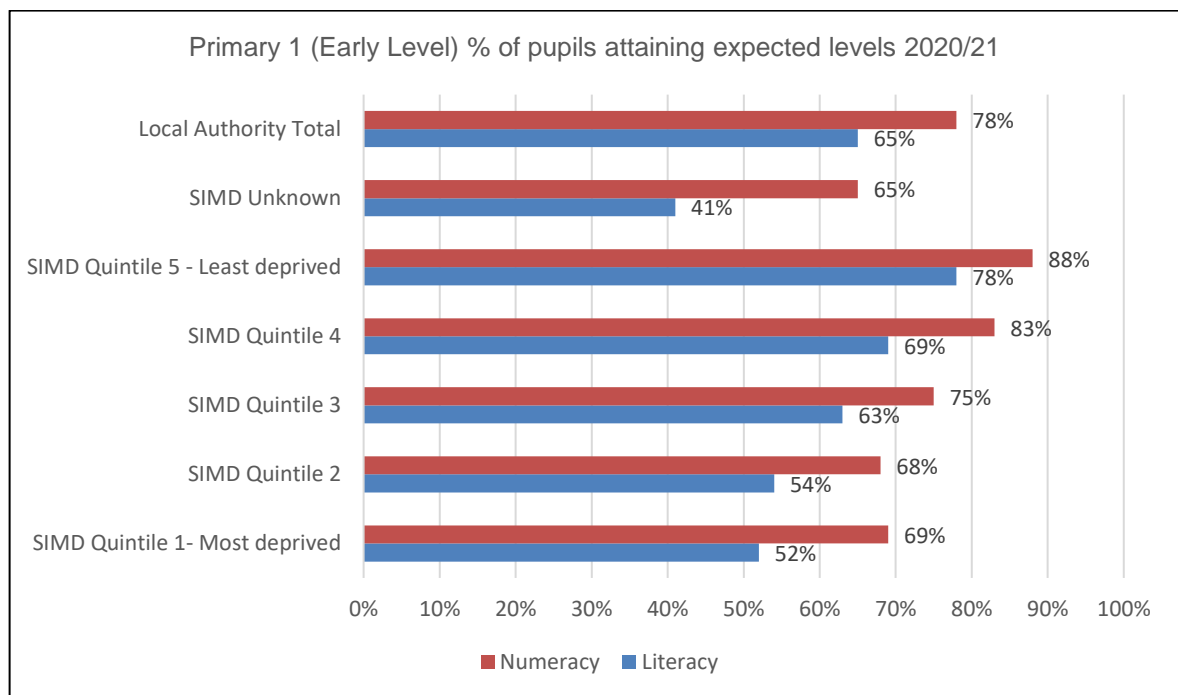
authority level, it is particularly difficult to establish specific trends related to the influences of relative poverty across the education journey from a purely data-based perspective given the range of interventions delivered by individual Local Authorities. Aberdeen City Council made chrome books and dongles available to high numbers of young people over the periods of school closure, although the space available to engage with Google classroom for those living in SIMD (Scottish Index of Multiple Deprivation) 1 and the access to unlimited sources of electricity would have been very different from peers living in SIMD 5.

3.10.2 This is complicated further by the effects of the COVID-19 pandemic on data quality and the very different financial circumstances facing many of our families because of the downturn in the local economy.

3.10.3 Given this, the gap across primary appears to have widened over session 2020/21 although there is unambiguous evidence that this will have reduced to pre-pandemic levels by the end of school session 2021/22. The new school profiles will support the service to deliver against the expectations of the Scottish Attainment Challenge and monitor the impact of interventions on those living in SIMD deciles more easily to support improvement.

3.10.4 Primary Education - Achievement of Curriculum for Excellence Level (ACEL)

Chart 3.10a - P1 Pupils achieving expected ACEL levels by SIMD Quintile



3.10.5 Within the Curriculum for Excellence, although not uniform, there is a generally negative trend in closing the gap between SIMD levels in comparison with 2018/19.

Chart 3.10b – P4 Pupils achieving expected ACEL levels by SIMD Quintile

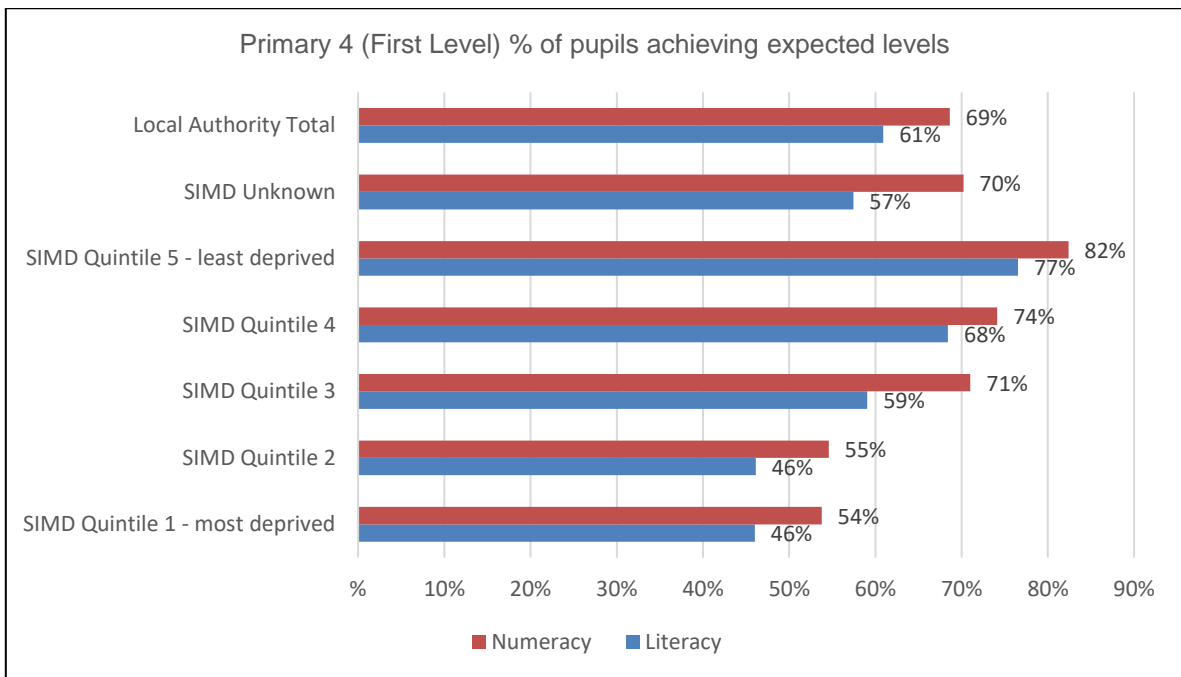
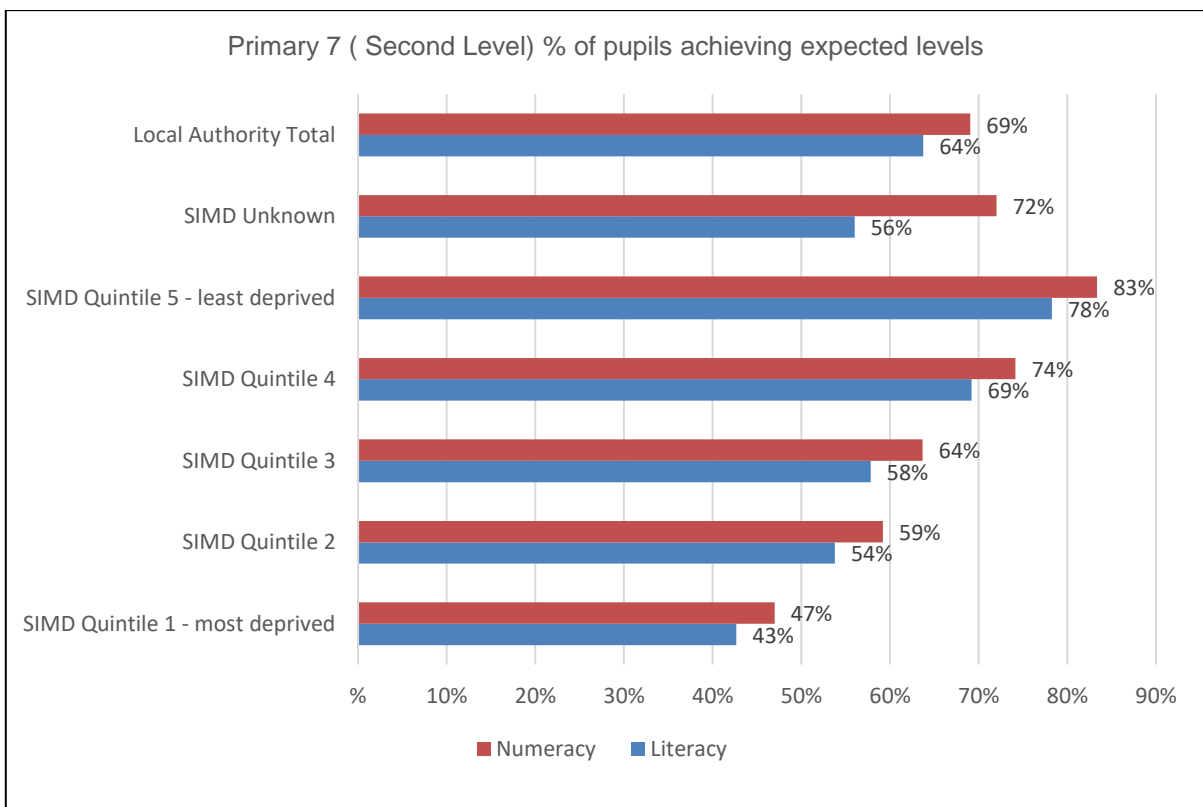


Chart 3.10c – P7 Pupils achieving expected ACEL levels by SIMD Quintile



3.10.7 In the absence of 2019/20 data, the Service continues to materially review and contextualise this data driven observation and monitor live attainment. There is unambiguous evidence that attainment is returning to pre-pandemic levels as shown in the live data comparisons below.

Chart 10d – ACEL Reading as of April 2022

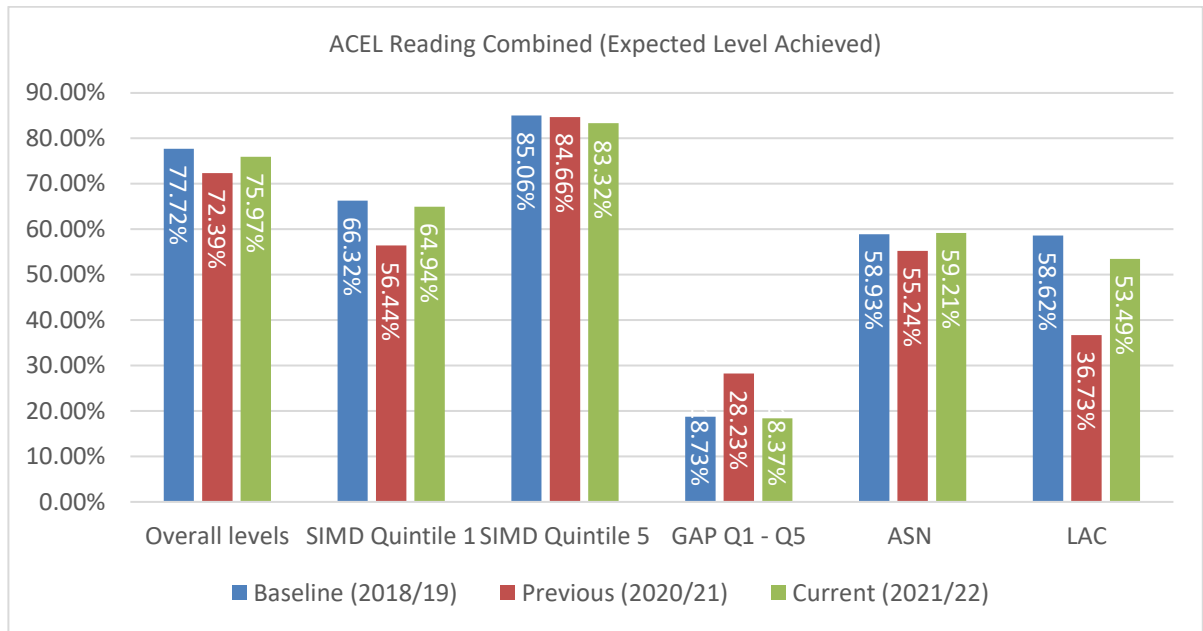


Chart 10e – ACEL Writing as of April 2022

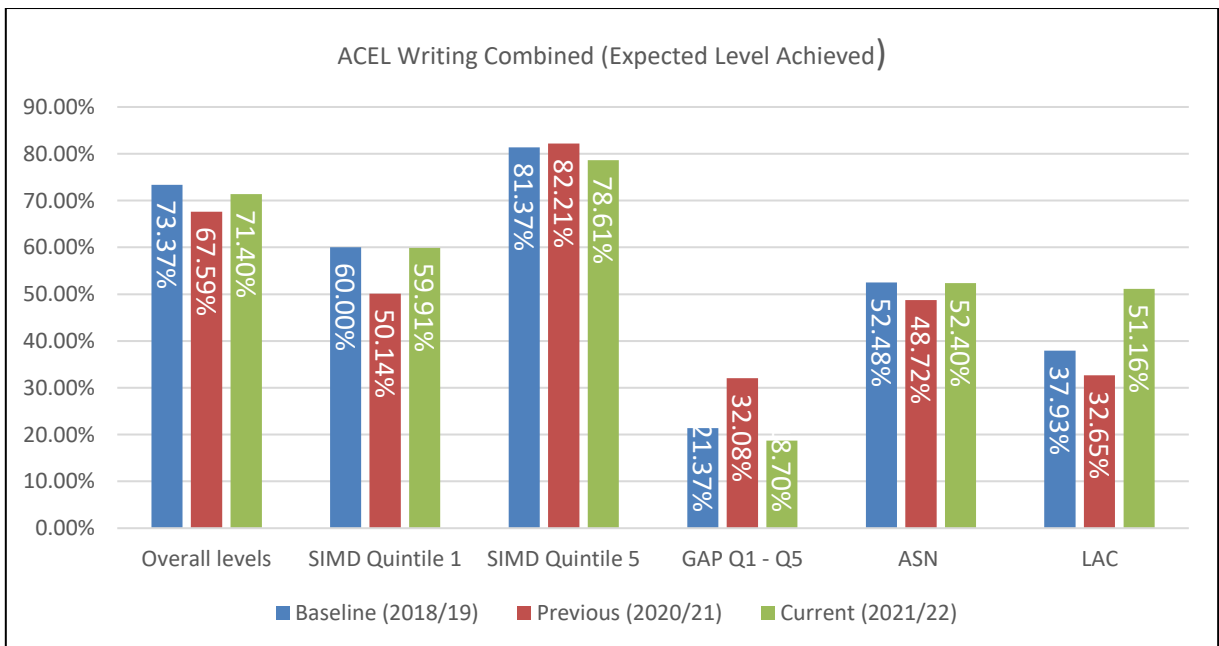


Chart 10f – ACEL Listening and Talking as of April 2022

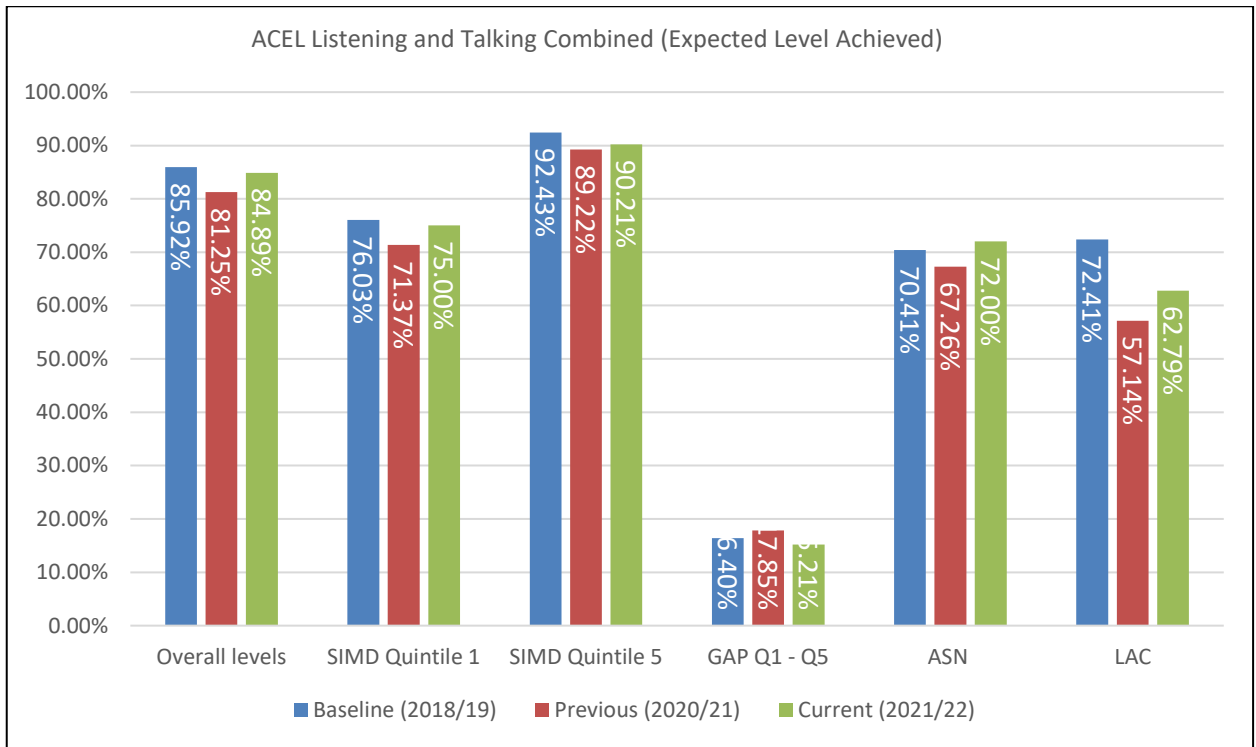
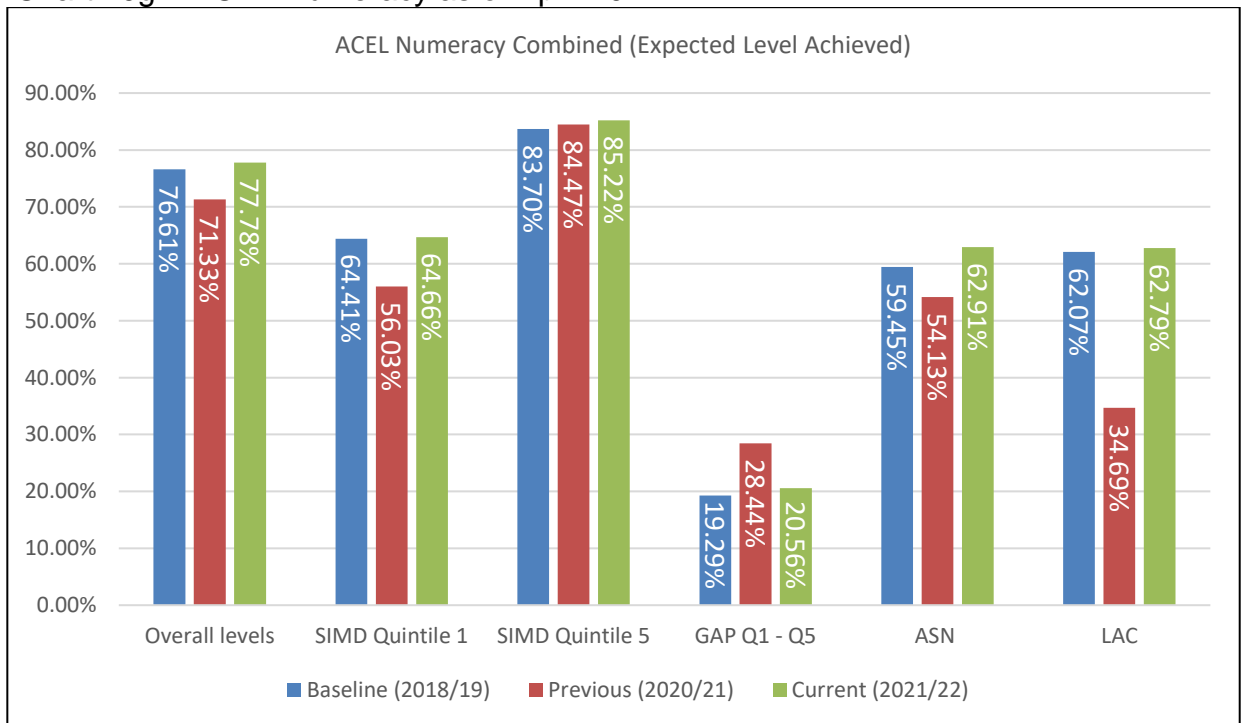


Chart 10g – ACEL Numeracy as of April 2022



3.10.8 The service will continue to closely monitor ACEL data for 2021/22 and will report validated data to Committee next session.

3.11 Secondary Education (Senior Phase)

Literacy and Numeracy

Chart 3.11a % of pupils achieving SCQF Level 4 in Literacy and Numeracy by SIMD Quintile

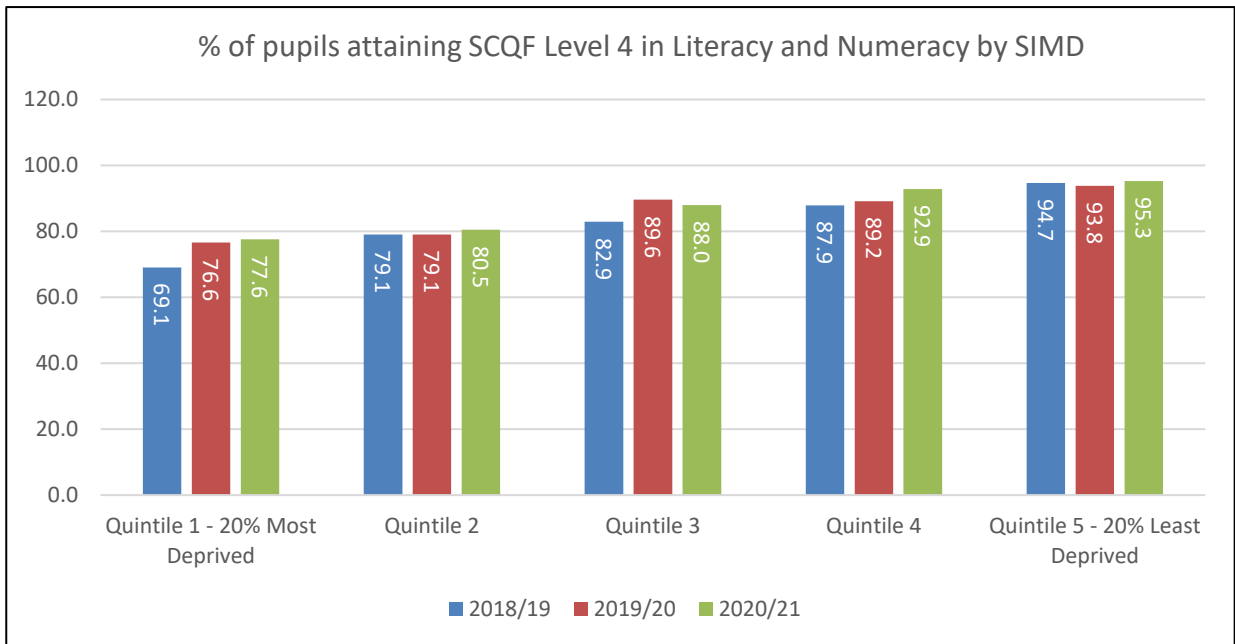
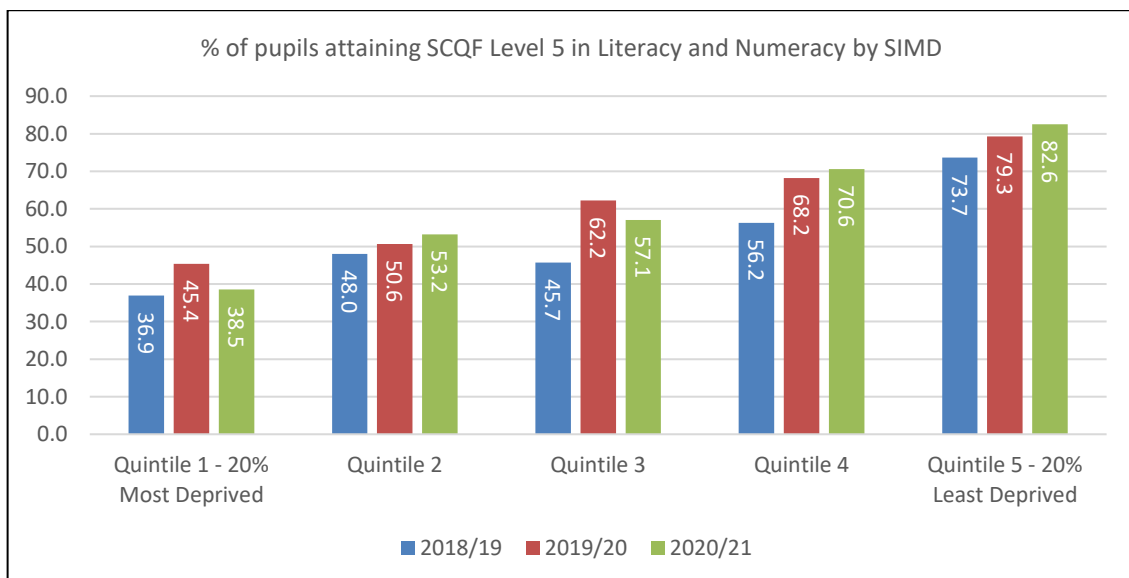


Chart 3.11b % of pupils achieving SCQF Level 5 in Literacy and Numeracy by SIMD Quintile



3.11.1 At SCQF Level Four there were, in general, attainment gains across most Quintiles in 2020/21 for Literacy and Numeracy, with a sustained three year improvement trend for all five SIMD Quintiles. Proportionately, there is a marginally greater percentage increase at SIMD's 4 and 5 but this is statistically limited which means that the gaps between lower Quintiles and those least deprived is unchanged on 2019/20 but improved on 2018/19 levels.

3.11.2 Literacy and Numeracy at SCQF Level 5 shows some more variation in Quintile based outcomes, although maintaining an upwards trend in performance against 2018/19 for each Quintile. SIMD's 1 and 3 reflect some downwards movement year-on-year with a resultant widening of the attainment gap to SIMD 5 in a

reverse of the position in 2020/21.

3.11.2 Some caution needs to be exercised in interpreting both change and statistical significances at these aggregated levels over time because of variations in the assessment methodologies and the application of SIMD 2020 tolerances, rather than SIMD 2016, for 2019/20 and 2020/21 outcomes.

3.12 Average Complementary Tariff Scores

3.12.1 Similar to the comment above at 3.11.2, in regards to interpretation of the data charts, considerable caution should be exercised in comparative analysis between SIMD groupings ( Charts 3.12 a-f), not least as the cohort sizes vary significantly and proportionately reduce as you move down the cohorts.

3.12.2 It is also important to recognise that the profiles of those in the Lowest Quintiles of attainment, regardless of SIMD placing, may include those have multiple levels of disadvantage out with nominal deprivation levels e.g. complex additional support needs, for whom attainment of tariff score qualifying outcomes is a less effective methodology for gauging cohort improvement. These pupils are more likely to be fully supported on an individual basis through targeted interventions to achieve their fullest academic and social potential within the education framework.

Chart 3.12a Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 1 ( 20% Most Deprived)

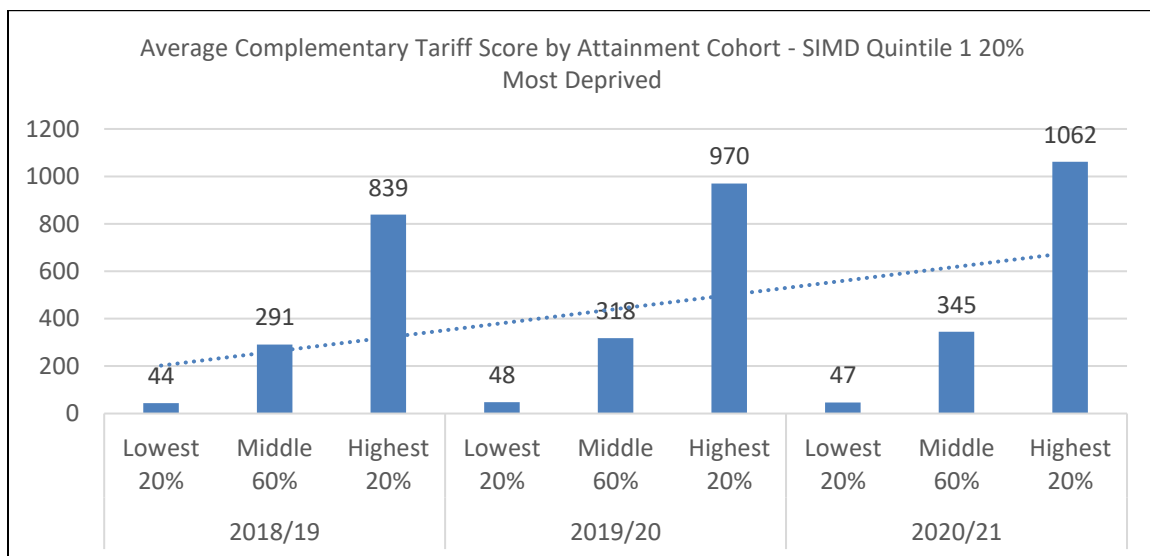


Chart 3.12b Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 2

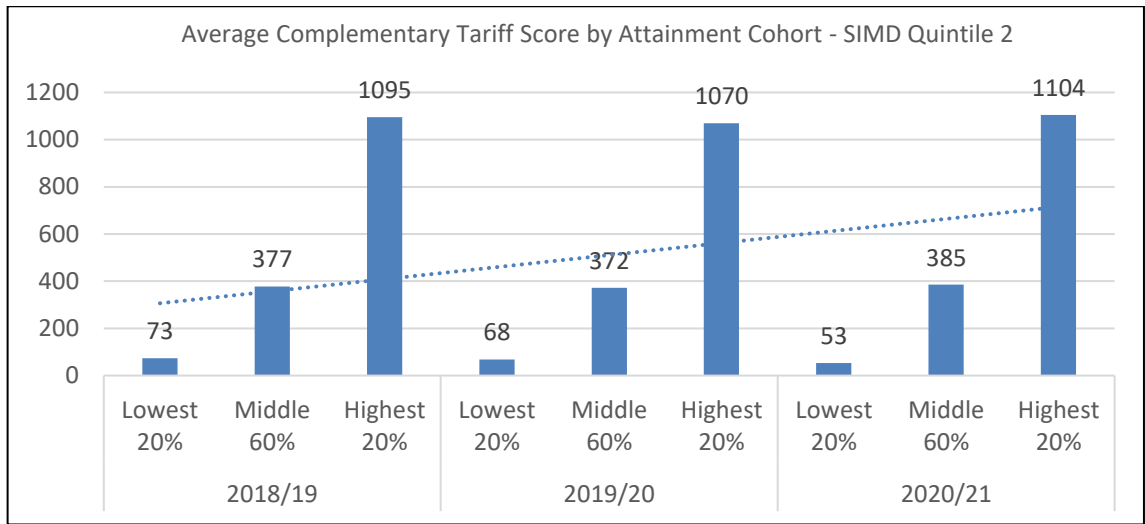


Chart 3.12c Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 3

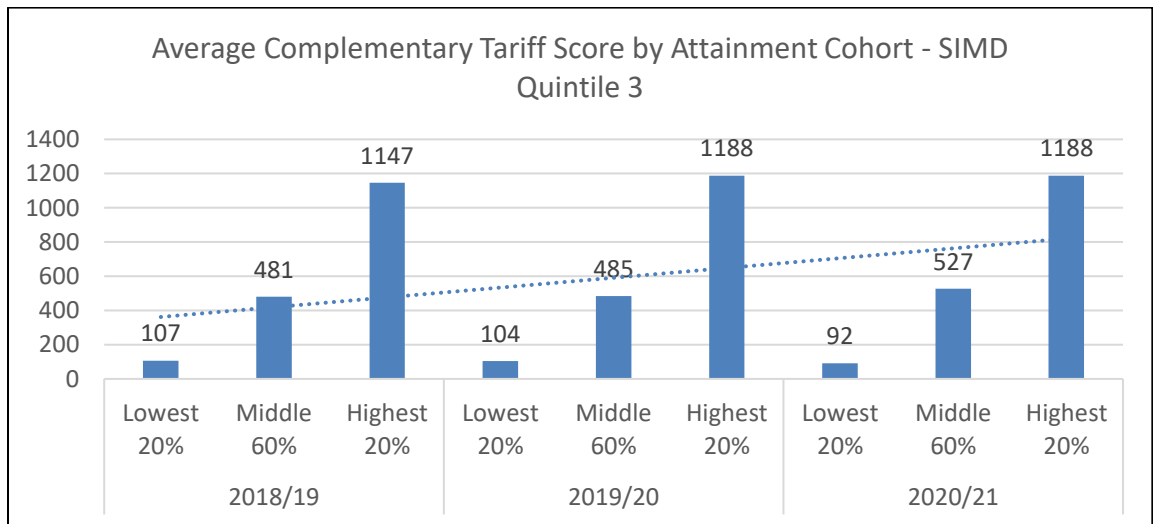


Chart 3.12d Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 4

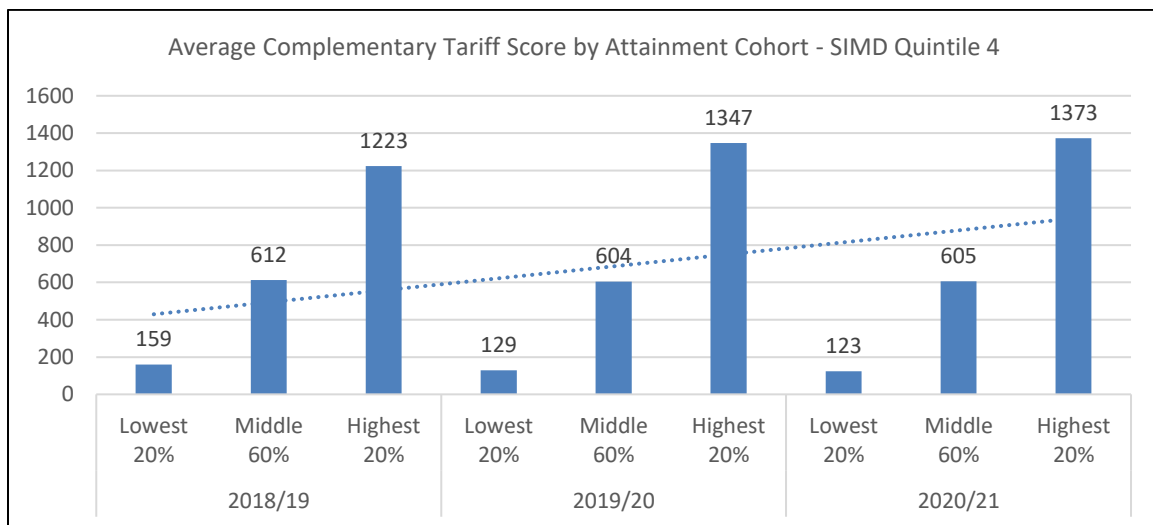
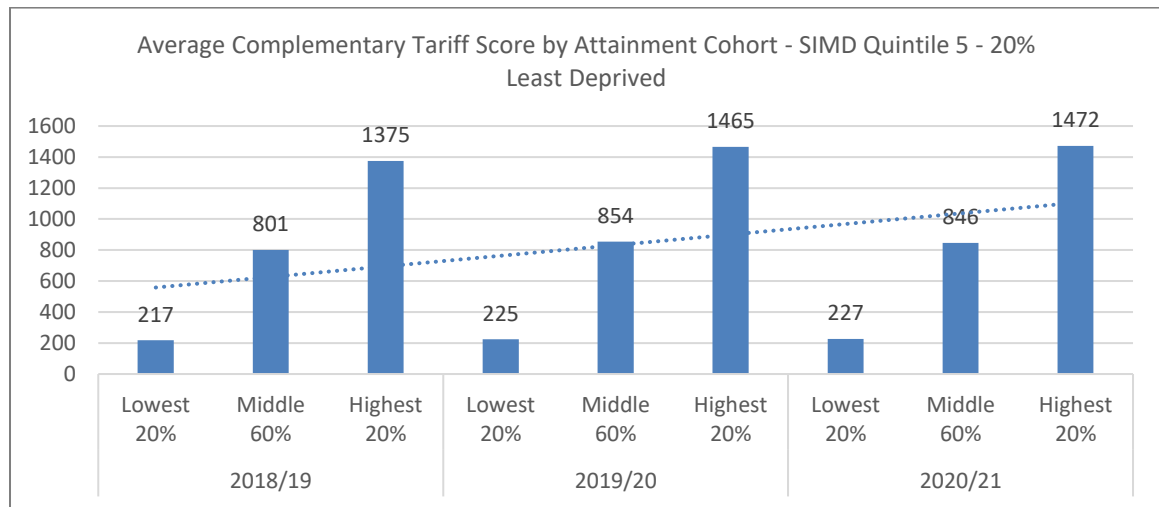


Chart 3.12 e Average Complementary Tariff Scores – SIMD Quintile 5 – 20% Least Deprived



3.12.3 The overall trend in average complementary tariff scores across the five SIMD Quintiles demonstrates a generalised improvement on 2018/19, although with some variation and less statistically significant change in comparison with 2020/21, and across each attainment cohort.

3.12.4 Alongside this, more detailed consideration of the outcomes for each of the attainment cohorts ( 20% Lowest, Middle 60% and 20% Highest of attainment) within each Quintile suggests that the objective of ‘improving attainment for all’ is largely being delivered, although the data trends for Quintiles 2 and 3 appeared to offer less consistent improvement patterns than those of the remaining Quintiles.

3.12.5 When considering the mean performance of each Quintile, ( Chart 3.12f ) the most significant absolute gains across the three-year period were, in order, recorded against Quintiles 1, 5, 4 and 3 respectively with Quintile 2, despite a marginal fall in 2020/21, experiencing a static mean position.

Chart 3.12 f Mean Average Complementary Tariff Scores by SIMD Quintile \*

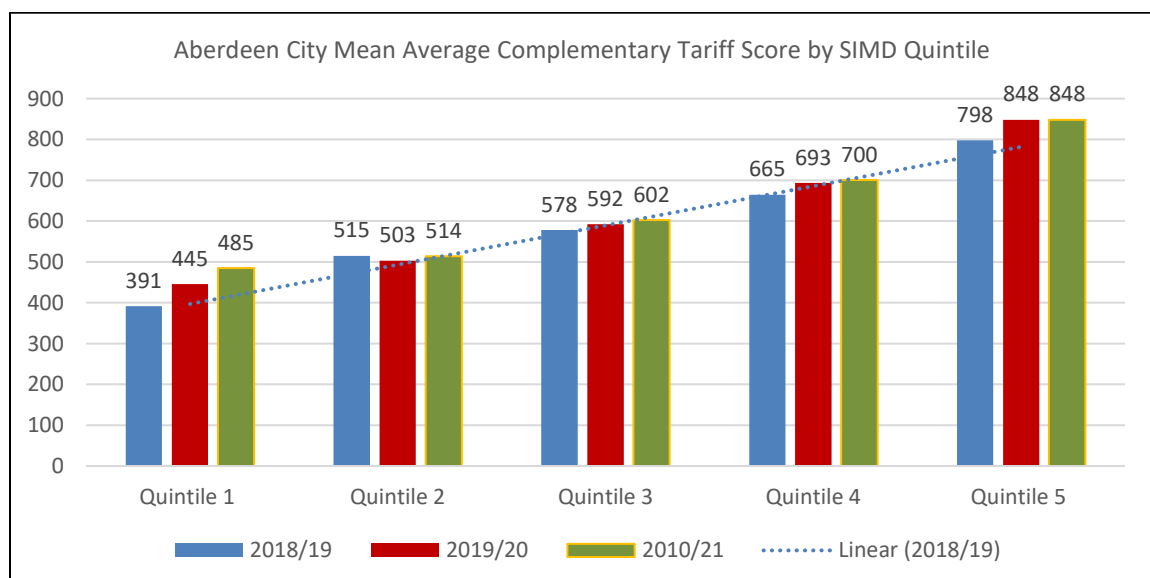
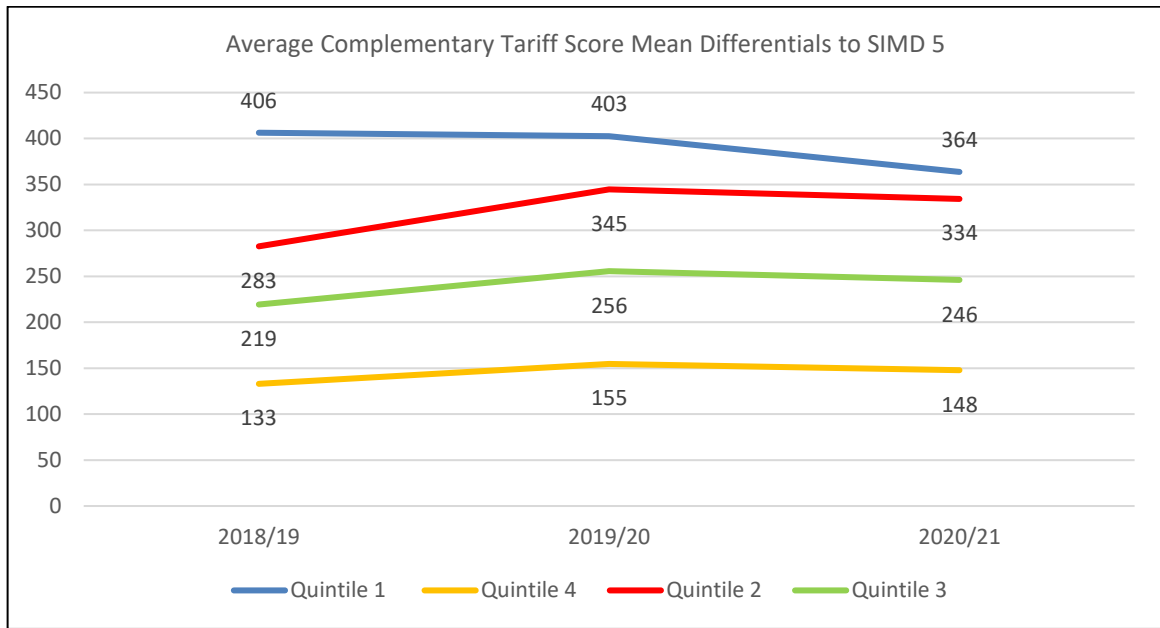




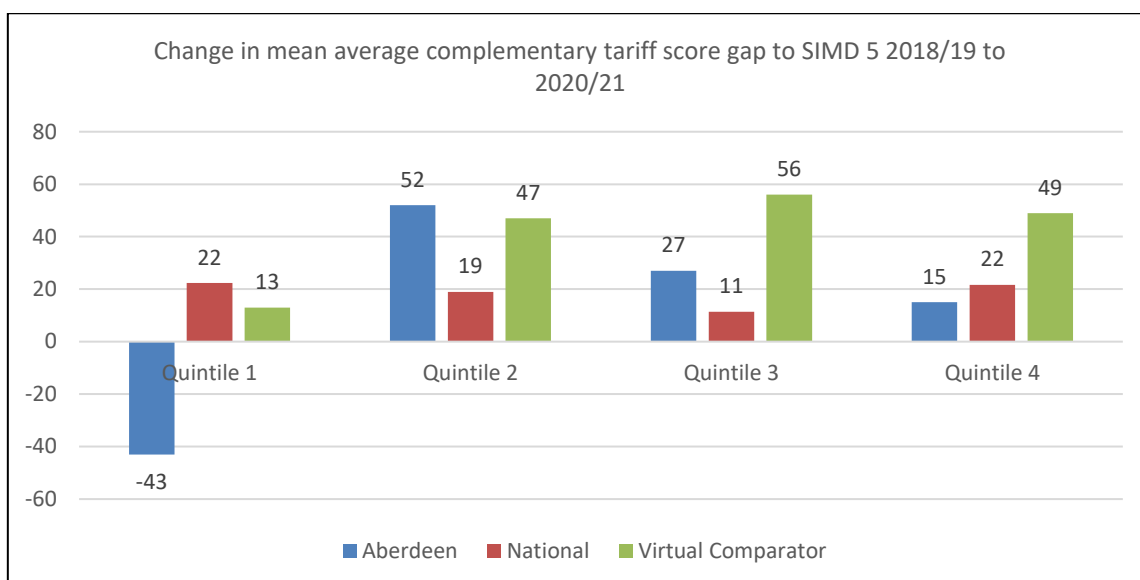
Chart 3.12g Average Complementary Tariff Scores – Differentials to SIMD 5 by Quintile Mean Figure\*



\* The data included within these charts are for demonstrative purposes only and are local calculations derived from formal Insight Benchmarking datasets.

- 3.12.6 In parallel to the observations made above around variations in relative improvement trends between SIMD Quintiles and the extent to which the poverty related gap in attainment is closing, the position for Quintile 1 indicates that, despite improvement at SIMD 5, the gap between the Most and Least Deprived is materially reducing in a sustained and statistically significant pattern.
- 3.12.7 The pattern in distances in average complementary tariff scores between SIMD Quintiles 3, 4 and the least deprived is less clear as the former have experienced a lesser improvement whilst SIMD 5 scores, as a dynamic comparator, continues to improve faster, despite a stalling of improvement in 2020/21 for the Least Deprived. These changes might be classed as being indeterminate trends. Quintile 2 is showing a weakened improvement trend with the status in tariff score being accentuated by the ongoing strength of performance at SIMD 5.
- 3.12.8 In comparison with the National and Virtual Comparator benchmarks, the trends demonstrated within Aberdeen City across the SIMD Quintiles closely match the two formal benchmarks.

Chart 3.12h Value change in mean Average Complementary Tariff Score gap between the Most and Least Deprived (SIMD 5) by Quintile



3.12.9 The Virtual Comparator (VC) data largely mirrors that experienced by the City in terms of historical change in Quintile values but with the improvement rate of the City's Most Deprived cohort advancing beyond the VC and showing faster closing of the poverty related gap to the Least Deprived. The remaining VC Quintiles show an extending gap to SIMD 5 at rates which are generally above those of the City over the three-year period.

3.12.10 Nationally, there is a similar picture with extending of the poverty related gaps, albeit with generally higher baseline values across the Quintiles. The City narrowed the gap between the Most and Least Deprived by 43 mean tariff score points whilst nationally this grew by 22 mean tariff score points. The outcomes for Quintile 2 were on a par with the Comparator, although behind the national figure, and Quintiles 3 and 4 showed varied outcomes against the two comparators but with some relatively positive outputs.

### 3.13 Education Outcomes of Care Experienced Children and Young People

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

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

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

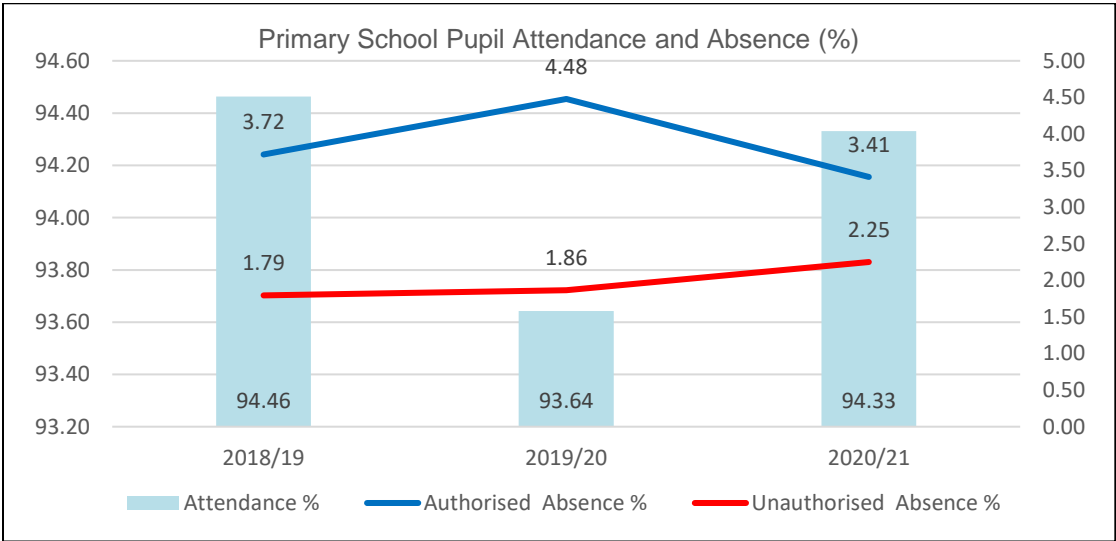
3.13.4 Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in late June 2022 will offer the first opportunity for sample size appropriate comparison.

3.13.5 Analysis of all available data suggests a requirement to focus on the needs of those who are Looked After at home as a gap in outcomes exists between those who are looked after at home and those who are looked after away from home.

3.13.6 As more children are moved from out of Authority placements to being looked after at home, there is a need to amend our arrangements for supporting those who are Looked After or on the edge of care. All schools will be asked to scrutinise the performance of this group and work collaboratively across the wider cluster to ensure that reorganisation of resource can help reduce the gap in keeping with the LOIP (Local Outcome Improvement Plan) stretch aim.

3.14 Attendance and Absence

Chart 3.14a Primary School Pupil Attendance (%)

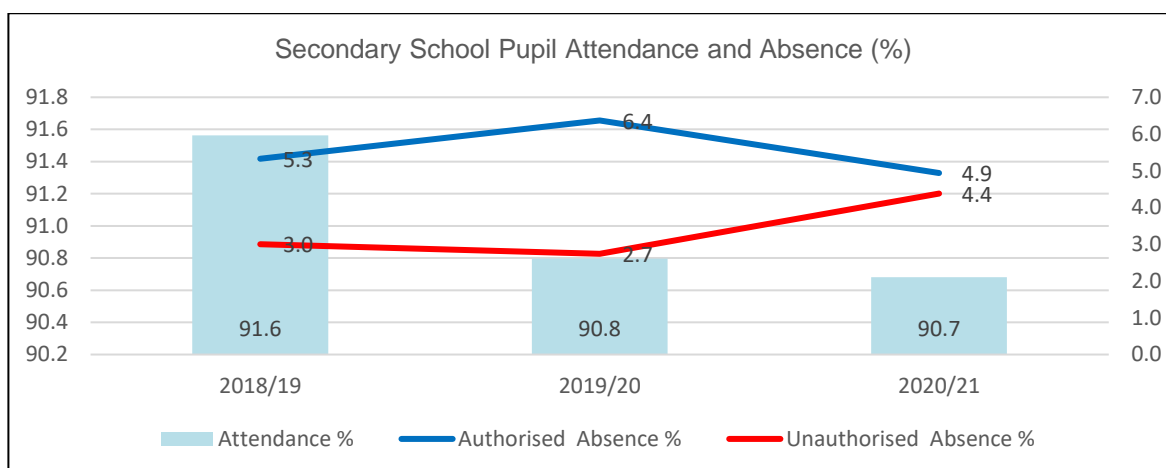


3.14.1 Taking cognisance of the unique circumstances around the education delivery environment over the course of the 2021/22 academic year, the overall picture on Primary School attendance and absence is more positive than in 2019/20.

3.14.2 Whilst Unauthorised Absences showed a marginal rise, when differentials in pupil cohort profiles and operational circumstances between years is taken into account, this change is of limited statistical significance.

3.14.3 The noted improvements in Attendance and Authorised Absence are of more statistical value in part due to the higher percentage point variation but also the cohort sample sizes involved.

Chart 3.14b Secondary School Pupil Attendance (%)



3.14.4 The trends for Secondary School Attendance and Absence closely follow that of Primary Schools but with a static position in Attendance and amplified change in both Authorised and Unauthorised Absence levels.

### 3.15 Exclusion

Table 3.15a Cases of exclusion per 1,000 pupils by sector\*

Year	Primary	Secondary	Special	Total
2020-21	5.5	34.5	0.0	17.2
2018-19	19.1	105.8	0.0	52.9
2016-17	*	83.8	*	47.6
2014-15	22.5	65.4	149.7	40.6
2012-13	28.0	80	488.0	53.7

\*National Data captured for 2016/17 against Primary and Special Schools is suppressed to prevent potential identification of individuals

3.15.1 Although the influence of COVID-19 across the 2020-2021 academic year is clear across the national Exclusions dataset, the city has experienced a greater two-year improvement in the level of exclusions than its benchmarks and a significant closing of the gap to the national outcome.

3.15.2 Aberdeen has recorded an improvement in the rate of exclusions per 1,000 pupils of 67.5% from 2018/19 in comparison with the national change of 41% and an Urban Mean of 48.4%, the largest rate of improvement amongst Scottish Local authorities for this time period, reducing cases of exclusion per 1,000 pupils to 17.2 from 52.9 at the last national survey point.

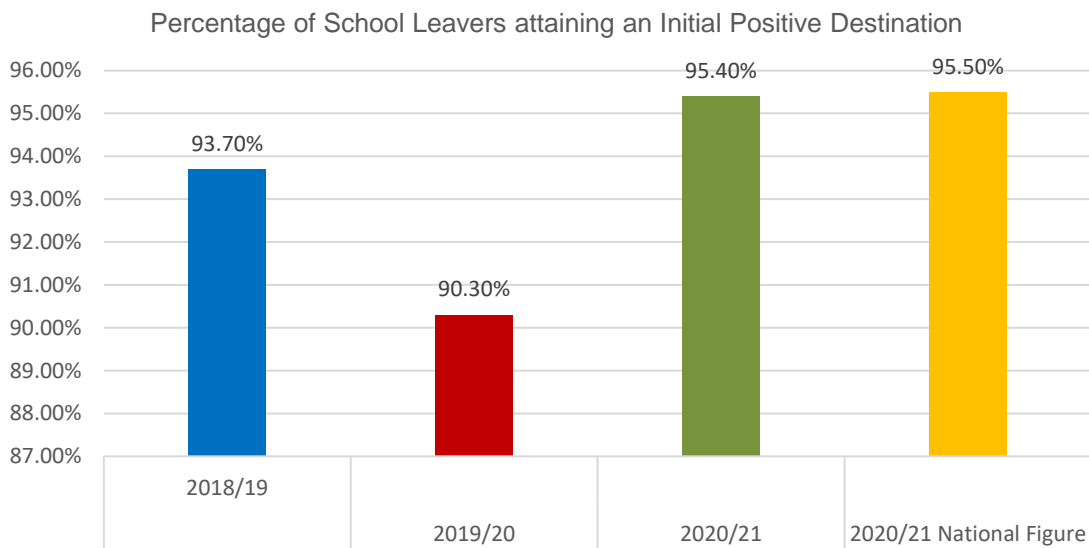
3.15.2 This is proportionately improved from the 2018-19 position where the City outcome was more than double the national and Urban Mean levels for the rate of exclusion per 1,000 pupils.

3.15.3 The overall number of pupils experiencing exclusion had fallen from 626 to 294, a reduction of over 50% with the rate of exclusion incidence per excluded pupil falling from just under 2 exclusions per academic year to less than 1.4 occasions as an average.

3.15.4 Across the phases, exclusion incidence of Primary school pupils reduced by around 72% with a lower 60% fall in the number of pupils excluded while, at Secondary level, the change from 2018-19 was marginally less, showing a reduction of 65% in the number of incidence and 50% fewer pupils experiencing an exclusion. Within Special schools, there were no incidence of exclusion for the second recorded academic year

### 3.16 School Leaver Destinations

Chart 3.16 Percentage of 2020/21 School Leavers in an Initial Positive Destination ( timeseries)



3.16.1 Aberdeen City is recording its highest level of initial destination positivity over the lifetime of the current national measure, with an outcome of 95.4%, an advance of 5.1 percentage points on the prior year and, more significantly, an increase of 1.6-percentage points ahead of 2018/19 which at that point was the previously greatest percentage of school leavers recorded in a sustained positive destination.

3.16.2 Comparatively, this trend mirrors that of the national level figures, and with some variation, those of the City’s nearest neighbours with the impact of the first waves of COVID-19 being equally encountered in 2019/20 across the sub-comparators.

Table 3.16 Percentage of 2020/21 School Leavers by Destination

Year	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Personal Skills Development	Unemployed Seeking	Unemployed Not Seeking	Unknown
2020/21	95.4	45.7	30.8	4.1	13.8	0.5	0.3	2.2	1.8	0.6

2019/20	90.3	47.5	31.2	2.4	8.7	0.0	0.0	5.2	2.5	2.0
2018/19	93.7	39.6	33.4	2.0	17.7	0.5	0.4	4.0	1.4	0.8

3.16.3 In the context of the national figure, and those or natural benchmark comparators, the City has, for the first time, almost entirely closed the gap in performance to the national level of 95.5%, and is on a statistical par with each of the three large City comparators (Dundee, Edinburgh, and Glasgow). Traditionally, over the extended period of this measure, the negative difference between the city's outcome and those of its nearest neighbours has consistently varied from a minimally statistically significant 1% to over 3% in each of the previous 11 years.

3.16.5 More extensive benchmarking by 6-fold Large Urban Rural Classification, demonstrates a similar pattern with the overall figure for this geographical cohort ( 9 local authorities) being 95.6% in a positive destination and the outcomes against each destination closely, or statistically, being a match for those of the city apart from Employment which is above that in Aberdeen (16.9%)

**Children's Rights**

3.17 This report contains no recommendations or content that require for the direct accounting of impact on children's rights.

**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. ENVIRONMENTAL IMPLICATIONS**

There are no direct environmental implications arising out of this report

**7. RISK**

The assessment of risk contained within the table below is consistent with the Council's Risk Appetite Statement"

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic	None	NA	NA	NA

<b>Compliance</b>	No significant legal risks.	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.	L	Yes
<b>Operational</b>	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer	L	Yes
<b>Financial</b>	No significant financial risks.	Overview data on specific limited aspects of the cluster's financial performance is provided within this report	L	Yes
<b>Reputational</b>	No significant reputational risks.	Reporting of service performance to Members and in the public domain serves to enhance the Council's reputation for transparency and accountability.	L	Yes
<b>Environment / Climate</b>	None	NA	NA	NA

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Partnership Agreement</b>  Improving Educational Choices	This report supports the following key Council priorities:  - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.  - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive

<p>Creating Better Learning Environments</p> <p>Caring for Young People</p>	<p>destinations, including further and higher education, vocational training and apprenticeships.</p> <ul style="list-style-type: none"> <li>- Promote the number of apprenticeships on offer through the council.</li> <li>- Work to ensure that every school community provides a safe and respectful environment for young people and staff.</li> <li>- Seek to make Aberdeen a UNICEF Child Friendly City.</li> <li>- Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems.</li> <li>- Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households.</li> </ul>
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**Aberdeen City Local Outcome Improvement Plan**

<p>Prosperous Economy Stretch Outcomes</p>	<p>The detail within this report contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p>
<p>Prosperous People Stretch Outcomes</p>	<p>The detail within Education Improvement Journey reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following objectives</p> <p>Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</p> <p>Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</p>



	<p>100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</p> <p>100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022.</p> <p>Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</p> <p>Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</p> <p>Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</p> <p>Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating</p> <p>Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</p> <p>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The detail within this reporting to Committee evidences how Education Service delivery leads, contributes to, or influences, LOIP Stretch Outcomes 14 and 15. Respectively, this contributes to delivery of the following improvement projects:</p> <p>Increase % of people who walk as one mode of travel by 10% by 2023.</p> <p>Increase % of people who cycle as one mode of travel by 2% by 2023.</p> <p>Increase community food growing in schools, communities and workplaces by 12 by 2023</p>

<b>Regional and City Strategies</b>	<p>The detail within reporting of tracker data to this Committee evidences how Education Service delivery leads, contributes to, or influences outcomes aligned to the City's National Improvement Framework Plan, and outputs/outcomes related to the City's involvement in the Northern Alliance collaborative.</p> <p>Data contained in the report is also contextual evidence of the Education Services contribution to Children's Services planning, along with both regional Economic and Skills strategies.</p>
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## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	A full impact assessment is not required for this report
<b>Data Protection Impact Assessment</b>	A Data Protection Impact Assessment is not required for this report.
<b>Other</b>	No additional impact assessments have been completed for this report.

## 10. BACKGROUND PAPERS

Aberdeen City Council National Improvement Framework Plan 2020/21  
Best Value Assurance Report, Council, COM.21.177, 23<sup>rd</sup> August 2021

## 11. APPENDICES (if applicable)

None

## 12. REPORT AUTHOR CONTACT DETAILS

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## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Free School Meals Annual Update
<b>REPORT NUMBER</b>	CUS/22/087
<b>DIRECTOR</b>	Andy MacDonald
<b>CHIEF OFFICER</b>	Derek McGowan
<b>REPORT AUTHOR</b>	Paul Tytler
<b>TERMS OF REFERENCE</b>	1.1.1

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### 1. PURPOSE OF REPORT

1.1 To provide the annual report on free school meals during 2021/22

### 2. RECOMMENDATION

That the Committee -

2.1 Note the increase in registration for free school meals during 2021/22

### 3. CURRENT SITUATION

#### Free School Meals 2021/22

3.1 The number of children registered for free school meals has increased from 4281 to 4678 over the year, an increase of just over 9%.

3.2 The total number of registrations includes children in P1 to P5 who are now entitled to free school meals through universal entitlement.

3.3 While there has been increases at schools in priority neighbourhoods, increases have been seen across schools in the city, including those in areas outwith priority neighbourhoods.

3.4 A range of interventions are contributing to increased registrations.

3.4.1 Vouchers have been distributed to families during holiday periods

3.4.2 Improvements by benefit processing teams in automatically awarding educational benefits when applications made for housing benefit and council tax reduction.

3.4.3 Continued engagement with parents to maximise registrations.

3.5 Factors affecting uptake include the preference for pupils to avoid queues and to leave school at lunchtimes. Work is in progress to establish a food hub at either St Machar Academy or Northfield Academy to test an alternative approach. The food hub will be outwith the main school building and provide 'grab and go' food provision, allowing pupils to be outwith school to meet their friends but still uptake their free school meal entitlement. This approach has proved successful elsewhere and is aimed to be in place for the start of the new school term in 2022.

3.6 Further work required in 2022/23

3.6.1 Continued work with parents to ensure registrations and uptake continues to increase in light of the ongoing cost of living crisis

3.6.2 Continued work with officers across services to ensure our benefit and claim systems continue to ease the process of taking up entitlement

3.6.2 Testing the approach to support uptake of free school meal though the provision of a food hub at either St Machar or Northfield Academy

#### 4. FINANCIAL IMPLICATIONS

4.1 No new financial implications arising from this report

#### 5. LEGAL IMPLICATIONS

5.1 No new legal implications arising from this report

#### 6. ENVIRONMENTAL IMPLICATIONS

6.1 No environmental implications arising from this report

#### 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	N/A			
<b>Compliance</b>	N/A			
<b>Operational</b>	There is a risk that families will experience food poverty	We will continue to monitor effectiveness of systems and processed to maximise registrations and uptake of free school meals	L	Yes

<b>Financial</b>	There is a risk of reduced income due to fewer school meals being paid for	Scottish Government Grant funding and monitoring of impact on budgets	L	Yes
<b>Reputational</b>	N/A			
<b>Environment / Climate</b>	N/A			

## 8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
<u>Aberdeen City Local Outcome Improvement Plan</u>	
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

## 9. IMPACT ASSESSMENTS

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

## 10. BACKGROUND PAPERS

10.1 Free School Meals Annual Update 2020/21 OPE/21/139

## 11. Appendix

11.1 School Meal uptake by school

## 12. REPORT AUTHOR CONTACT DETAILS

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Sector	School	School Roll	P6- P7/Secondary/Sp ecial	No. register ed for FSM	% register ed for FSM
Primary	Abbotswell School	216	62	9	14.5%
Primary	Airyhall School	362	106	6	5.7%
Primary	Ashley Road School	421	119	5	4.2%
Primary	Braehead Primary School	278	82	11	13.4%
Primary	Bramble Brae Primary School	142	42	21	50.0%
Primary	Brimmond School	399	105	19	18.1%
Primary	Broomhill Primary School	412	104	5	4.8%
Primary	Charleston School	257	71	5	7.0%
Primary	Cornhill Primary School	366	100	20	20.0%
Primary	Countesswells School	83	17	4	23.5%
Primary	Culter School	307	94	8	8.5%
Primary	Cults Primary School	635	193	5	2.6%
Primary	Danestone Primary School	226	62	5	8.1%
Primary	Dyce Primary School	424	129	15	11.6%
Primary	Fernielea School	249	67	18	26.9%

Primary	Ferryhill Primary School	386	103	4	3.9%
Primary	Forehill Primary School	205	55	3	5.5%
Primary	Gilcomstoun Primary School	251	93	25	26.9%
Primary	Glashieburn Primary School	233	80	7	8.8%
Primary	Greenbrae Primary School	317	71	4	5.6%
Primary	Hanover Street Primary School	237	72	22	30.6%
Primary	Hazlehead Primary School	324	76	4	5.3%
Primary	Heathryburn School	326	101	21	20.8%
Primary	Holy Family RC Primary School	142	40	3	7.5%
Primary	Kaimhill School	350	86	27	31.4%
Primary	Kingsford School	330	101	18	17.8%
Primary	Kingswells School	407	120	4	3.3%
Primary	Kirkhill Primary School	281	83	31	37.3%
Primary	Kittybrewster School	294	92	20	21.7%
Primary	Loirston Primary School	322	94	4	4.3%



Primary	Manor Park School	232	59	27	45.8%
Primary	Middleton Park School	195	64	0	0.0%
Primary	Mile End School	564	149	15	10.1%
Primary	Milltimber Primary School	286	88	1	1.1%
Primary	Muirfield School	148	42	9	21.4%
Primary	Quarryhill School	309	74	31	41.9%
Primary	Riverbank School	338	93	41	44.1%
Primary	Scotstown Primary School	171	47	6	12.8%
Primary	Seaton Primary School	177	43	14	32.6%
Primary	Skene Square School	369	103	17	16.5%
Primary	St Josephs School	366	106	12	11.3%
Primary	St Peter's RC Primary School	170	46	6	13.0%
Primary	Stoneywood School	328	68	7	10.3%
Primary	Sunnybank School	276	77	21	27.3%
Primary	Tullos Primary School	300	84	37	44.0%
Primary	Walker Road School	309	95	31	32.6%
Primary	Westpark School	252	75	27	36.0%

Primary	Woodside Primary School	308	83	27	32.5%
Secondary	Aberdeen Grammar School	1148	1148	90	7.8%
Secondary	Bridge of Don Academy	689	689	89	12.9%
Secondary	Bucksburn Academy	825	825	100	12.1%
Secondary	Cults Academy	1134	1134	67	5.9%
Secondary	Dyce Academy	565	565	62	11.0%
Secondary	Harlaw Academy	978	978	158	16.2%
Secondary	Hazlehead Academy	946	946	118	12.5%
Secondary	Lochside Academy	1048	1048	259	24.7%
Secondary	Northfield Academy	766	766	295	38.5%
Secondary	Oldmachar Academy	801	801	60	7.5%
Secondary	St Machar Academy	924	924	263	28.5%
Special	Orchard Brae School	117	117	44	37.6%
Special	School for the Deaf	15	15	11	73.3%
		24236	13972	2298	

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	School Estate Plan Update
<b>REPORT NUMBER</b>	RES/22/092
<b>DIRECTOR</b>	Steve Whyte
<b>CHIEF OFFICER</b>	Stephen Booth
<b>REPORT AUTHOR</b>	Andrew Jones
<b>TERMS OF REFERENCE</b>	1.1.1, 1.1.5, 1.3

### 1. PURPOSE OF REPORT

- 1.1 This report provides an update on the development of the School Estate Plan.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 Notes that there is unprecedented uncertainty and market fluctuation in relation to construction costs and energy costs, and uncertainties relating to school roll forecasting following changes in patterns of school enrolment, have led to challenges in providing an accurate and robust set of recommended actions within the School Estate Plan.
- 2.2 Instructs the Chief Officer – Corporate Landlord to report back to the next meeting of the Education Operational Delivery Committee with a further detailed update.

### 3. CURRENT SITUATION

- 3.1 At its meeting of 3 March 2021, Council agreed to “note the process and timeline required to be followed in delivering the School Estate Plan, and to 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.” Officers have continued to develop the School Estate Plan with a view to fulfilling that instruction.
- 3.2 The draft Plan will be organised into three key themes: The Quality Of Our Learning Environments, The Sufficiency and Efficiency Of Our Estate, and Working With And For Local Communities. Through these themes, the draft Plan will set out the priorities and actions which are required to be taken in the

short, medium and long term, in order to maintain and develop our school estate.

- 3.3 A review of the existing school estate has been carried out, to provide a detailed picture of the current position, and this has been used to inform the development of the priorities which will be set out within the School Estate Plan. Full details of the findings from the review will be provided, along with a commentary on the priorities for each school or group of schools, which have been identified based on the most recently available data.
- 3.4 The identified priorities for the individual properties and for the estate as a whole, will then be organised into an action plan, detailing the specific individual actions which are required to be taken for each site, and these actions will be presented within the School Estate Plan as recommendations for consideration by Committee.
- 3.5 Whilst officers have been working towards the presentation of a final School Estate Plan in Summer 2022, a number of external factors have led for the need to further review the draft Plan, to ensure that the recommendations within it are accurate and robust, and to minimise any financial or reputational risk to the Council. More time is therefore required to carry out this work, and the reasons for this are summarised below.

#### School Roll Forecasts

- 3.6 Within the draft School Estate Plan there is a focus on identifying priorities to ensure that the estate has an appropriate number of pupil places, to meet changing demographics across the city. In some parts of the city, schools are already oversubscribed, or forecasts indicate they will be oversubscribed in the near future, and additional capacity will be needed to meet growing demand for places in these areas. In other parts of the city where pupil numbers are falling, we have schools which are currently, or are predicted to be, significantly under capacity, leading to inefficiencies within the estate, and decisions will be required to be made on rationalising schools and spaces in schools where places are no longer expected to be required.
- 3.7 The identification of future needs for space within schools across the city requires our school roll forecast to be as accurate as possible, and reflective of the current situation with pupil numbers in our schools. The most recently available school roll forecast is based on birth rate data for the past five years and actual school roll figures collected in 2020. The forecast also relies on historical trends to predict likely patterns of school enrolment in the future. Factors included within these predictions include:
  - historical trends in inward and outward migration to and from Aberdeen;
  - trends in pupils' staying on rates in S5 and S6;
  - historical patterns of movement of pupils to schools outwith their catchment zones, including to independent schools.
- 3.8 There is growing evidence of significant changes to patterns of school enrolment within our schools over the past two years, which are not in line with

the above historical trends which were used to calculate our latest school roll forecast. For example there is evidence of marked increases in the number of families settling in, or returning to, Aberdeen from elsewhere the UK or from overseas, leading to higher than expected enrolments for pupil places in our schools. There has also been a reduction in the number of pupils leaving primary school and then moving to an independent school, which is thought to be due to a change in families' financial circumstances, and these pupils are being enrolled in local authority secondary schools instead, leading to higher than expected numbers of pupils in these schools.

- 3.9 As a result of these unexpected changes in patterns of enrolment, within the school roll forecast for some schools, there are some significant differences between the predictions for the number of pupils which were expected to be attending school from August 2021, compared with the actual pupil numbers who enrolled at school this year. For example, at Cults Academy, the forecast pupil roll for 2021/22 was 1018, whilst the actual number of pupils attending in August 2021 was 1150.
- 3.10 Making recommendations within the School Estate Plan based on the latest forecasts, particularly where these recommendations are for significant changes to the school estate, including for example building new schools where there is an indication that more capacity will be required, or rationalising schools where it appears the demand for places will fall, therefore becomes more difficult, as there is a risk that the recent changes to patterns of enrolment may continue, and that this will result in changes to future demand for places in different parts of the city.
- 3.11 Officers are currently working on the next update to the school roll forecast, which will be based on actual pupil numbers in 2021/22, and will take greater account of the above recent changes to patterns of enrolment. This will provide a higher degree of certainty in the predictions for future school occupancy levels, allowing the recommendations within the School Estate Plan to be updated accordingly.

#### Planning for net zero carbon emissions

- 3.12 The Council's Climate Change Plan 2021-2025 sets out Aberdeen City's ambitions in transitioning to net zero corporate carbon emissions through its own assets and operations by 2045 at the latest. This includes interim targets of a reduction in emissions of 48% by 2025, and of 75% by 2030.
- 3.13 To contribute to these ambitious targets, the Council has committed to work across our existing schools to increase energy efficiency and reduce energy demand. We need to establish cost effective solutions for the diverse range of building types within our school estate, and plan scalable solutions to phase out the use of fossil fuels where possible, and increase the overall energy efficiency of the buildings. Recent significant rises in global energy costs also highlight the vital importance of making our estate as energy efficient as possible.
- 3.14 Unprecedented rises in construction costs in recent months have created difficulties in accurately estimating the costs which are likely to be involved in

carrying out any necessary refurbishment or improvements to buildings, to improve their energy efficiency. This was evidenced by a recent feasibility study for the refurbishment of one of our existing primary school buildings, which appraised a comprehensive retrofit of the existing building, and taking a "fabric first" approach to achieve the highest possible levels of energy efficiency, versus an option for constructing an entirely new building. The study highlighted only a small cost differentiation between these two options.

- 3.15 More time is therefore required to fully understand the implications of recent cost rises in the construction industry, and to develop a more detailed picture of the costs involved in bringing our existing buildings to an appropriate standard of energy efficiency to meet our net zero targets. This will help ensure that the recommendations within the School Estate Plan on the future of existing school buildings, particularly where the options may be to refurbish or replace the building to improve its efficiency, are suitably robust and accurate.

#### **4. FINANCIAL IMPLICATIONS**

- 4.1 There are no direct financial implications associated with the recommendations in this report.

#### **5. LEGAL IMPLICATIONS**

- 5.1 Section 1 of the Education (Scotland) Act 2010 provides that it shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education.
- 5.2 Section 17 of the Education (Scotland) Act 1980 provides that it shall be the duty of an education authority in the performance of their functions under sections 1 to 6 of the Act, to provide for their area, sufficient accommodation in public schools and other educational establishments under their management to enable them to perform their said functions. In addition, an education authority shall maintain and keep efficient every public school, and other educational establishment under their management, and shall from time to time provide such additional accommodation as may be necessary to enable them to perform their functions under the Act and may, provide, alter, improve, enlarge, equip and maintain schools and other educational establishments within their area.
- 5.3 The School Estate Plan will be aimed at fulfilling the above duties incumbent upon the Education Authority.
- 5.4 A proposal to make changes to a school, including closing, relocating or opening a school, is subject to consultation in accordance with the Schools (Consultation) (Scotland) Act 2010. Formal consultations will require to be carried out for any proposals to make these types of changes to schools, and consideration of this will be given in the recommendations arising from the School Estate Plan.

## 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no environmental implications associated with the recommendations in this report.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	No significant risks identified			
<b>Compliance</b>	(1) Failure to plan effectively for the school estate, leading to the Council being unable to fulfil its duty to make adequate and efficient provision  (2) Failure to consult formally with stakeholders on changes to schools would be in breach of legislation	(1) Allowing further time to develop the School Estate Plan and to consider the implications of recent changes in costs and patterns of enrolment, will ensure that the plans for the future school estate are robust and effective.  (2) Any proposed changes to schools arising from the School Estate Plan will incorporate plans for statutory consultation to ensure compliance with legislation	L	Yes
<b>Operational</b>	Failure to engage and consult with communities on the future of the school estate which serves them, could lead to a breakdown in relationships with community members. Some proposals about the future of the school estate may not be popular with	The School Estate Plan will emphasise a renewed approach which places community engagement and consultation at the centre	M	Yes

	some stakeholders			
<b>Financial</b>	Failure to take account of recent increased construction costs and recent changes to patterns of enrolment could lead to the wrong decisions being taken, leading to unnecessary costs for the Council.	Allowing further time to develop the School Estate Plan and to consider the implications of recent changes in costs and patterns of enrolment, will ensure that the plans for the future school estate are robust and effective and that any costs incurred are necessary and will bring about future benefits.		
<b>Reputational</b>	Failure to engage and consult with communities on the future of the school estate which serves them, could lead to reputational damage for the Council. Some proposals about the future of the school estate may not be popular with some stakeholders	The School Estate Plan will emphasise a renewed approach which places community engagement and consultation at the centre	M	Yes
<b>Environment / Climate</b>	No significant risks identified			

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
<b>Impact of Report</b>	
<b>Aberdeen City Council Policy Statement</b>	<p>This report relates to the delivery of the following policy statements:</p> <p><u>People</u>  Policy Statement 1 - Completion of the School Estate Review and development of estate strategy for the next 5-10 years. The report explains the current situation with the development of the Committee's approval of the School Estate Plan.</p>



<b><u>Aberdeen City Local Outcome Improvement Plan</u></b>	
Prosperous People Stretch Outcomes	The school estate plan will support the delivery of Stretch Outcome 8 in the LOIP – Child friendly city where all decisions which impact children and young people will be informed by them by 2026. The School Estate Plan sets out how all stakeholders including children and young people will be consulted on proposals to make changes to the school estate.
Prosperous Place Stretch Outcomes	The school estate plan will support the delivery of Stretch Outcome 13 in the LOIP – Addressing climate change by reducing Aberdeen’s carbon emissions by at least 61% by 2026 and adapting to the impacts of our changing climate. The School Estate Plan sets out the approach which will be taken to reduce carbon emissions from the school estate.
<b>Regional and City Strategies</b>	The School Estate Plan will support the delivery of the Council’s Property and Estates Strategy (currently in draft).

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	Full impact assessment not required
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	No other assessments required

## 10. BACKGROUND PAPERS

10.1 Council, 3 March 2021: [Printed Decisions](#), Page 9

## 11. APPENDICES

None

## 12. REPORT AUTHOR CONTACT DETAILS

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## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Early Learning and Childcare Delivery Plan 2022-24
<b>REPORT NUMBER</b>	OPE/22/084
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Louise Beaton
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Committee approval for our new Early Learning and Childcare Delivery Plan 2022-24 in line with our statutory duties to prepare and publish a plan.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 Approves the Early Learning and Childcare Delivery Plan 2022-24;
- 2.2 Instructs the Chief Education Officer to deliver the Early Learning and Childcare Delivery Plan 2022-24 in line with statutory guidance; and
- 2.3 Instructs the Chief Education Officer to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24 in 2 years' time.

### 3. BACKGROUND

#### **The National Context**

- 3.1 A Blueprint for 2020: The Expansion of Early Learning and Childcare, published in March 2017, outlined the Scottish Government commitment to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours.
- 3.2 Since August 2021 all three and four year-olds, and eligible two-year olds receive 1140 hours of funded ELC per year. This means more funded hours, more choice of where children can go to access their ELC entitlement and more flexible models of ELC are available to support families.
- 3.3 We have a statutory duty to produce an Early Learning and Childcare Delivery Plan every 2 years.

### **The Local Context**

- 3.4 Aberdeen City Council welcomed the opportunity to expand services in recognition of how the expansion of ELC could help reduce the poverty related attainment gap and improve long term outcomes for children and families. The Aberdeen City Council Delivery Plan was approved by the then Education and Children's Services Committee on 16 November 2017.
- 3.5 The Delivery Plan presented an ambitious vision of ELC for Aberdeen City Council which extended beyond the national policy intention in order to ensure that the programme would help support the delivery of outcomes stipulated in the Local Outcome Improvement Plan (LOIP).
- 3.6 We have delivered against the Early Learning and Childcare (ELC) Delivery Plan approved in 2017 and have fully implemented the expansion of ELC across the city, in partnership with all of our stakeholders including our workforce and our Funded Providers.
- 3.7 We also consulted with parents and carers (Appendix A). In November 2021 we consulted with parents, carers and future parents and carers to seek their views to inform the evaluation report and to help develop the next Delivery Plan. Key headline points from the 453 returns included:
- 72% of respondents were very satisfied or satisfied with the range of ELC providers and models within their local area / Associated School Group (ASG).
  - 75.8% were able to secure a funded ELC place in their local area / ASG.
  - 82.9% of respondents were satisfied with the location of their ELC provision.
  - 82.4% of respondents stated that they were satisfied or very satisfied with their child's experience of ELC to date.
  - 68.3% of respondents were either satisfied or very satisfied with their child's induction process.
  - The majority of respondents, at almost 65%, identified an improvement in their child's social skills with over half of the respondents seeing an improvement in their child's communication skills.
  - 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
  - 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
  - 28.5% were now considering a return to work or study.
  - 26.1% stated improved wellbeing /respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.
- 3.8 The ELC Expansion Programme was delivered on time and on budget. As a result of the ELC Expansion Programme, Aberdeen City now offers a mixed delivery model of ELC provision:
- In 46 of our primary schools;
  - In 46 Funded Providers;
  - At the multi-agency Links Hub;

- At our Gaelic Medium Unit based in Gilcomstoun Primary School;
  - At our 2 Outdoor Nursery provisions at Duthie and Hazlehead Parks; and
  - Through 70 childminders
- 3.9 The ELC Expansion Programme was evaluated against the Delivery Plan. This was approved by Education Operational Delivery Committee on 20 January 2021.  
[http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B\\_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf](http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf)
- 3.10 Learning points from the evaluation include a need to now:
- Review transition processes to allow in person transition as soon as public health guidance allows;
  - Be mindful of the need for early in-person engagement with staff if public health guidance allows;
  - Further promote Gaelic Medium ELC provision;
  - Monitor demand for childminders;
  - Monitor demand for eligible 2s placements; and
  - Continue to work towards the delivery of intergenerational support as public health guidance allows.
- 3.11 Education Operational Delivery Committee instructed the Chief Education Officer to prepare a new Early Learning and Childcare Delivery Plan for 2022-24 based on the findings of the evaluation for presentation at the next meeting of this Committee.
- Early Learning and Childcare Delivery Plan 2022-24**
- 3.12 The Local Authority has a statutory duty under the Children and Young People (Scotland) Act 2014 to prepare and publish an Early Learning and Childcare Delivery Plan to set out the strategic direction for the delivery of ELC in the city.
- 3.13 The Plan has to respond to local need and reflect the diversity of communities in Aberdeen. The evaluation and the learning points identified have been used to inform the development of our Early Learning and Childcare Delivery Plan for 2022-24.
- 3.14 The 2022-24 Delivery Plan will follow on from the 2017 Delivery Plan and will be informed by the findings of the Evaluation of the Expansion of ELC programme, including the views of parents and carers.
- 3.15 A one-page infographic has been produced (Appendix B) which sets out the proposed direction of travel for the next two years. It was shared widely with key stakeholders, including staff, to show how the ELC Delivery Plan 2022-24 (Appendix C) will set out:
- How will we deliver ELC?
  - How will we ensure quality?
  - How will we communicate, engage and consult?
  - How will we support and develop our workforce?

3.16 The underpinning principles continue to be that ELC should be:

- High quality
- Affordable
- Accessible
- Flexible

3.17 Based on the outcomes of our Evaluation of the Expansion of ELC, our consultation with parents and carers (Appendix A), and our engagement with key stakeholders, including staff voice (Appendix D), we suggest that our key themes for development over the next 2 years are:

- Workforce Support
- Transitions
- Community Partnerships
- Family Support

3.18 Improvement activity and actions for next 2 years are detailed in the Early Learning and Learning Delivery Plan 2022-24 in Appendix C.

#### **4. FINANCIAL IMPLICATIONS**

4.1 Aberdeen City Council, as primary guarantor of quality and key enabler of flexibility and choice, is currently funded by a specific grant from the Scottish Government to deliver ELC. Officers have worked with finance colleagues to ensure that our plans realise a sustainable ELC provision.

4.2 Reciprocal arrangements are in place via a Cross Boundary Agreement with Aberdeenshire Council. This means that an equal number of ELC places will be provided by each neighbouring Local Authority. For example, if Aberdeen City Council provide more funded ELC places than Aberdeenshire Council, the additional places will be recharged to Aberdeenshire Council in line with the Reconciliation and Payments part of the Cross Boundary Agreement on a quarterly basis. This ensures equity and Best Value for both Authorities, whilst offering flexibility and choice to families from both Authorities.

4.3 The selling of surplus places is currently being explored as a way of income generating for the Council and is an action within the ELC Delivery Plan 2022-24. We may be able to sell additional hours / sessions of ELC to parents and carers who require additional wrap around care (subject to the availability of places and a more stable staffing situation now that COVID-19 restrictions have been lifted). In our most recent consultation, we asked if parents and carers would be interested in purchasing additional hours / sessions over and above the statutory 1140 hours funded entitlement. Nearly one third of respondents said, that if made available they would purchase extra hours of ELC, with a further third of respondents indicating that they would possibly purchase additional hours of wrap around care should they be available in the future.

## 5. LEGAL IMPLICATIONS

5.1 The expansion of ELC has brought a number of duties on the Local Authority under the Children and Young People (Scotland) Act 2014:

- The provision of 1140 hours of Early Learning and Childcare for eligible two year olds and all three and four year olds.
- Aberdeen City Council will retain the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city.
- Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for all families in the city.
- Aberdeen City Council is responsible for engaging and consulting with parents and carers on a regular basis (minimum of every 2 years) on the provision of ELC delivered locally.
- Aberdeen City Council is responsible for preparing and publishing an Early Learning and Childcare Delivery Plan every 2 years.

5.2 The ELC Delivery Plan will help us to manage the actions necessary to continue to deliver and develop high quality ELC in the city.

## 6. ENVIRONMENTAL IMPLICATIONS

6.1 No negative environmental impacts have been identified. A cornerstone of the ELC expansion programme was the investment in outdoor learning, and this is keenly reflected in the establishment of two new outdoor nurseries at Duthie Park and Hazlehead Park. Both will have an outdoor focus in their education and provision, but each will offer unique and varied experiences for children, families, staff and the wider communities. The establishment of the two new outdoor nurseries is a first for Aberdeen city and a pioneering provision for the Early Years sector. Across all ELC settings, good use is also made of outdoor and green spaces where practicable and feasible to do so.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	No risks identified	N/A	N/A	N/A
<b>Compliance</b>	Risk of not meeting statutory obligations	Mitigated through delivery of the Expansion Programme and subsequent	L	<b>Yes</b>

	around 1140 hours.	monitoring of supply and demand of ELC places.		
<b>Operational</b>	Risk of not attracting enough new practitioners into the workforce.	Mitigated through the ongoing activities being undertaken to support workforce development as approved in Aberdeen City: Workforce Delivery Plan – Early Learning and Childcare approved by Education Operational Delivery Committee on 6 December 2018.	L	<b>Yes</b>
<b>Financial</b>	Risk of building a financially unsustainable model.	Care has been taken to redesign ELC around improving quality rather than simply doubling to reflect the additional hours and a more sustainable staffing model has been put in place.  Now that the financial settlement is known Officers are considering the implications of this on our delivery model.	M	<b>Yes</b>
<b>Reputational</b>	Risk of not delivering on legal obligations	Mitigated through delivery of the Expansion Programme and subsequent monitoring of supply and demand of ELC places.	L	<b>Yes</b>
<b>Environment / Climate</b>	No risks identified	N/A	N/A	N/A



## 8. OUTCOMES

<u><b>COUNCIL DELIVERY PLAN</b></u>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>	<p>The proposals within this report support the delivery of Policy Statement 3 (People) – To work with the Scottish Government to provide flexible and affordable Early Learning and Childcare for families on the lowest incomes.</p> <p>The provision of free Early Learning and Childcare has the potential to be transformational for many families, but especially for those with the lowest incomes in the city.</p>
<u><b>Aberdeen City Local Outcome Improvement Plan</b></u>	
<p>Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026</p>	<p>The Early Learning and Childcare Delivery Plan 2022-24 will continue to have a positive impact on this priority theme and will help to deliver the LOIP.</p> <p>The workforce has increased significantly in order to deliver the increase in ELC provision.</p> <p>63 Aberdeen City Council employees retrained as Early Years Practitioners over 3 cohorts of a Retraining Programme, gaining an SVQ Level 3 qualification. We have also recruited 110 Early Learning and Childcare Support Workers.</p> <p>In addition, we have introduced a Modern Apprenticeship position into our ELC staffing structure. This involves training young people to become Early Years Practitioners as part of our ‘Grow Our Own’ workforce strategy. This is a new role in our Local Authority ELC settings and provides a positive destination and career pathway for our young people as well as strengthening our workforce. We currently have 37 Modern Apprenticeships working across the city.</p> <p>There will be ongoing opportunities to join the Early Learning and Childcare workforce in Aberdeen and to retrain, to upskill and for career progression.</p>
<p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain</p>	<p>The Expansion of Early Learning and Childcare has contributed positively to supporting positive destinations.</p>

<p>a positive destination upon leaving school by 2026</p> <p>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p>	<p>We have introduced a Modern Apprenticeship position into our ELC staffing structure. This involves training young people to become Early Years Practitioners as part of our 'Grow Our Own' workforce strategy. This is a new role in our Local Authority ELC settings and provides a positive destination and career pathway for our young people as well as strengthening our workforce. We currently have 37 Modern Apprenticeships working across the city.</p> <p>Our work in partnership with families and communities including through a Peep offer in all settings as part of a partnership Family Support offer will support children to reach their expected milestones. It will also increase the number of parents and carers who have awareness of how to support their children's learning and development at home.</p> <p>Furthermore, every child who attends Early Learning and Childcare over a lunchtime period receives a minimum of one free meal per session attended as part of their statutory entitlement, as well as a portion of milk and fruit or vegetables daily via the Scottish Milk and Healthy Snack Scheme.</p> <p>Early Learning and Childcare can improve long term outcomes for children and families.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The provision of high quality Early Learning and Childcare will help to deliver the LOIP.</p> <p>The increase in funded ELC will enable more families to take up employment and training opportunities, thus reducing poverty. More hours are now available in Local Authority ELC settings and Funded Provider ELC settings are now an option for many families who could not afford this previously.</p> <p>Furthermore, every child who attends Early Learning and Childcare receives a minimum of one free meal per session attended as part of their statutory entitlement, as well as a portion of milk and fruit or vegetables daily via the Scottish Milk and Healthy Snack Scheme.</p>
<p><b>Regional and City Strategies</b></p>	<p>The proposals within this report support the Strategic Development Plan by supporting the workforce. The</p>

Strategic Development Plan Children's Services Plan National Improvement Framework Plan	<p>provision of high quality Early Learning and Childcare will:</p> <ol style="list-style-type: none"> <li>1. Support families to take up employment and training opportunities;</li> <li>2. Develop the Young Workforce; and</li> <li>3. Support business to recruit and retain staff.</li> </ol> <p>The Early Learning and Childcare Delivery Plan 2022-24 is aligned to the Children's Services Plan and the National Improvement Framework Plan and work to address poverty in the Child Poverty Action Plan.</p>
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## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	Full impact assessment required. Submitted to the Equalities Team.
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	None

## 10. BACKGROUND PAPERS

- 10.1 Early Learning and Childcare Evaluation  
[http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B\\_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf](http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf)

## 11. APPENDICES

- 11.1 Appendix A – Early Learning and Childcare Parent and Carer Consultation 2021  
11.2 Appendix B – Early Learning and Childcare Delivery Plan 2022-24 Infographic  
11.3 Appendix C – Early Learning and Childcare Delivery Plan 2022-24  
11.4 Appendix D – Early Learning and Childcare Delivery Plan 2022-24 Consultation with Stakeholders  
11.5 Appendix E – Early Learning and Childcare Delivery Plan 2022-24 (Design/PDF Version)

## 12. REPORT AUTHOR CONTACT DETAILS

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## **Early Learning and Childcare Consultation with Parents and Carers 2021**

### **Final Report**

#### **Background**

Aberdeen City Council is committed to offering high quality Early Learning and Childcare (ELC) to all three and four-year old children and eligible two-year olds, which encourages learning and development through play, exploring and having fun. ELC can make a significant contribution to a child's development, which is why the Council is committed to offering all children the best start to life so they can grow into healthy, happy and confident adults who in turn achieve great things.

Since August 2021, all three and four-year old children and eligible 2-year olds have been entitled to 1140 funded hours of high quality ELC per year at a local authority nursery and from private nurseries, playgroups and childminders working in partnership with Aberdeen City Council. This has almost doubled from the previous entitlement of up to 600 hours of ELC per year.

ELC also has economic benefits for families and the city. The additional hours of ELC can give parents and carers more time for work, training or study and can benefit families by reducing the cost of childcare.

Aberdeen City Council recently sought the views of parents, carers and future parents and carers on the implementation of the expansion of Early Learning and Childcare for all three and four-year olds and eligible two-year olds in the city to date.

The purpose of the consultation was to seek the views of parents and carers in order to:

1. Review the impact of the implementation of the expansion of Early Learning and Childcare to date;
2. Inform the development of an Early Learning and Childcare Delivery Plan which will set out the strategic direction for the delivery of Early Learning and Childcare in the city for the next 2 years, responding to local need and reflecting the diversity of communities in Aberdeen; and
3. Meet our statutory consultation duties under the Children and Young People (Scotland) Act 2014.

The consultation was open from Monday 1 November to Friday 19 November 2021 inclusive.

The consultation received a total of **454 responses** after 3 weeks. Key headline points from the returns include:

- 72% of respondents were satisfied or very satisfied with the range of ELC providers and models within their local area/Associated Schools Group (ASG).
- 75.8% have been able to secure a funded ELC place in their local area/ ASG.
- 82.9% of respondents were satisfied with the location of their ELC provision.
- 82.4% of respondents stated that they were satisfied or very satisfied with their child's experience of ELC to date.
- 68.3% of respondents were either satisfied or very satisfied with their child's induction process.
- The majority of respondents, at almost 65%, identified an improvement in their child's social skills with over half of the respondents seeing an improvement in their child's communication skills.
- 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
- 28.5% of those who responded are now considering a return to work or study.
- 26.1% of respondents stated improved wellbeing/respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.

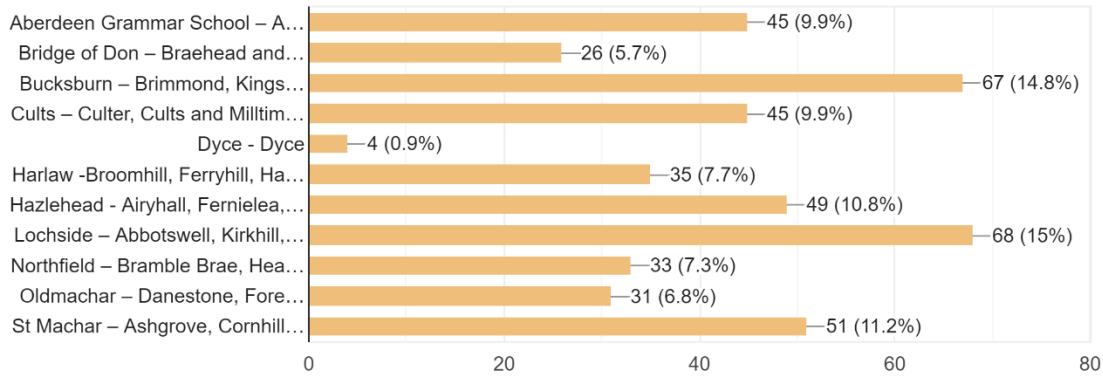
Responses to each question are detailed in the following pages and have been used to support the development of our next Early Learning and Childcare Delivery Plan.

## SECTION 1

**Question 1: What area of Aberdeen do you live in? (These are listed by Associated School Groups (ASGs) for Aberdeen City Council Secondary School zones).**

We received responses from all eleven of the Aberdeen City's Associated School Groups (ASGs).

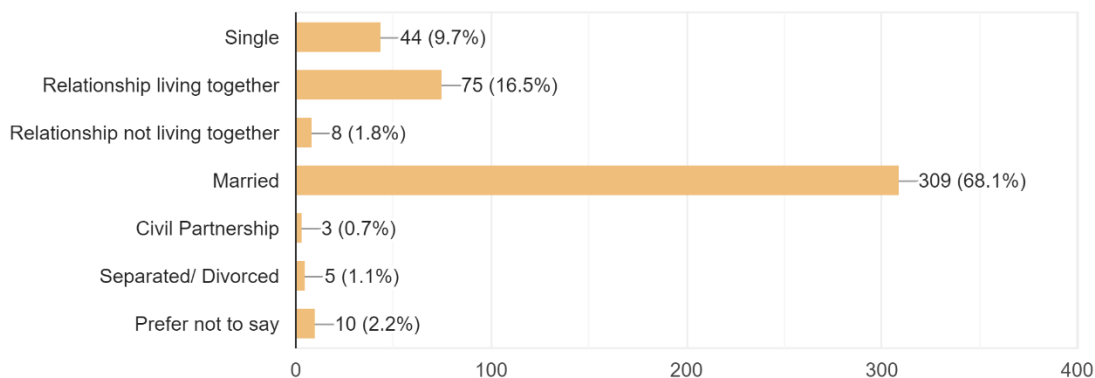
Associated School Group	Responses	Percentages
Aberdeen Grammar School	45	9.9%
Bridge of Don	26	5.7%
Bucksburn	67	14.8%
Cults	45	9.9%
Dyce	4	0.9%
Harlaw	35	7.7%
Hazlehead	49	10.8%
Lochside	68	15%
Northfield	33	7.3%
Oldmachar	31	6.8%
St Machar	51	11.2%



There was engagement from parents and carers across the city with most responses from the Lochside and Bucksburn ASGs. Dyce ASG is smaller than others and this will have impacted on the return rate.

## Question 2: What is your relationship status?

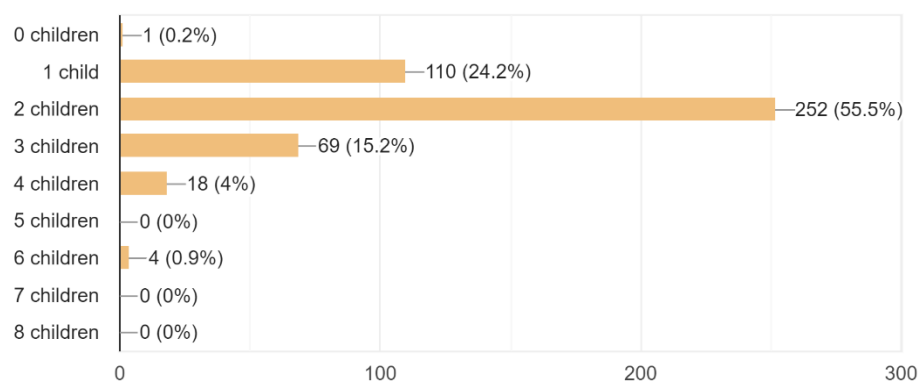
Relationship Status	Respondents	Percentage
Married	309	68.1%
Relationship living together	75	16.5%
Single	44	9.7%
Prefer not to say	10	2.2%
Relationship not living together	8	1.8%
Separated/Divorced	5	1.1%
Civil Partnership	3	0.7%



We asked this question to determine a demographic regarding the household composition of each respondent. Relationship status can have an impact upon how families use the ELC offer. Furthermore, lone parent families are one of our priority groups as they are more likely to be affected by poverty.

### Question 3: How many children do you have or care for?

Number of Children	Respondents	Percentage
0	1	0.2%
1	110	24.2%
2	252	55.5%
3	69	15.2%
4	18	4%
5	0	0
6	4	0.9%
7	0	0
8	0	0



Again, we asked this question to determine a demographic regarding the household composition of each respondent. Large families are also a priority group as there are indicators that they are likely to be impacted by poverty.

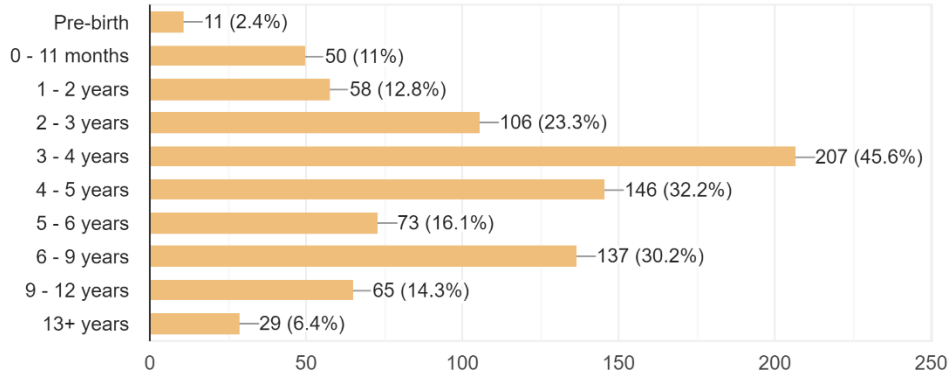
Responses to this question indicate that the majority of respondents (55%) have 2 children, with just under 25% having one child and 15% having 3 children.

### Question 4: How old are your children / the children you care for?

The purpose of this question was to determine an overview of the ages of the children from each household.

Age of Children	Respondents	Percentage
Pre-birth	11	2.4%
0-11 months	50	11%
1-2 years	58	12.8%
2-3 years	106	22.3%
3-4 years	207	45.6%
4-5 years	146	32.2%
5-6 years	73	16.1%
6-9 years	137	30.2%
9-12 years	65	14.3%
13+ years	29	6.4%

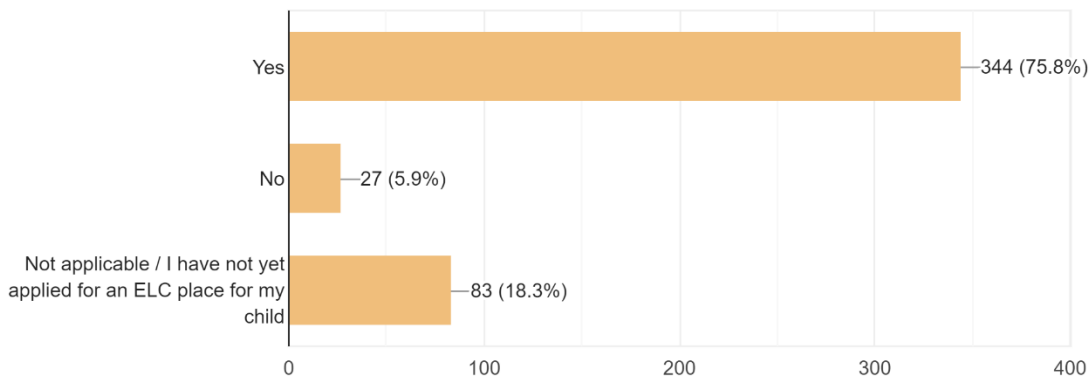




As can be seen in the above graph, the majority of respondents have children in the 2-5 age groups. While the consultation was also aimed at parents and carers of younger children and future parents and carers to determine their future ELC needs, the predominant target group was parents and carers with children aged 2-5. This demonstrates our target group was reached.

**Question 5: Have you been able to secure a funded Early Learning and Childcare place in your local area / Associated School Group (ASG)?**

- 344 respondents (75.8%) have been able to secure a funded ELC place in their local area / ASG. With 27 respondents (5.9%) unable to secure a local ELC placement.
- 83 respondents (18.3%) have either not yet applied or found the question not applicable.



The majority of respondents, over three-quarters, have been able to secure a funded ELC place in their local area / ASG. More detailed analysis across our 11 Associated School Groups (ASGs), shows the responses to this question were as follows:

Associated School Group	Yes	No	Not yet applied / NA
Aberdeen Grammar School	75.6%	6.6%	17.8

Bridge of Don	69.2%	7.7%	23.1%
Bucksburn	83.3%	1.5%	15.2%
Cults	75.6%	4.4%	20%
Dyce	69.2%	7.7%	23.1%
Harlaw	65.7%	5.7%	28.6%
Hazlehead	81.6%	2.1%	16.3%
Lochside	73.5%	3%	23.5%
Northfield	75.8%	12.1%	12.1%
Oldmachar	87.1%	3.2%	9.7%
St Machar	74%	14%	12%

The feedback suggests that the majority of respondents have been able to secure a funded ELC place locally.

In the Northfield and St Machar ASGs, which had the largest number of parents and carers reporting that they had been unable to secure an ELC place in their local area / ASG (with 12% and 14% respectively), we now have two new stand-alone ELC provisions in Cummings Park and Tillydrone which were not opened at the time of the survey. It is thought that the opening of both provisions early in 2022 will have helped address the demand for local services evident through the responses to the survey.

The feedback from families below suggests that there is still some work to do to ensure that parents and carers understand the various offers across each Associated Schools Group and how they can be used to support individual circumstances. There is also a need to start sharing what the offer of wrap around childcare being proposed as national policy might mean for some families when expectations are clearer. This proposed extension to provision is likely to influence how families use Early Learning and Childcare in the longer term.

The following are a selection of comments from parents and carers:

*“I have been able to secure an ELC place for my 3-4 year old and this has been really helpful.”*

*“Our zoned school is not offering the model we would like. Although longer hours were available at other local settings with my eldest child attending the school its less hassle to access ELC for my youngest there too.”*

*“I was offered only a morning slot or afternoon slot for my daughter, however the Gaelic nursery was offering 9-3 placements which are perfect for those of us with older children in the school.”*

*“We moved ASG areas over summer and chose to keep our child at their current setting as she was already settled there.”*

*“Please consider turning most nurseries to term time as that would eventually be the timing for school once they start primary 1.”*

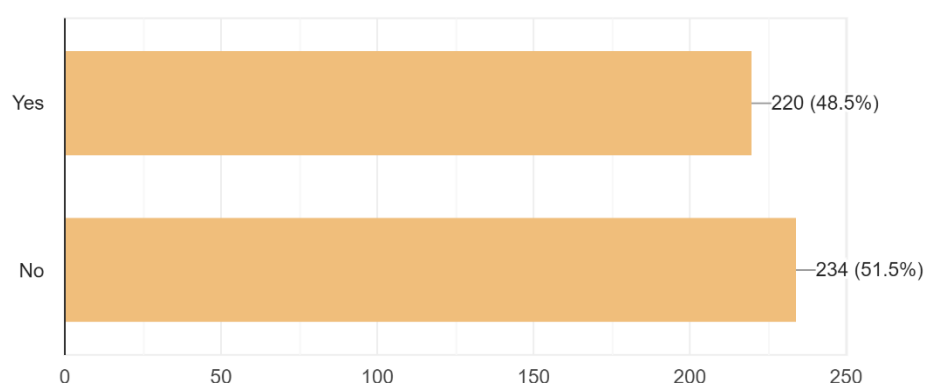
*“As a parent who is an unpaid carer and applying full time student, funded learning is still expensive to be able to cover after school care.”*

*“I could not get the full day session at my nursery of choice as I arrived in Aberdeen after the start of term.”*

*“I think the start of funded ELC should be flexible age wise, like the school. My son is born on 4th September and he is going to miss all Aug to Dec funded place in school nursery”*

**Question 6: Are you aware that Gaelic Medium Education in Early Learning and Childcare, Sgoil-Araich, is an option at Gilcomstoun School / Bun-sgoil Gilcomstoun. You do not have to be a Gaelic Speaker to send your child to Gaelic Medium Education. Gaelic Medium Education is free and a Council run bilingual education option.**

- 234 respondents (51.5%) are aware that Gaelic medium Education is an option at Gilcomstoun school.
- 220 respondents (48.5%) indicated that they were unaware.



The response to this question tells us that only just over half of respondents are aware that Gaelic Medium Education is an option. This was very similar across all ASGs and therefore indicates that we need to better promote Gaelic Medium Education in ELC.

**Question 7: Is Gaelic Medium Education in Early Learning and Childcare, Sgoil-Araich, something you would be interested in for your child?**

We have a duty to provide Gaelic Medium Education in ELC for families who would like this for their child. This is provided at Gilcomstoun School. Aberdeen is not a traditional Gaelic speaking city and this may be reflected in the overwhelming majority of responses from parents and carers who said they would not be interested in Gaelic Medium Education in ELC for their child. The consultation highlighted that:

- The vast majority (317 respondents (69.8%)) would not be interested in a Gaelic medium education in ELC.
- 58 respondents (12.8%) are interested in a Gaelic medium education in Early Learning Childcare, while 79 respondents (12.8%) did not know.

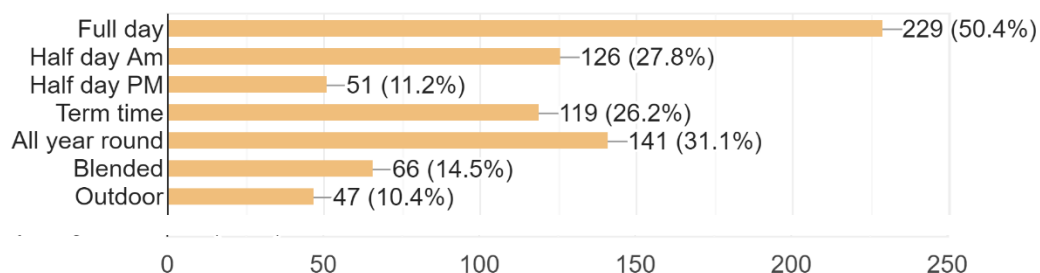
Further analysis across ASGs indicates the following:

In Bridge of Don ASG 84.6% of respondents would not be interested in Gaelic Medium Education in ELC, followed by Oldmachar (80.6%), Lochside (78%), Cults (77%), Hazlehead (75%), Bucksburn (73%) and Harlaw (71%).

However, this may change with better promotion of Gaelic Medium Education and responses will be compared in future consultations.

**Question 8: If you have not yet applied (e.g. child too young) for a funded Early Learning and Childcare place, which model of provision would you prefer to use in the future? Please select all that apply.**

- Most respondents at 229 (50.4%) said they would prefer a full day placement in the future.
- 126 respondents (27.8%) said they would prefer a half day AM placement with 51 respondents (11.2%) requiring a half day PM placement.
- 119 respondents (26.2%) would require a term time place with 141 respondents (31.1%) requiring an all year round placement.
- 66 respondents (14.5%) said they would look to have a blended space with 47 respondents (10.4%) requiring an Outdoor provision.



Across our 11 Associated School Groups (ASGs), the majority of respondents said they would prefer a full day placement for their child(ren). Just over a quarter of respondents would prefer a term time place for their child(ren) and nearly a third would like an all year round place. Around one tenth of respondents indicated that they would like an outdoor provision. For half day placements, morning places were more highly sought after than afternoon places, with over a quarter of respondents preferring a half day morning place.

More in depth analysis identifies some local variation in preferred models of ELC provision. This is demonstrated as follows:

Associated School Group	Preferences
Aberdeen Grammar School	51% Full day 35% Term time 29% Half day morning 22% All year round 11% Outdoor ELC
Bridge of Don	50% Full day 42% Term time 35% Half day morning 30% All year round

	0% Outdoor ELC
Bucksburn	43% Full day 34% Half day morning 31% All year round 22% Term time 9% Outdoor ELC
Cults	51% Full day 42% All year round 29% Term time 24% Half day morning 9% Outdoor ELC
Dyce	50% Term time 25% Full day 25% All year round 25% Half day morning 25% Outdoor ELC
Harlaw	51% Full day 51% All year round 26% Half day morning 25% Outdoor ELC 14% Term time
Hazlehead	51% Full day 33% Half day morning 30% All year round 16% Term time 10% Outdoor ELC
Lochside	50% Full day 32% Term time 32% All year round 30% Half day morning 7% Outdoor ELC
Northfield	45% Full day 30% Term time 30% Half day morning 27% All year round 0% Outdoor ELC
Oldmachar	52% Full day 23% Term time 19% All year round 19% Half day morning 0% Outdoor ELC
St Machar	60% Full day 25% Term time 24% All year round 24% Half day morning

	18% Outdoor ELC
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**Please note that totals do not add up to 100% as many respondents chose more than one option.**

This shows that the preferred models of ELC provision vary slightly between different localities, which reflects the diversity across communities in Aberdeen. For example, in the Harlaw and Hazlehead ASGs only 14% and 16% of respondents respectively preferred a term time model, whilst in the Bridge of Don ASG, nearly three times as many respondents preferred this model (42%). In St Machar ASG, 60% of respondents preferred a full day placement for their child(ren), compared to 25% for a term time placement.

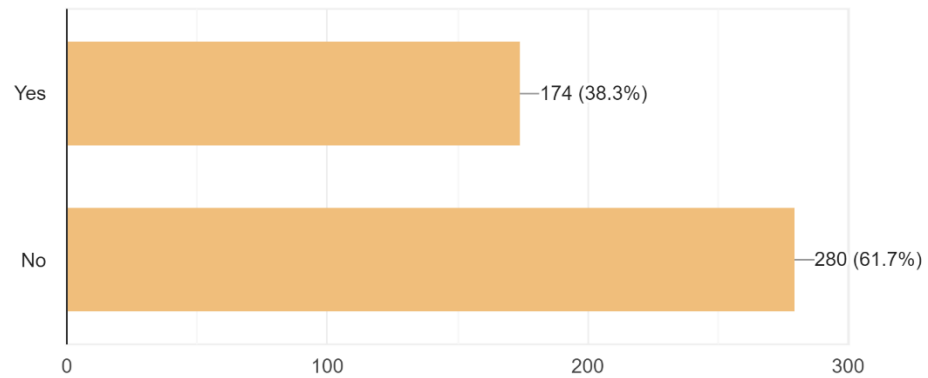
In terms of Outdoor ELC, there was higher preference from within Harlaw ASG with 1 in 4 respondents indicating a preference for this model of provision. However, in Northfield, Oldmachar and Bridge of Don ASGs there was no preference for this model. A mix of models of ELC is offered in every ASG. We will continue to monitor and keep these under review, based on supply and demand in each ASG and look at amending the models if capacity and available resource allows us to do so.

Looking holistically at the returns to this question, there is a need to continue to offer a range of models for families so that families can choose the model that best supports their own circumstances.

**Question 9: Aberdeen City Council works in partnership with Aberdeenshire Council to offer cross-boundary placements, (e.g. living in the City but requiring Early Learning and Childcare in the Shire.) Are you aware this is an option for families?**

We are aware that many parents/carers regularly commute to work between the city and the Shire and were interested to see how many parents are aware of cross-boundary placements. Cross-boundary placements can be invaluable when supporting households to work full time hours while including extended travel to and from work.

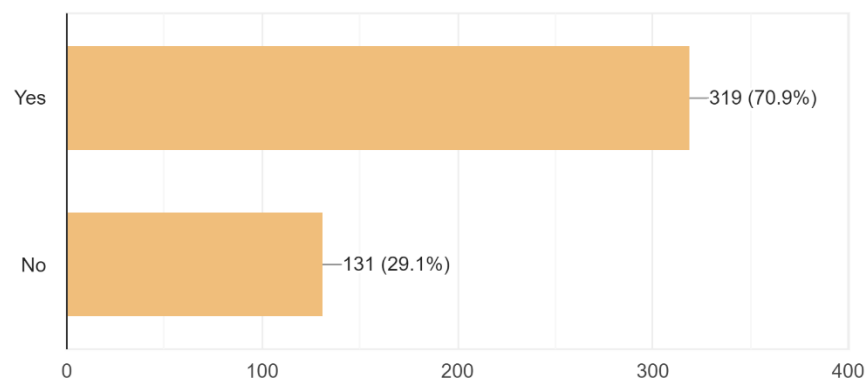
- The majority of respondents, 280 (61.7%) were unaware that they could apply for cross-boundry placements.
- With approximately one third of respondents, 174 (38.3%) being aware of the cross-boundry ELC option.



The response to this question tells us that well over half of the respondents are not aware that cross-boundary placements are an option for them. Whilst this was very similar across all ASGs, the highest number of respondents who were unaware of cross-boundary placements came from Harlaw, Lochside and Northfield ASGs with 72%, 80% and 70% respectively. This indicates that we need to better clarify this option to families.

**Question 10: Aberdeen City Council works in partnership with a number of childminders across the city to deliver Early Learning and Childcare. Are you aware that you can also use your 1140 funded entitlement at a childminder, either in full or as part of a blended placement?**

- 319 respondents (70.9%) were aware that they could use their 1140 funded entitlement to obtain a place with a childminder.
- With 131 respondents (29.1%) unaware they could use the funding at a childminder.



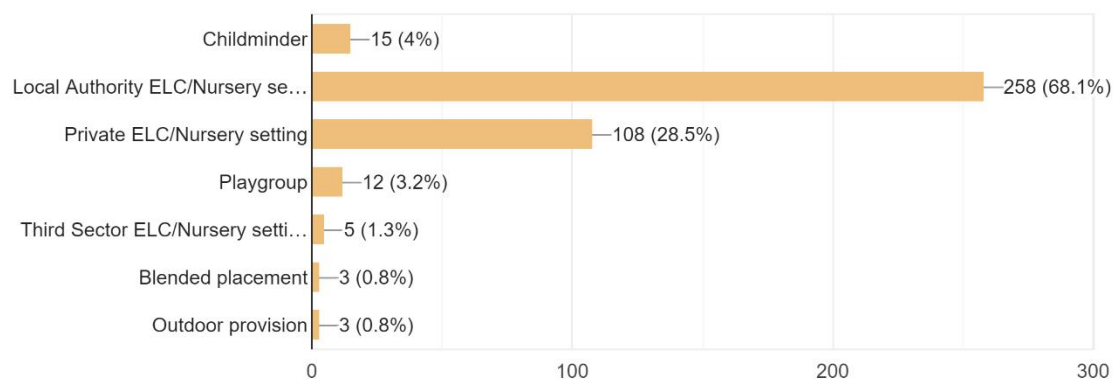
More than two-thirds of respondents are aware that they can use the 1140 hours of ELC entitlement with a childminder. Whilst this was very similar across all ASGs, there was most awareness of this option in the Cults, Oldmachar, Dyce and Northfield ASGs with 84%, 83%, 75% and 75% of respondents respectively and the least awareness of this option in the St Machar ASG with 60% of respondents indicating their awareness. This highlights that we need to continuing promoting childminders as a

potential ELC option to families across the city. We also need to ensure that we have sufficient childminders across the city to meet demand for this type of ELC provision.

## SECTION 2

**Question 11: Does your child currently attend one or more of the following funded ELC provisions? Please select all that apply.**

- Most respondents with 258 (68.1%) attend a Local Authority ELC/Nursery setting.
- 108 respondents (28.5%) attend a Private ELC/Nursery setting and 5 respondents (1.3%) attend a Third Sector ELC/Nursery setting.
- 15 respondents (4%) attend a childminder and 12 respondents (3.2%) attend a playgroup.
- The remaining 6 respondents (1.6%) attend a blended placement or outdoor provision.



This tells us that the majority of respondents to the consultation use a Local Authority ELC / Nursery setting (68.1%), followed by a Private ELC / Nursery setting.

The following are a selection of comments from parents and carers:

### Local Authority Parent/Carers

*“Family members watch them the rest of the time”.*

*“Much better start and finish times now for working parents!!”*

*“Thankfully our local Playgroup does a wraparound/transportation service whereby they walk the children to the afternoon nursery session once Playgroup has finished.”*

*“Both children previously attended a private ELC which was much more flexible, however there are none easily accessible by bus or foot in our current area. The only private nursery available locally does not offer funded places.”*

*“Would benefit from extended hours for Nursery that would be the same as school - from 9am to 3pm”.*



## Funded Provider Parent/Carers

*“We use Private only because elder children’s school nursery did not have enough space to offer full days term time meaning the younger children using the ELC entitlement lose hours each day because I have to collect other children at a different location.”*

*“Blended placement including school nursery has been prevented by covid restrictions.”*

*“We would have preferred local authority ELC if this could be expanded to full time by paying”*

*“It is great that so many options are currently provided”*

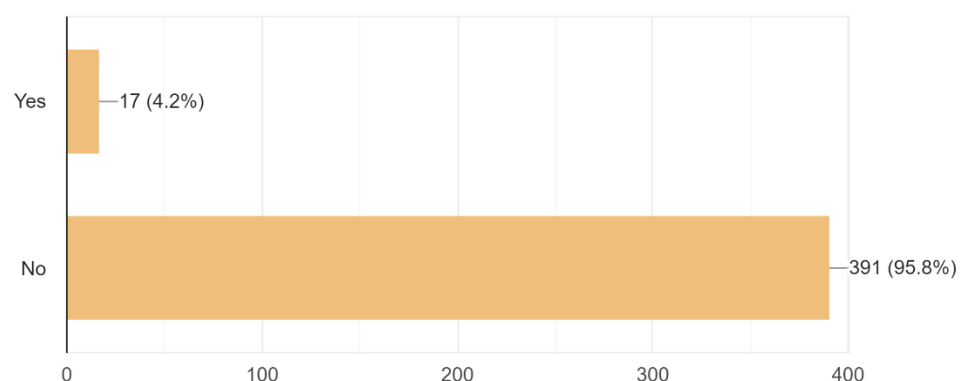
*“My childminder isn’t registered with the council therefore we can’t use our hours with her and still need to pay her.”*

## Question 12: Which Early Learning and Childcare setting does your child currently attend?

We received responses from parents and carers across all ASGs whose children attend Early Learning and Childcare at Local Authority and Funded Provider settings including private, third sector and outdoor nurseries, playgroups and childminders.

## Question 13: Do you use a blended placement?

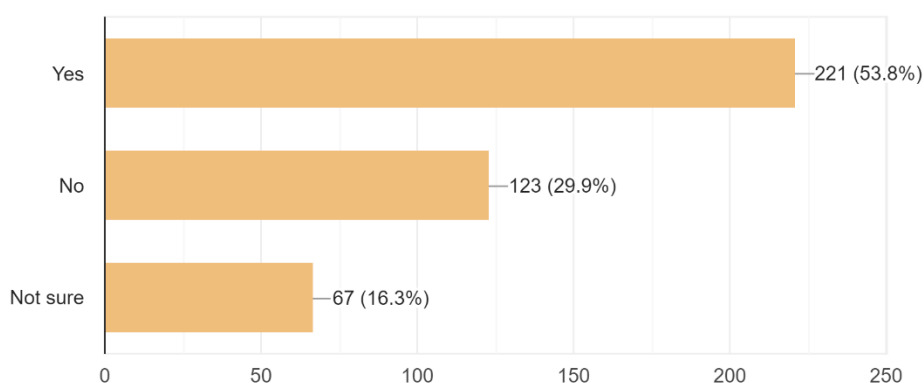
- Only 17 respondents (4.2%) use a blended placement, with 391 respondents (95.8%) attending a single setting.



A very small number of respondents (4.2%) are currently using a blended ELC placement. This is reflected across the city, with a similar picture across all ASGs. This indicates that we need to better promote this option to families. It also indicates that we may not have enough childminders in some areas in order to offer blended placements. We are working in partnership with Scottish Childminding Association (SCMA) to ensure that we recruit more childminders in localities where there is demand for blended placements.

#### Question 14: Do you use your full statutory Early Learning and Childcare entitlement (1140 hours per year)?

- 221 respondents (53.8%) use their full statutory ELC entitlement with 123 respondents (29.9%) only partially using their entitlement.
- 67 respondents (16.3%) were not sure if they were using their full 1140 hours entitlement.



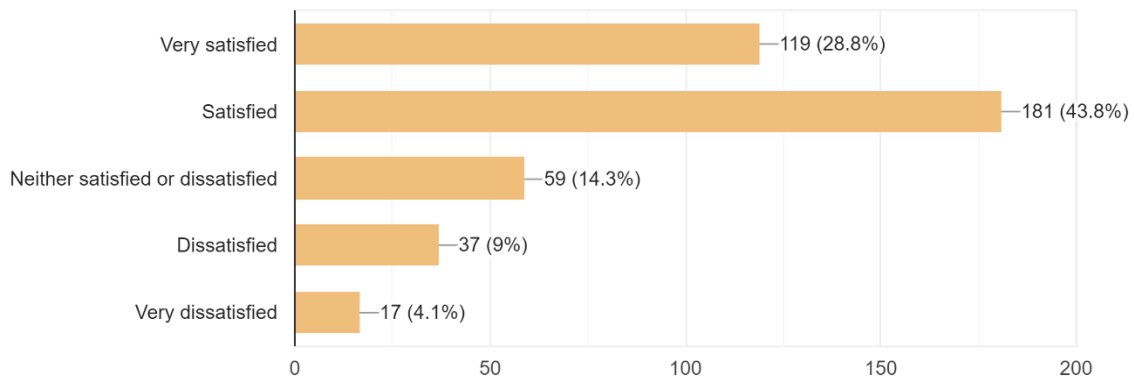
More than half of the respondents are fully utilising their ELC entitlement. One third of respondents indicated that they were only partially using their entitlement. This means that they may have chosen not to use the full 1140 hours entitlement per year for a number of reasons. For example: they may choose to drop their child(ren) off later or collect them early, within the overall session times; they may have chosen a 600 hours placement; or they may attend an all year round ELC setting but not attend during school holidays. While the Local Authority has a statutory duty to secure 1140 hours of funded ELC for every child whose parents wishes this, there is no obligation on parents and carers to use their full entitlement, it is their personal choice. There are already changes in how families are accessing year round provision over school holidays with far more families accessing provision over the Easter holiday period than in October 2021. The service will continue to watch this data carefully to be confident that families are benefiting from the offer of 1140 hours as fully as they wish.

For those that were not sure if they used their full entitlement, the highest numbers of respondents were in the Lochside, St Machar, Bridge of Don and Hazlehead ASGs with 25%, 25%, 22% and 20% respectively. This tells us that we need to ensure that parents and carers are fully aware of their statutory ELC entitlement and how they can fully access this. We will do this through more regular communication and engagement.

#### Question 15: How satisfied are you with the range of providers and models of Early Learning and Childcare offered in your local area / ASG?

- 300 respondents (72%) were very satisfied or satisfied with the range of ELC providers and models within their local area (ASG).
- 54 respondents (13.1%) were dissatisfied or very dissatisfied with the availability of ELC provisions and models available.

- 59 respondents (14.3%) were neither satisfied nor dissatisfied.



Some more detailed analysis to this question across our 11 Associated School Groups (ASGs), shows the following local breakdown:

Associated School Group	Very satisfied / Satisfied
Aberdeen Grammar School	73%
Bridge of Don	73%
Bucksburn	68%
Cults	88%
Dyce	**
Harlaw	76%
Hazlehead	73%
Lochside	78%
Northfield	63%
Oldmachar	52%
St Machar	77%

\*\* Response rate and sample size insufficient to accurately gauge satisfaction levels.

In the Oldmachar ASG, 37% of respondents indicated that they were dissatisfied or very dissatisfied with the ELC provisions and models available in their ASG. This was predominantly due to a model being offered at one school ELC setting in the ASG as well a lack of childminders in the local area to support wraparound / blended provision. A mix of models of ELC is offered in every ASG and parents and carers can choose a model which best suits their needs. We have given the school community a commitment to keep the model under review, based on supply and demand in each ASG, and will look at amending the models if capacity allows us to do so in the future.

The following are a selection of comments from parents and carers:

### Local Authority Parent/Carers

*“All settings should offer a 9-3 option. All settings should be truly flexible which they are not.”*

*“I don’t feel the increase benefits us, we were happy with the 3 hours for our oldest child, and we feel longer than 3 hours is too much for our 3 year old so only use the 3 hours and only during school term, not holidays.”*

*“Very satisfied as it really helps a lot but may be more appreciated if there's a provision for full section five days a week so that parent can have more time to work. Many thanks”*

*“Would like to see more outdoor nursery options.”*

*“We feel the half days at nursery are too long so don't use all the hours, but it is not possible to use these unused hours to cover the 2 half days we use a childminder so a blended place is not an option with our local nursery.”*

### **Funded Provider Parent/Carers**

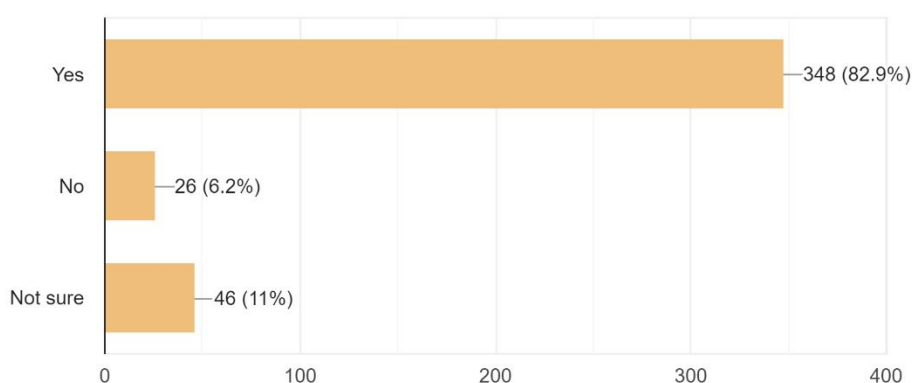
*“Love how they are with the children very good nursery but I don't like how they have them outdoors when it is pouring rain.”*

*“Didn't look at other settings as we were happy at current setting therefore just applied there.”*

*“There are a few different dictated models available but there is very little flexibility to meet individual need.”*

### **Question 16: Are you satisfied with the current location of Early Learning and Childcare services?**

- Most respondents, 348 (82.9%) were satisfied with the location of their ELC provision.
- With 26 respondents (6.2%) unsatisfied with the location, and a further 46 respondents (11%) unsure.



The following are a selection of comments from parents and carers:

*“The location is very convenient, easily walkable by a pre-schooler.”*

*“We have selected out of zone provider but luckily got in.”*

*“Near to family settings”.*

*“I am happy with the service of ELC, but I am not happy my daughter couldn't get a place in location we live.”*

*“Need to be far more appealing to working parents - finishing at 3 / only providing AM or PM doesn't suit your typical full time working parent.”*

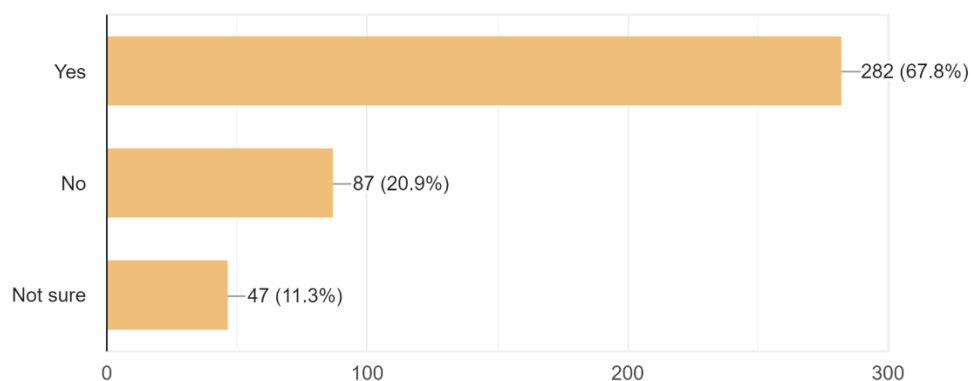
*“Location is good, the amount of hours is not good.”*

*“We live in Countesswells, where there is a growing population which would benefit greatly from local ELC.”*

*“Yes I am satisfied.”*

**Question17: Are you satisfied with the times Early Learning and Childcare services are currently available?**

- 282 respondents (67.8%) are satisfied with the times currently available at their ELC setting.
- With 87 respondents (20.9%) unsatisfied with the times available.
- 47 respondents (11.3%) are not sure if they are satisfied or not.



The feedback on this question is quite consistent across all ASGs. While two-thirds of respondents are satisfied with the times ELC services are currently available, around one-fifth of respondents are unsatisfied with the times available.

Varied feedback was received from parents and carers highlighting the different circumstances of each family. Some parents thought that: hours should be aligned with school opening times, for ease of dropping off siblings; that more term-time 9am-3pm places should be available; that the 6pm end time for half day afternoon sessions is too late and some parents choose to collect their child(ren) early to avoid disrupting meal times or bedtime routines; that the 8am start time is too early and some parents choose to start nearer 9am; and that the hours don't work for shift workers; that the 8-6pm ideally supported working patterns. Responses to this question highlight the need to offer choice to families across a community.

The following are a selection of comments from parents and carers:

## **Local Authority Parent/Carers**

*“Because I have a child in Primary school, my nursery aged child loses 45mins-1 hour because nursery starts at 8am and it isn't practical to take her for that time when my other child starts school at 9am. I appreciate the nursery accommodates and allows me to drop my child at the same time as my older child, however a 9am start for a school nursery makes more sense and is more practical when you have older children in school. I would prefer my child to be in nursery at times to work with and compliment school hours.”*

*“I am happy I don't have to use the whole time and can drop him off an hour later at 9am when I drop my school child off and pick him up just after 12pm, that's enough for us.”*

*“My family is fortunate that we have flexible work arrangements which meant we could accommodate the nursery hours. Only offering morning or afternoons or a combination of both (rather than 8-6) feels limiting in many ways for those trying to return to work.”*

*“AM session currently which is fine. I would not have been happy with a PM place as feel 6pm finish is far too late - miss family mealtimes and would be coming home to get ready for bed. 4.30/5pm would be very latest to suit our family.”*

*“I am satisfied with the hours I am utilising. There can be a problem at switch times, for example when AM children are being collected and PM children are waiting to get in. A few minutes between the two is making the PM children late on entry.”*

*“We are satisfied for now as we can pretty much choose the hours that work, but that might change in the future as more of our children attend ELC and both parents go back to work. There are still limits on parents being able to work certain hours because of ELC requirements.”*

*“The times offered for early learning and childcare services are great. The implementation of it offers limited flexibility in most local authority nursery settings.”*

## **Funded Provider Parent/Carers**

*“I have kept my child in private nursery because the early start is more accommodating, but I would love for her to attend school nursery before P1.”*

*“Schools are not as flexible as I would need hence the private childcare.”*

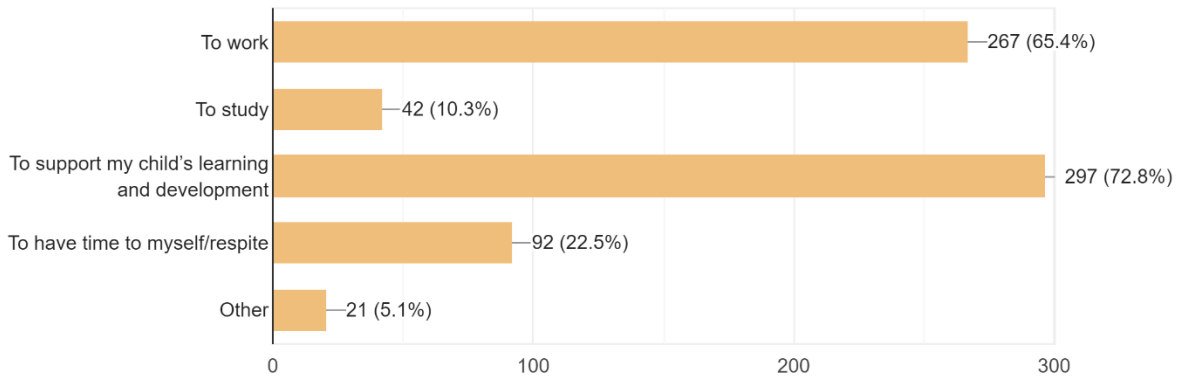
*“..... allows me to use my 30hrs per week over three days which is ideal / would not have that option in a school nursery.”*

## **Question 18: What do you currently use Early Learning and Childcare for? Please select all that apply**

We wanted to establish why each household used an Early Learning and Childcare service.

- The overwhelming majority, 297 respondents (72.8%) suggested that they used an ELC setting to support their child's learning and development.

- Closely followed by 267 respondents (65.4%) who access an ELC setting to enable them to facilitate the working day.
- 42 respondents (10.3%) required the service to support further education or training.
- Almost a quarter of respondents (22.5%) access an ELC setting for a period of respite or have some time to themselves.



It is very clear from the responses that the majority of parents and carers use ELC to support their child's learning and development (72.8%) and to facilitate the working day (65.4%). A number of respondents also use ELC to study or for a period of respite or time to themselves.

The following are a selection of comments from parents and carers:

### Local Authority Parent/Carers

*"As I can now work with my child going to nursery. I'm happy I got term time 9-3 which means I have only few hours of childminder after school and both my kids can be together at their childminders."*

*"We kept our pre-schooler home during the two-week Tattie Holidays to spend time with family and older siblings, but the disruption triggered challenging behaviour in our child similar to what we saw during the Summer Holidays and the Lockdowns. We will be sending our child to every available preschool day on our school's ELC calendar from now on, to keep up routine and the chance to play and socialise."*

*"Well we work, but he goes for learning and development while I work."*

*"To sleep as I work nightshift."*

*"To do the housework."*

*"Time to myself or respite is impossible for single parents that work. The whole system is aimed at two parent families and/or non-working parents."*

*"I work while he is at nursery and study when he is in bed."*

*"I had to give up my work as my child didn't get a nursery space and the private nursery times left me unable to work"*

*"It's so hard, previously couldn't afford private nursery, now I am started studying and getting time for myself as our families are far away and couldn't do nothing much in*



*2.5 hour ELC setting, everything have to do in rush. Being positive now, otherwise I would have to wait another 2 years until my kid is in P1.”*

*My hours are currently 9-3 term time which work perfectly for me.*

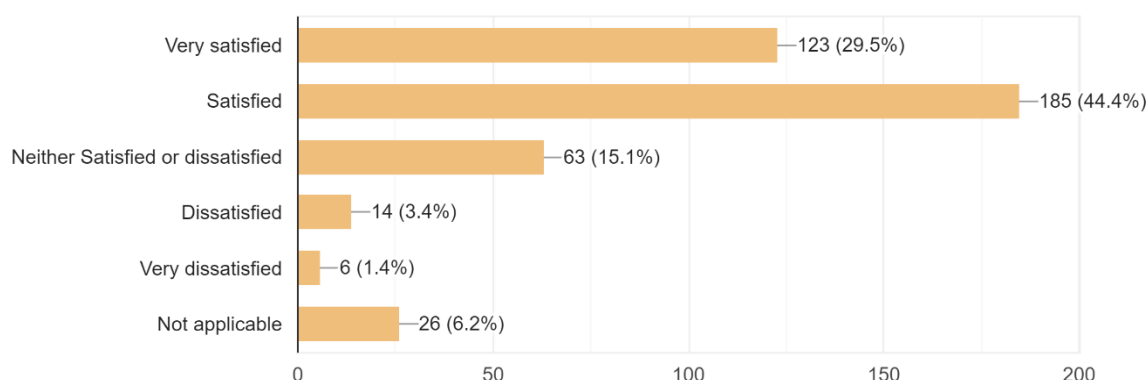
### **Funded Provider Parent/Carer**

*“The ELC hours has allowed us to cut childcare cost in almost half.”*

*“Would be good to get support for child age 2 as well.”*

### **Question 19: How satisfied were you with the Early Learning and Childcare application process?**

- 308 respondents (73.9%) were either satisfied or very satisfied.
- With 20 respondents (4.5%) being dissatisfied or very dissatisfied with the application process.
- A 63 respondents (15.6%) were neither satisfied nor dissatisfied, with a further 26 respondents (6.2%) as not applicable.



The feedback on the ELC application process was overwhelmingly positive with nearly three-quarters of respondents stating they were satisfied or very satisfied. We used a new online system for ELC applications for 2021-22. The system has been refined and updated for the 2022-23 applications, so we hope this has provided parents and carers with an even better experience.

The following are a selection of comments from parents and carers:

### **Local Authority Parent/Carers**

*“Easy to use form - better that it's now online rather than the old and archaic paper system.”*

*“I think that the timing of City and Shire should be aligned especially if there is availability to bridge across.”*

*“The process was easy to do.”*

*“It's increasing difficult to place my autistic son.”*



*“The communication between nursery and parents at the beginning of the term was a bit delayed, hence confusing for those who never attended before. However, it has improved since then.”*

*“Changed mind and supported me through requesting a change to application.”*

*“Documentation was comprehensive and clear.”*

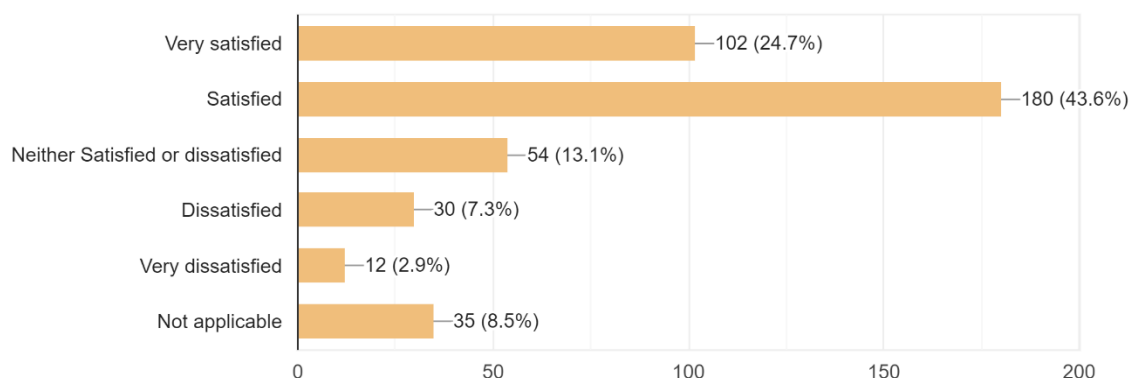
*“It can be quite confusing. I wasn’t aware I needed to reapply each year. The nursery is great but so much information is sent out it can be a bit much.”*

*“The application process is good, but I think there should be a better follow up for children on waiting lists. I was informed in late July that my kid didn’t get a term time place in a local authority nursery even after they went through the waiting lists of 3 different schools. So I had to rush to find a place in a private setting before the start of the term.”*

*“The staff were always very polite and quick to answer any enquires we had.”*

**Question 20: Keeping in mind the ongoing Covid-19 restrictions and Scottish Government guidance that all Early Learning and Childcare settings are following, how satisfied were you with your child’s induction process?**

- 282 respondents (68.3%) were either satisfied or very satisfied with their child’s induction process.
- 42 respondents (10.2%) being dissatisfied or very dissatisfied
- A further 54 respondents (13.1%) were neither satisfied nor dissatisfied.



Keeping in mind that Covid-19 restrictions and Scottish Government guidance meant that the ELC induction process was undertaken in a different way to usual, with parents and carers unable to go into ELC settings with their child(ren), the response to this question was positive overall. Over two-thirds of respondents were satisfied or very satisfied with their child’s induction process. 10% were dissatisfied or very dissatisfied with the induction process and 13.1% were neither satisfied or dissatisfied.

Across our 11 Associated School Groups (ASGs), responses to this question were remarkably similar.

The following are a selection of comments from parents and carers:

*“The induction was fine for the kids, but not great for potentially nervous parents who couldn't visit the setting.”*

*“I believe as a parent we should have been able to go into the nursery and observe the environment. I have had no communication regarding structure, routine and daily activities that go on at nursery.”*

*“The staff were wonderful and really helped by allowing us to phase in slowly as he struggled.”*

*“It took too long for my child to finally start attending at normal times (2 weeks!). In the first week he was at nursery only once for 45 minutes- he was very disappointed. I think the induction could be more flexible for children who feel confident enough to attend.”*

*“The situation was dealt with as best as it could be.”*

*“Due to COVID restrictions I was not allowed to inspect the nursery or be with my child in his settlement visits. Being his first time at nursery I feel it is important to have his mum by his side while he explore the new environment and new faces.”*

*“Child seemed to settle well but would be very good to visit the facility (out with operating hours) which we have not been able to do, so it's quite unnerving putting child in somewhere you have never seen.”*

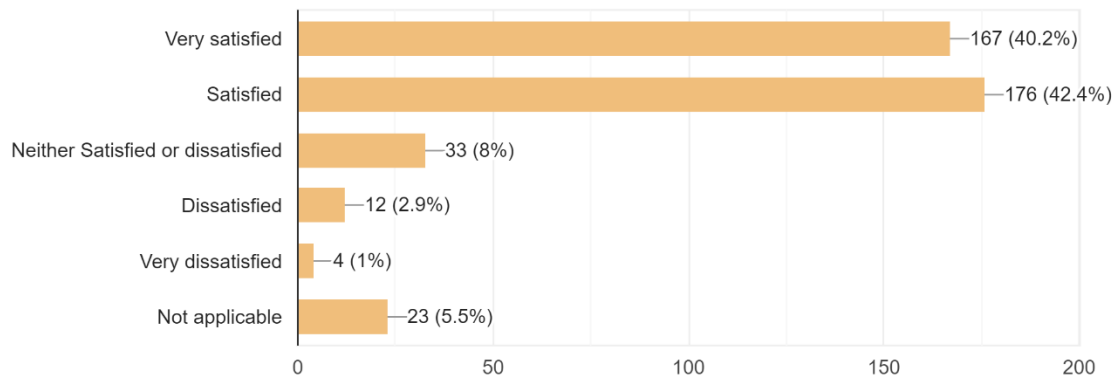
*“It might have been nice to have seen some photos or perhaps a video of the setting inside - we still don't know what it looks like.”*

*“I would have preferred to have been allowed time in the setting with my child to settle and reassure, however it has worked and keeps everyone safe.”*

*“45-minute sessions then 1.5 hours. Had to have all changed due to work patterns. Think nursery hasn't taken into account shift from early years to also include childcare and supporting parents back to work. Induction sessions, parents consultations all within my child's nursery times i.e. my working hours.”*

**Question 21: How satisfied are you with your child's experience of Early Learning and Childcare to date?**

- 343 respondents (82.4%) are satisfied or very satisfied with their child's experience of ELC to date.
- With 16 respondents (3.9%) being dissatisfied or very dissatisfied with their child's experience of ELC to date.
- 33 respondents (8%) neither satisfied nor dissatisfied.



This tells us that the vast majority of parents and carers are satisfied or very satisfied with their child’s experience of ELC to date.

The following are a selection of comments from parents and carers:

### Local Authority Parent/Carer’s

*“Flexibility has been found when he was finding things difficult. Staff worked really hard to make him feel comfortable.”*

*“The staff at \*\*\* have been fantastic.”*

*“Feel there are too many children and although staff brilliant difficult for them to manage especially now no bubbles and some children different days/sessions. Now the children get a meal this means any extra time at nursery is spent eating rather than learning/ activities.”*

*“I believe that the outdoor requirement has led to much more creative play and I’ve been hugely impressed at the range of activities that have been done outside. I think staff work hard to create a kind and inclusive environment for the children. All the staff have worked very hard to ensure parents are informed, this year I’ve seen a real step change. Seesaw is working really well and daily updates are a great way to facilitate conversation in the home about my child’s day.”*

*“I get a very positive feedback from my child every day about staff, equipment and activities at nursery.”*

*“They have come on so much in a short space of time, I am very satisfied.”*

*“My child enjoys nursery very much however I feel due to restrictions that need to be in place due to covid parents don’t get the same experience as before seeing their child in nursery.”*

*“I feel as though the restrictions have made communication clunky as opposed to flowing freely as it once might have. It’s unfortunate that we are prevented from connecting with our environment as thoroughly as we might have and I wonder again, how and when this might adapt in the months/years ahead.”*

*“As previously stated covid restrictions are having an effect on communication and contact between staff and parents. There is a lack of information, I have had no*

*communication about my child's development or progress or social interaction within the setting. This cannot be blamed on covid. No daily or weekly reports passed on. The only time I speak to staff is when they are standing at the nursery door for children to enter or leave. Obviously this is not a time for a conversation but times could be set up for parent/carers to have a chat with staff."*

*"He has struggled to settle in and staff seem very patient with him."*

*"My child loves it, he improved his talking and confidence a lot!"*

*"It's a shame that my child is unable to learn in Gaelic since the logistics of traveling to Gilcomstoun make this impossible"*

*"\*\*\* nursery staff are great, this is why I want both my children there."*

*"The team at \*\*\* School Nursery are wonderful with the kids."*

### **Funded Provider Parent/Carer's**

*"\*\*\* have been amazing and helped her development exponentially."*

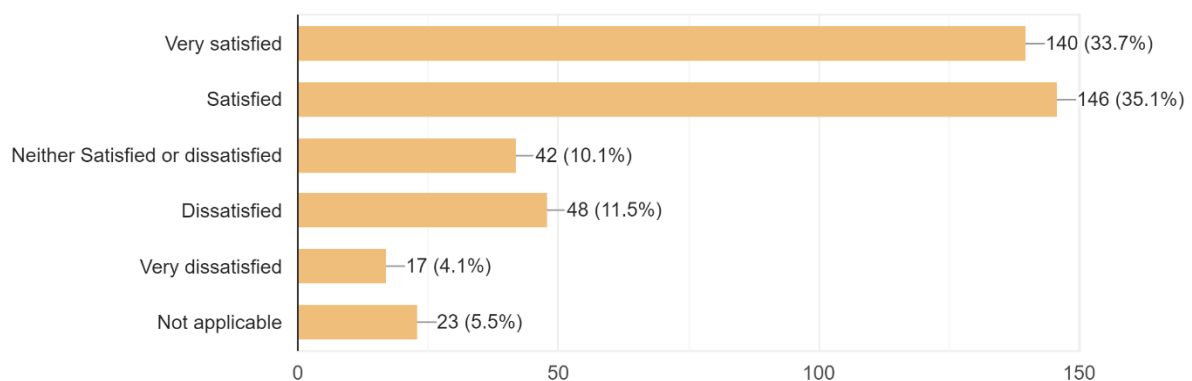
*"Very happy with nursery but feel 40 children in the class is too much as my daughter can sometimes struggle to get teacher support"*

*"My daughter has adjusted well at \*\*\* and has made lots of new friends."*

*"I don't feel like I know much about her experience other than she seems happy to go."*

### **Question 22: How satisfied are you with the snacks and meals your child is offered whilst attending Early Learning and Childcare to date?**

- 286 respondents (68.8%) are satisfied with the snacks and meals offered by their ELC provision.
- With 65 respondents (15.6%) being dissatisfied or very dissatisfied with the snacks and meals offered.
- 42 respondents (10.1%) were neither satisfied nor dissatisfied



The following are a selection of comments from parents and carers:

### **Local Authority Parent/Carer's**

*"My child will now try different foods and loves coming home to tell me what he has had to eat."*

*"I feel the new menu is better than the old menu but for example my children do not like the vegetarian options, and I have a fussy eater. It is quite annoying that I don't have the option to provide my own snack for my child as I feel it's quite a long time to go without food."*

*"Children should be allowed packed lunch as most days menu is not very favourable for the child. Although staff tries their best that child is fed but if menu option is not liked by the child nothing can be done. Having fish and egg as an option as some vegetarian people avoid both as a veg option."*

*"Sometimes the options are a bit unusual for your average nursery aged child. But I do like it as she tried more new foods at nursery than at home"*

*"Recently the menu is more varied which is good improvement."*

*"This term's menu is slightly better but the food is not child friendly. A sandwich and yogurt type option would be very welcome. Our child now has to take a packed lunch so she can eat the 2 days she is there for lunch."*

*"There is not enough options and a pack lunch option should be allowed."*

*"Like the menu being outside each day."*

*"The children attending the morning session receive cooked meals at lunch time. My son and the children attending the afternoon session just get snacks, albeit they are healthy (fruit and salad), but I think it would be better if they could get cooked meals as well, maybe late afternoon."*

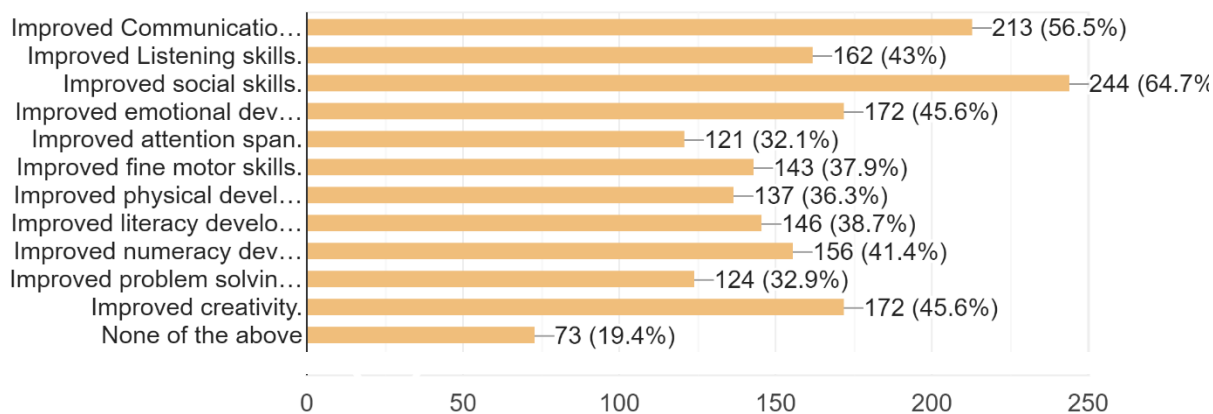
### **Funded Provider Parent/Carers**

*"I think nurseries charging for breakfast club to enable an early drop off during the funded days is a bit cheeky. I know many do this. My nursery is open until 6pm and I collect much earlier. I would like my funded day to run from 7.30am to 4.30pm avoiding the additional breakfast club cost. Childcare is very expensive."*

**Question 23: What impact has the expansion of Early Learning and Childcare (from 600 hours to 1140 hours) had on your child? Please tick all that apply.**

- Although 73 respondents (19.4%) suggested their ELC setting had no impact on their child's development, most identified improvements in their child's development since attending an ELC setting.
- The majority of parents at almost 65% identified an improvement in their child's social skills with over half of the respondents seeing an improvement in their child's communication skills.

- Almost half of all respondents recognised an improvement to their child's emotional development, creativity, listening skills and numeracy.
- With over a third of respondents citing improvements within literacy, fine motor skills, and physical development,
- A third of respondents identified an improvement in their child's problem solving and attention span.



The following are a selection of comments from parents and carers:

*“Support for A has been fantastic.”*

*“Hard to say the direct impact as the children are developing all the time and hard to quantify what would have improved anyway vs the extra hours. I do think they are hugely important though for getting children ready for school environment and provide an opportunity for the children to really immerse themselves in extended play and subsequently learning.”*

*“The improvement was fantastic.”*

*“Overall, I feel as though this is a remarkable program especially in the current pandemic climate to give families the best opportunities to be a productive, learning, and involved version of themselves.”*

*“He would have gone to nursery regardless of the funded hours. I think the impact is that it has helped us, as parents, more than my child.”*

*“Not yet using the hours but he's very social, kind and has good communication skills due to attending nursery.”*

*“I doubt it is the expansion that has caused these things, more likely just maturing child.”*

*“We have seen no real improvement in our child in terms of social development or skills as a result of being at nursery”*



**Question 24: What impact has the expansion of Early Learning and Childcare (from 600 hours to 1140 hours) had on you and your family? Please select all that apply**

- 192 respondents (51.2%) stated more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 145 respondents (38.7%) suggested more money/disposable income as a positive impact on their family.
- 107 respondents (28.5%) are considering a return to work or study.
- 98 respondents (26.1%) stated improved wellbeing /respite as a positive impact from the expansion of ELC, with 91 respondents (24.3%) finding they now have more time to themselves.

As well as improving outcomes for children, the expansion of ELC aims to support parents into work, study or training. We asked this question to determine what impact the expansion of ELC had on families in the city. Over half of all respondents indicated that they had time for other responsibilities as a result of the expansion of ELC. Nearly 39% of respondents suggested they had more money/disposable income as a positive impact on their family; and over one quarter of respondents are now considering a return to work or study. In addition, a further quarter of respondents stated improved wellbeing / respite as a result of the additional hours suggesting that the expansion of ELC has had a positive impact on families in Aberdeen overall.

The following are a selection of comments from parents and carers:

**Local Authority Parent/Carers**

*“Had the hours not increased we'd have been restricted to using private nurseries so I can work the hours I need to work. The increase in hours has provided us with the flexibility to choose where our child goes to nursery and we are delighted to be able to put him to the local school nursery which is walking distance away. Added bonus - we are helping the environment by not having to drive to the private nursery each day :).”*

*“It has made such a difference for me being able to keep my small business running & growing from home/ helping mummy's mental health. I would definitely prefer 2.5/3 full days though and less running around for all the pickups and drop offs (exhausting when you have another one at school at different times to collect and drop).”*

*“I've 3 kids, I'm wasting time to pick up at 1pm and again pick up my other child from primary school at 3:15 noting that I have a baby that might be napping at nursery pickup time, so it's quite stressful and demanding.”*

*“Unfortunately, my view is that it has just delayed a problem. While it is nice that my child can have free nursery provision from 8-1 each day and for 48 weeks of the year, this will not be relevant next year when she goes to school and so I've noticed she is more tired now with the longer hours and it hasn't eased my working life as I will still need to arrange after school care for her next year when she starts school.”*

*“The extra hours have greatly improved our lifestyle and wellbeing as a family, I am able to contribute more financially as I have the option to work more during the week. A definite positive impact.”*

## Funded Provider Parent/Carers

*“Childcare is very expensive and at one point it was over £2,000 a month this is obviously not sustainable for long periods. The funding will give us breathing space to pay of mortgage etc.”*

*“Excellent and worthwhile spending of money for once.”*

*“No disposable income but it will take a HUGE burden off me. Time to yourself/improved wellbeing/respice is only for non-working parents or parents with additional childcare such a family help etc. Most single parents do not have those privileges.”*

*“This will allow me to carry out work without having to rely on family who have other commitments.”*

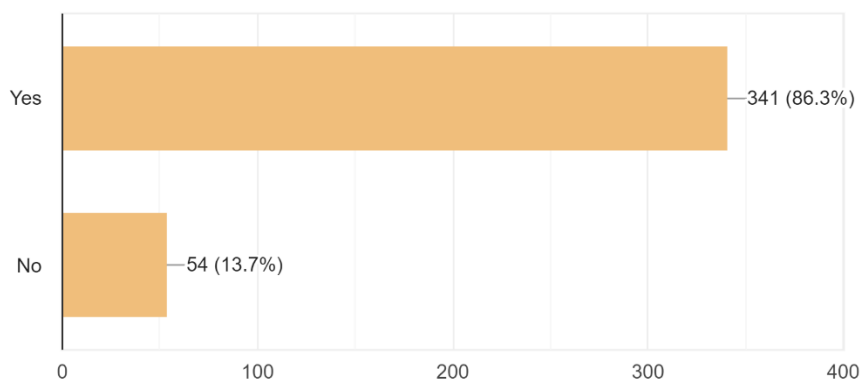
*“We were paying for fewer hours prior to ELC funding availability, so we can use that saving to put another child into non-funded ELC.”*

*“We would not have sent the kids to nursery if it had to be paid.”*

### Question 25: Are you able to access your ELC entitlement without extra support?

- 341 respondents (86.3%) accessed their ELC entitlement without requiring extra support
- with 54 respondents (13.7%) needing extra support.

We asked this question to determine if parents and carers could access their ELC entitlement without additional support. The vast majority of respondents (86.3%) said they accessed their ELC entitlement without requiring extra support.





### Question 26. If not, what extra support do you feel is required for your child?

The following are a selection of comments from parents and carers in relation to this question:

*“He has non-verbal autism - more involvement from salt ,autism outreach etc”*

*“The additional child care support we have comes from family support.”*

*“Needs extra help speech development.”*

*“More longer hours like 8am to 6pm Mon to Fri every week.”*

*“We have family support to do drop offs and pickups.”*

*“We required support after 3pm on the days I work.”*

*“Having lived in England for most of my life the system works entirely different. It would help to have some guidance in the form of paperwork or health visitor info.”*

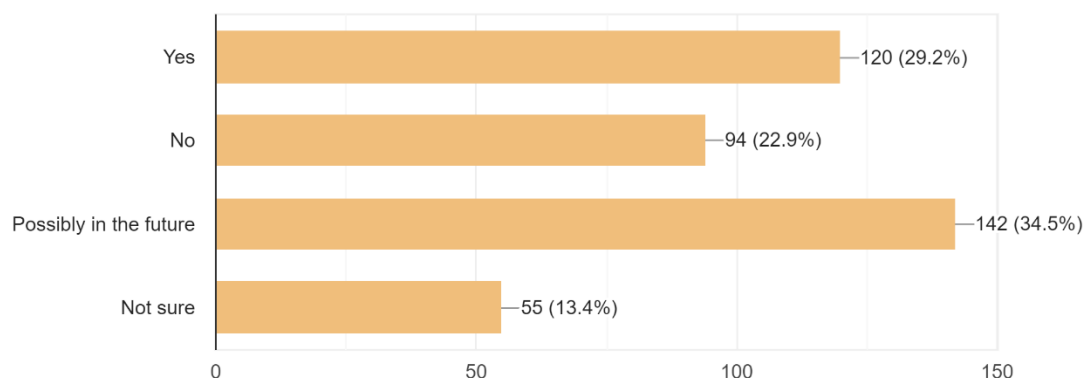
*“Grandparents cover an additional day.”*

*“I will still need to pay for extra hours to cover my working hours.”*

*“Either improved Gaelic medium opportunities in other settings or transportation provided to Gilcomstoun.”*

### Question 27: Aberdeen City Council may be able to sell additional hours / sessions of Early Learning and Childcare to parents and carers who require additional wrap around care (subject to the availability of places). Would you be interested in purchasing additional hours / sessions over and above the statutory 1140 hours funded entitlement?

- 120 respondents (29.2%) said, that if made available they would purchase extra hours of ELC, with a further 142 respondents (34.5%) suggesting that they would possibly purchase additional hours of wrap around care should they be available in the future.
- 94 respondents (22.9%) said they would not purchase extra hours and a further 55 respondents (13.4%) stating they were not sure if they would purchase more hours.



Across our 11 Associated School Groups (ASGs), responses to this question were fairly similar. However, the greatest number of respondents who would be interested in purchasing additional hours of ELC were from St Machar and Cults ASGs with 42% and 38% of respondents respectively. Whilst the least number of respondents who would be interested in purchasing additional hours were from Bridge of Don and Oldmachar ASGs both with 22% of respondents. Around 40% of respondents in the remaining seven ASGs indicated that they may consider purchasing additional hours in the future.

We will investigate this further in the coming months.

The following are a selection of comments from parents and carers:

*"I would be absolutely delighted if I were able to buy additional childcare at ..... to allow for me to not have to use 2 nurseries. Very much hoping this will be possible ASAP. I am aware I could use all funding at a private nursery but feel that not attending school nursery disadvantages my child."*

*"It would depend on the cost."*

*"Wouldn't want to be paying for wrap around care when I can't use the school holiday hours."*

*"The 9-3 option is very good however it does cause issues for parents who work as the timings still require before and after Nursery care which can be difficult as child minders are not easy to find and some are not interested in such short hours (before and after nursery for a short time). It would be good to be able to drop off at the same time as the school starts (8:40am) to save the standing around outside for 20 mins waiting for the doors to open then another 15 mins as the children slowly go in."*

*"It would be helpful to be able to pay extra to use the nursery for additional time e.g. ability to add some extra hours in the afternoon to a morning space."*

*"Having the option to purchase additional hours at a school nursery would mean my daughter could attend school nursery and not private. Although we are both happy with the private nursery it would be beneficial for her to attend school nursery before she starts school."*

*"I think this is ABSOLUTELY needed, especially for working parents who have minimal help/support networks."*

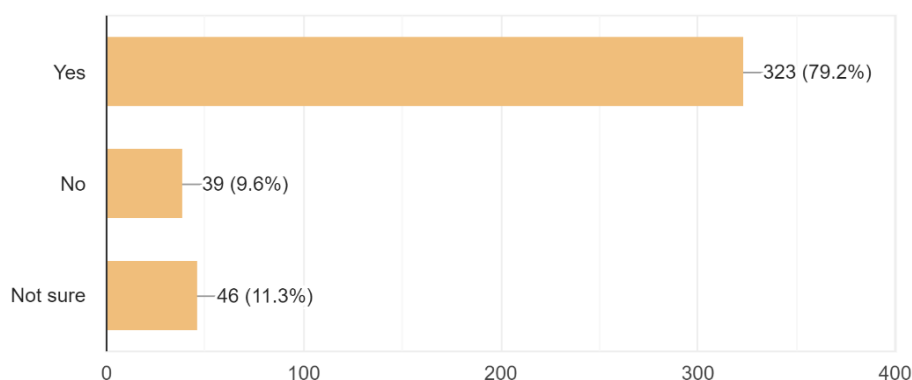
*"No, but I would like to get money for all the hours that my child could not use so I could use it towards her private classes. This is the only way to get it fair in the meantime!"*

*"My husband and I both are working full time and we don't have any other family/support so we need to pay for extra hours in daycare."*

*"This would be excellent and allow my child to attend the local school nursery."*

**Question 28: Would you be willing to pay for additional snacks and meals if your child was in Early Learning and Childcare longer than the 1140 hours statutory entitlement?**

- 323 respondents (79.2%) said they would purchase additional snacks and meals should their child attend Early Learning and Childcare beyond the 1140 hours entitlement.
- 39 respondents (9.6%) said they would not pay for extra snacks and meals with 46 respondents (11.3%) not sure if they would purchase more.



This question is linked to the previous question about purchasing additional hours of ELC as if children were in ELC for longer hours they would require additional snacks and meals. We wanted to determine if parents and carers would be willing to pay for additional snacks and meals. Nearly 80% of respondents indicated that they would be willing to pay for additional snacks and meals if their child was in ELC longer than the 1140 hours statutory entitlement.

The following are a selection of comments from parents and carers:

**Local Authority Parent/Carers**

*“I would be willing to pay for snack even without the extended hours offered presently to ensure they are eating enough!”*

*“I would pay if they catered for dietary requirements.”*

*“I’d prefer to be able to pack a lunch/snack bag for my child at least then I’d know they were getting something to eat that they would eat and not something that will just end up in the bin.”*

*“Yes, especially if the snacks and drink offered to meet up with his dietary needs.”*

*“I would be willing to pay a small fee towards my child’s snacks and meals even without extra hours purely just for better options.”*

*“Depends on price.”*

*“Happy to pay.”*

## Funded Provider Parent/Carers

*“Already pay for snacks in private as 1140 does not cover it.”*

*“I think we already do? We pay on top of the funded hours as he goes to nursery 9-5 Mon-Fri.”*

*“We already have to pay for snacks and meals separately as these aren’t covered by the 1140 hours free.”*

## Analysis

454 parents and carers responded to the recent survey on our provision of Early Learning and Childcare. Responses were gleaned from all eleven of the Aberdeen City’s ASGs with responses from those accessing provision through the Local Authority as well as from Funded Providers.

We noted a lower response rate from Dyce ASG compared to other areas so we will seek to engage with Dyce parents and carers again in the next 6 months.

The consultation findings demonstrate that the majority of parents and carers who responded are satisfied or very satisfied with the location of their ELC provision (82.9%); and with their child’s experience of expanded ELC to date (82.4%)

75.8% of parents and carers who responded have been able to secure a funded ELC place in their local area/ASG. 83 respondents (18.3%) have either not yet applied or found the question not applicable due to not yet having children at that age yet.

72% of respondents were very satisfied or satisfied with the range of ELC providers and models within their local area (ASG).

There is clear evidence of a range of choices across all ASGs. Some parents are very satisfied with the longer hours available whilst some parents would prefer more 9-3 places. However, the feedback is very balanced overall with no feedback on gaps in provision.

*“All settings should offer a 9-3 option. All settings should be truly flexible which they are not.”*

*“Very satisfied as it really helps a lot but may be more appreciated if there's a provision for full section five days a week so that parent can have more time to work. Many thanks”.*

A number of respondents indicated that they were not aware of their full ELC entitlement, of Gaelic Medium Provision or the option to have a blended place. A large number of respondents indicated that they were not aware of the option to have a cross-boundary ELC placement. We will address this in future communication and engagement with parents and carers to ensure they have all the information available to them in order to make an informed choice.

Children currently start funded ELC the term after their 3<sup>rd</sup> birthday. This is in line with statutory guidance and when ELC funding becomes available to the Local Authority. Some parents commented that the start of funded ELC should be flexible. In exceptional circumstances, we may be able to allocate a discretionary ELC place earlier, where capacity allows.

The ELC Consultation with Parents and Carers 2021 contributed to the Review the impact of the implementation of the expansion of Early Learning and Childcare to date, which was approved by Education Operational Delivery Committee in January 2022. The full report can be read here:

[http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B\\_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf](http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf)

## **Future Engagement and Consultation**

The 2021 consultation provides a positive platform from which to further engage with parents and carers as we continue to deliver 1140 hours of statutory Early Learning and Childcare for all 3 and 4-year olds and eligible 2-year olds. All Early Learning and Childcare providers will continue to engage and consult with children, parents and carers on a regular basis as part of their ongoing self-evaluation and improvement planning.

The report from the Early Learning and Childcare Parent and Carer Consultation 2021 will be shared/published in a future Education Parent and Carer Newsletter, on Aberdeen City Council website and shared with our colleagues working across the ELC sector including our Childminders and Funded Providers to encourage feedback to inform our next ELC Delivery Plan.

## **Next Steps**

A new Early Learning and Childcare Delivery Plan 2022-24 will be developed and presented to Education Operational Delivery Committee in June 2022. This will be informed by our ELC Consultation with Parents and Carers 2021 and the Review of the impact of the implementation of the expansion of Early Learning and Childcare to date, as well as any feedback from setting self-evaluation processes.

Through our ongoing engagement and communication with parents and carers, we will regularly promote all ELC options available in the city to help parents and carers make informed choices to best meet the needs of their child and family. In particular we will further promote:

1. Gaelic Medium Education in Early Learning and Childcare;
2. Blended placements where parents and carers can choose more than one registered ELC provider; and
3. Cross Boundary ELC placements.

In order to meet our ongoing statutory obligations and our commitment to engaging with children, parents and carers, another city-wide Early Learning and Childcare consultation will be undertaken in Autumn 2023.

We will continue to engage with families who are accessing the 600-hour model and will monitor our current models of provision across the city in line with supply and demand.

We will also work with Scottish Childminding Association (SCMA) to arrange a focus group session with families who specifically use childminding provision to ensure their views are also captured.

Any changes to our current models of provision will be communicated with parents, carers and ELC providers in advance of the ELC Admissions process for 2023-24. Online applications for ELC / School session 2023-24 will open in January 2023.

## **Thanks**

Thank you very much to all the parents and carers who participated in this consultation. We strive to deliver a range of high quality Early Learning and Childcare provision in Aberdeen which meets the needs of all children, families and local communities. Your input and views are invaluable in supporting us to achieve this.

Early Years Team  
Education Service  
Aberdeen City Council

April 2022

## How will we deliver ELC?



- Offer a mix of Local Authority and Funded Provider Delivery Models across all ASGs
- Via outdoor ELC to both provide an offer and build capacity across all settings
- Increase the number of childminders to promote choice
- Increase uptake for Eligible 2's
- Provision of top up hours to support families to study and work

## Principles for ELC

- High Quality
- Affordable
- Accessible
- Flexible

## How will we ensure quality?



- Deliver a comprehensive Quality Assurance programme
- Build capacity through digital offer and face to face opportunities
- Support and enhance smooth Transitions
- Work in partnership with families and communities including through a PEEP offer in all settings as part of a partnership Family Support offer

## How will we communicate, engage and consult?



- Regular engagement & consultation with parents and carers
- Regular engagement & consultation with all Partners and stakeholders
- Via digital communication
- Ongoing promotion of ELC models, options and Gaelic Medium provision

## How will we support and develop our workforce?



- Create positive pathways into careers in ELC and provide access to funding for accredited qualifications
- Deliver high quality professional learning for all
- Offer opportunities for collaboration locally and cross-boundary to increase capacity

### Key Themes for Development



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# Early Learning and Childcare (ELC) Delivery Plan 2022-24

## Introduction / Executive Summary

Aberdeen City Council has a statutory duty, under the Children and Young People (Scotland) Act 2014, to prepare and publish an Early Learning and Childcare Delivery Plan to set out the strategic direction for the delivery of ELC in the city. The Plan will respond to local need and reflect the diversity of communities in Aberdeen. The 2022-24 Delivery Plan follows on from the 2017 Delivery Plan and is informed by the findings of the Evaluation of the Expansion of ELC programme, together with the outcomes of a Parent and Carer Consultation and engagement with key stakeholders including staff.

## Background

### The National Context

Since August 2021, all three and four year olds, and eligible two-year olds receive 1140 hours of funded ELC per year. This means more funded hours, more choice of where children can go to access their ELC entitlement and more flexible models of ELC are available to support families.

### The Local Context

Aberdeen City Council welcomed the opportunity to expand services in recognition of how the expansion of ELC could help reduce the poverty related attainment gap and improve long term outcomes for children and families. As a result of the ELC Expansion Programme Aberdeen City now offers a mixed delivery model of ELC provision:

- In 46 of our primary schools;
- In 46 Funded Providers;
- At the multi-agency Links Hub;
- At our Gaelic Medium Unit based in Gilcomstoun Primary School;
- At our 2 Outdoor Nursery provisions at Duthie and Hazlehead Parks; and
- Through 70 childminders

### Evaluation of the Expansion of ELC

A comprehensive Evaluation of the Expansion of ELC, against our ELC Delivery Plan approved in 2017, was undertaken in 2021. The Evaluation was approved by Aberdeen City Council Education Operational Delivery Committee in January 2022.

[http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B\\_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf](http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B_%20Interactive%20ELC%20Impact%20Evaluation-compressed%202.pdf)

Despite the challenges of delivering the ELC Expansion Programme during the Covid-19 pandemic, the objectives were successfully met. Key achievements included:

- All eligible children able to access 1140 hours from August 2021;
- 90% of on-time applications were offered their 1<sup>st</sup> choice ELC option, with 76% overall being offered their 1st choice ELC option.
- Evidence of highly effective Programme governance;
- Evidence of an increase in the quality of provision;
- Expansion of the Local Authority ELC workforce from 224.16 FTE to 461.30 FTE (expressed in headcount this is an increase from 358 employees in 2017 to 539 in 2021). This is as a result of the inclusion of Support Workers, Modern Apprenticeships and amended contracts of existing staff;
- Successful delivery of 27 capital projects;
- 82.9% of parents and carers who responded to a recent survey indicated that they were satisfied or very satisfied with the location of their ELC provision;
- 82.4% of parents and carers who responded to a recent survey indicated that they were satisfied or very satisfied with their child's experience of expanded ELC to date; and
- The Programme was delivered on time and on budget as of December 2021.

In November 2021 we consulted with parents, carers and future parents and carers to seek their views to inform the evaluation report and to help develop the next Delivery Plan. Key headline points from the 453 returns included:

- 72% of respondents were very satisfied or satisfied with the range of ELC providers and models within their local area (ASG).
- 75.8% were able to secure a funded ELC place in their local area/ASG.
- 82.9% of respondents were satisfied with the location of their ELC provision.
- 82.4% of respondents stated that they were satisfied or very satisfied with their child's experience of ELC to date.
- 68.3% of respondents were either satisfied or very satisfied with their child's induction process.
- The majority of respondents, at almost 65%, identified an improvement in their child's social skills with over half of the respondents seeing an improvement in their child's communication skills.
- 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
- 28.5% were now considering a return to work or study.
- 26.1% stated improved wellbeing /respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.

Learning points from the evaluation include a need to:

- Review transition processes to allow in person transition as soon as public health guidance allows.
- Be mindful of the need for early in-person engagement with staff if public health guidance allows.

- Further promote Gaelic Medium ELC provision.
- Monitor demand for childminders.
- Monitor demand for eligible 2s placements.
- Continue to work towards the delivery of intergenerational support as public health guidance allows.

### **Vision for Early Learning and Childcare (ELC) in Aberdeen City**

Monitoring of demand and consultation with parents and carers validates the vision set in the 2017 Delivery Plan.

Our vision is to provide ELC which is accessible, affordable, is of high quality and is available up to 50 weeks of the year. Provision will be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and will support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.

### **Guiding Principles**

The following guiding principles will be used to inform our practice. All ELC provision across Aberdeen City will:

- Capitalise on intergenerational support
- Offer a level of personalisation to ensure maximum gains for children
- Be nurturing, inclusive and offer a holistic service to children and families in keeping with GIRFEC
- Feel owned by the community
- Fully utilise outside space to promote wellbeing
- Be staffed by skilled practitioners who have opportunities to develop their skills further through a suite of professional learning suited to their needs and situation
- Be quality assured across a locality by one skilled practitioner who will have a key role in supporting parents to fully capitalise on the local offer.

### **Key Themes for Development**

Based on the outcomes of our Evaluation of the Expansion of ELC, our consultation with parents and carers, and our engagement with key stakeholders, including staff voice, the key themes for development over the next 2 years are:

#### ***Workforce Support***

***Transitions***

***Community Partnerships***

***Family Support***

Improvement activity and actions for next 2 years are detailed in the following pages.

## How will we deliver Early Learning and Childcare?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
<p>Maintain a mix of Local Authority and Funded Provider delivery models across all Associated School Groups (ASGs)</p>	<p>Continue to monitor demand across the city and in individual ASGs.</p> <p>Ongoing consultation and engagement with families to establish any changing patterns in service usage.</p> <p>Continue to monitor uptake with Funded Providers.</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>Funded Providers</p>	<p>Families are able to access a range of delivery models within their ASG.</p> <p>% of first choice applications.</p> <p>ELC Parent and Carer Consultation</p>
<p>Continue to offer all children attending ELC regular and routine access to high quality learning outside.</p>	<p>Ongoing development of Duthie Park and Hazlehead Outdoor Nurseries</p> <p>Provision of professional learning (including at Duthie and Hazlehead Outdoor Nurseries)</p> <p>Opportunities for staff to shadow at Duthie Park and Hazlehead Nurseries.</p> <p>Promotion and Quality Assurance of Outdoor Learning across all ELC settings.</p> <p>Childminders – Promoting environmental and community work.</p>	<p>Outdoor Manager</p> <p>ELC Locality Lead Officers</p> <p>Outdoor Manager</p> <p>ELC Locality Lead Officers</p> <p>Childminders</p>	<p>Provision of and evaluations of professional learning</p> <p>Evaluations from Quality Improvement Visits</p> <p>Number of staff engaging in job shadowing.</p> <p>Number of childminders participating.</p>

<p>Increase the number of childminders to promote choice</p>	<p>Monitor demand for childminders.</p> <p>Target recruitment activity according to demand and in priority regeneration areas.</p> <p>Devise new systems for childminders applications in partnership with Legal Services.</p> <p>Continue to evaluate and improve the support afforded to funded provider childminders.</p>	<p>Early Years Team</p> <p>Scottish Childminding Association</p> <p>ELC Locality Lead Officers</p>	<p>Monitor application process.</p> <p>Secure current numbers of funded providers.</p> <p>Increase in the numbers of Childminders and Funded Provider Childminders across the city.</p> <p>Increase in the numbers of Childminders and Funded Provider Childminders in priority regeneration areas.</p>
<p>Increase uptake for eligible 2 year old children</p>	<p>Monitor demand for eligible 2 places.</p> <p>Secure places at Local Authority and Funded Provider ELC settings including childminders</p> <p>On-going collaboration with multi-agency partners to identify eligible 2s.</p>	<p>Early Years Team</p> <p>All ELC Settings</p> <p>Scottish Childminding Association</p>	<p>Monitor application process.</p> <p>Families are able to access delivery models within their ASG which meet their needs and any change in demand.</p> <p>Increase in % of eligible 2 year old children taking up their ELC entitlement.</p>
<p>Provision of top up hours to support families to study and work</p>	<p>Identify capacity for selling hours.</p> <p>Promotion of top up hours.</p> <p>Pilot in one or two ASGs initially.</p>	<p>Early Years Team</p> <p>ELC Settings</p>	<p>Uptake of top up hours.</p> <p>Income generated.</p>

## How will we ensure quality?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
<p>Deliver a comprehensive Quality Assurance programme</p>	<p>Alignment of Quality Improvement visits with school Quality Assurance calendar for all ELC providers, including the work of trio groups supporting Local Authority settings across the city.</p> <p>Implementation of robust Quality Improvement Framework for Local Authority and Funded Provider settings incorporating reference to national guidance documents such as Realising the ambition - Being me.</p> <p>Identification of areas for targeted support, pre and post inspections.</p>	<p>ELC Locality Lead Officers</p>	<p>Improved evaluations from HMle and Care Inspectorate</p>
<p>Support and enhance smooth transitions</p>	<p>Review transition processes with early in person transition and early engagement with staff, where practicable.</p> <p>Pilot some more creative transition processes within Local Authority ELC settings.</p>	<p>ELC Locality Lead Officers</p> <p>ELC Settings</p>	<p>Feedback from children, parents/carers and staff.</p> <p>Increased wellbeing of children – using Leuven Scale to evaluate this in observations.</p> <p>Reflective dialogue on transitions with practitioners during visits and ASG meets.</p>

			Increase in the number of children meeting developmental milestones.
Work in partnership with families and communities including through a Peep offer in all settings as part of a partnership Family Support offer	<p>ELC and Peep colleagues will work together to ensure that at least one member of staff from each ELC setting has been Peep trained and support will be given to staff when delivering Peep sessions.</p> <p>Monitor uptake to identify if there are any barriers preventing these from taking place in order to remove them.</p> <p>Liaise with colleagues from Family Learning to ensure that settings are maximising Family Support sessions offered.</p>	<p>ELC Locality Lead Officers</p> <p>Peep</p> <p>Family Learning Team</p>	<p>Increase in the number of children meeting developmental milestones.</p> <p>Increase in the number of parents and carers who have awareness of how to support their children's learning and development at home.</p> <p>Improved relationships with families.</p>



## How will we support and develop our workforce?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
<p>Create positive pathways into careers in ELC and provide access to funding for accredited qualifications</p>	<p>ELC Locality Lead Officers will use the ABZworks platform to link with ELC employers and training providers to promote positive pathways into ELC careers.</p> <p>Continue to offer Modern Apprenticeship opportunities in Local Authority ELC settings, building this role into our staffing model in a variety of settings that deliver different models of ELC.</p> <p>Partnerships with local training providers to widen the offer of the Foundation Apprenticeship Children and Young people in Aberdeen City Council secondary schools.</p> <p>Collaborating with People and Organisation to create an internal 'Introduction to ELC' course to be available to young people in secondary schools.</p> <p>Offer Workforce Development and Expansion funding annually to support workforce, across the city, to undertake accredited qualifications and meet SSSC registration requirements. Additionally,</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>ABZworks</p> <p>Training Providers</p>	<p>Increase in number of applicants for vacancies.</p> <p>Increase in applicants for Foundation Apprenticeship in Early Years course.</p> <p>Supply staff moving into permanent posts providing continuity for children and staff.</p> <p>Increase in the number of staff attaining accredited qualifications across all levels.</p> <p>Number of young people accessing the 'Introduction to ELC' course.</p> <p>Supply staff reporting increasing confidence.</p>

	<p>supporting staff to gain qualifications above what is required to allow for further career progression.</p> <p>Promote grants for those undertaking qualifications to support routes out of poverty and maximise funding available.</p> <p>Development and expansion of supply pool support workers in order to create additional pathway into the sector, supporting their progression into permanent posts in order to complete qualifications.</p> <p>Development of professional learning opportunities for supply staff to enhance understanding of the sector and opportunities for progression.</p>		
<p>Deliver high quality professional learning for all</p>	<p>Understand the needs of current staff through questionnaires and findings of inspections or quality assurance visits.</p> <p>Develop resources for CLPL both internally and utilising external resources.</p> <p>Bespoke CLPL delivery for localities, delivered by ELC Locality Lead Officers.</p>		<p>Staff will have access to relevant and meaningful learning opportunities which will upskill them to continue to be able to provide the most current best practice. This will be evidence by both internal quality assurance and external inspection reporting ensuring that settings are meeting the national standard.</p>

	<p>Continue to grow our online CLPL platform via an accessible platform for access to materials that can be used flexible and in collaboration with others. Provide tutorial sessions based on content provided online to facilitate further collaboration and discussion for ELC practitioners sector wide.</p> <p>Promote and facilitate collaborative working within ASG's.</p> <p>Build capacity through both digital offer and face to face opportunities.</p>		
Support and upskill ELC Teams to provide a fully inclusive offer.	Build capacity and confidence through observations, shadowing and training.	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>Autism Outreach Team</p> <p>VSA ASNAP</p>	<p>Increased staff confidence.</p> <p>Reduction in Requests for Assistance.</p>
Offer opportunities for collaboration locally and cross-boundary to increase capacity and maximise resources	Work in partnership across ASGs and Authorities where appropriate.	<p>ELC Locality Lead Officers</p> <p>Northern Alliance</p>	Staff will have access to relevant and meaningful learning opportunities which will upskill them to continue to be able to provide the most current best practice. This will be evidence by both internal quality assurance and external

			inspection reporting ensuring that settings are meeting the national standard.
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### How will we communicate, engage and consult?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
Regular engagement and consultation with parents and carers	Statutory consultation with parents and carers every 2 years	Early Years Team / Autumn 2023	Consultation Report
	Regular engagement across ASGs	Locality Lead Officers	ASG Feedback
Regular engagement and consultation with all Partners and Key Stakeholders	Regular engagement city-wide and across ASGs	Early Years Team ELC Locality Lead Officers	Feedback from Partners and Key Stakeholders
Provision of accurate and up to date information on ACC communication channels	Communicate key information through social media channels.  Maintain and update ELC pages on Aberdeen City Council website	Early Years Team / Webmonitor	Number of views and shares
Ongoing promotion of ELC models, options and Gaelic Medium provision	Promote all ELC models across the city.  Promote Gaelic Medium provision.  Promote blended ELC offer.	Early Years Team	Evidence of uptake  Increased uptake of Gaelic Medium provision  Increased uptake of blended ELC offer

	Ensure Early Learning and Childcare Information for Parents and Carers booklet is maintained, updated and accessible.		
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## Early Learning and Childcare (ELC) Delivery Plan 2022-24

### Appendix D – Consultation with Stakeholders

#### Background

As we developed our Early Learning and Childcare (ELC) Delivery Plan for 2022-24 we were keen to engage and seek the views of key stakeholders on our priorities for the next 2 years.

We have delivered against the Early Learning and Childcare (ELC) Delivery Plan approved in 2017 and have fully implemented the expansion of ELC across the city, in partnership with all of our stakeholders including our workforce and our Funded Providers. We have recently undertaken a comprehensive evaluation of the impact of the expansion of ELC (link to report below) and this was approved by Education Operational Delivery Committee in January 2022. We also consulted with parents and carers at the end of 2021.

[http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B\\_%20Intera ctive%20ELC%20Impact%20Evaluation-compressed%202.pdf](http://councilcommittees.acc.gov.uk/documents/s128023/Appendix%20B_%20Intera ctive%20ELC%20Impact%20Evaluation-compressed%202.pdf)

The 2022-24 Delivery Plan will follow on from the 2017 Delivery Plan and will be informed by the findings of the Evaluation of the Expansion of ELC programme, including the views of parents and carers.

A one-page infographic which sets out the proposed direction of travel was shared widely with key stakeholders to show how the ELC Delivery Plan 2022-24 will set out:

- How will we deliver ELC?
- How will we ensure quality?
- How will we communicate, engage and consult?
- How will we support and develop our workforce?

The underpinning principles continue to be that ELC should be:

- High quality
- Affordable
- Accessible
- Flexible

Based on the outcomes of our Evaluation of the Expansion of ELC and our consultation with parents and carers, we suggested that our key themes for development over the next 2 years are:

- Workforce Support
- Transitions
- Community Partnerships
- Family Support

We asked respondents to answer the following questions:

1. Do you agree broadly with the proposed content of the ELC Delivery Plan 2022-24?
2. Do you agree broadly with the proposed key themes for development?
3. Is there anything else that should be included?
4. Do you have any further comments you would like to feedback?

The consultation was open for 12 days at the beginning of the new school term and responses were received from:

5 Local Authority ELC / Nursery settings  
2 Funded Provider ELC / Nursery settings  
Best Start in Life Outcome Group (Integrated Children's Services Strategic Group)  
Peep  
Scottish Childminding Association (SCMA)

## **Feedback**

### **Proposed Content**

All respondents agreed with the proposed content of the ELC Delivery Plan 2022-24.

"I really like the one pager, I think it is good visual of priorities and focus".

"Supporting and developing our workforce needs to be an essential aspect of the delivery plan to upskill practitioners both newly appointed and those who have worked in ELC long term. With expansion there have been many changes and there are many opportunities for staff development".

### **Proposed Key Themes for Development**

All respondents agreed with the proposed key themes for development.

"Particularly in transitions and family support, this has become increasingly essential in our role in ELC".



“We agree family support is important, although feel Health professionals are more suited to support in this area and should be accessed long before child attends nursery”.

“Definitely but workforce is key and underpins everything”.

### **Anything else that should be included?**

Wellbeing (focusing on the children as well as the workforce)

ASN – extra specialised support needed as we are having to provide one to one support for children; community and partnership work needed here.

### **Further comments**

Need to capture the voice of children.

Need to hear the opinions of ELC staff.

“The delivery plan is very clear, concise and easy to understand”.

“We will align our work to the priorities and childminders will continue to be a part of the ELC Delivery Plan going forward. We look forward to working with you again over 2022-24”.

Comments about maximising resources, e.g. snack / meals / reducing waste.

Support for children with ASN.

“We find that with the larger spaces and increased numbers of children, the quality of ELC can be compromised. As in primary school classes - staff find working with a smaller spaces /reduced number of children much more productive and feel they are able to give a higher quality of learning”.

“Too much change; need to promote and maintain the workforce; focus on team and building this across the city; some great CLPL being offered”.

“Accessing training may be difficult due to staffing”.

“We like how the key theme logos link to realising the ambition”.

Many thanks to all who responded. Your feedback will be reflected in the ELC Delivery Plan 2022-24.

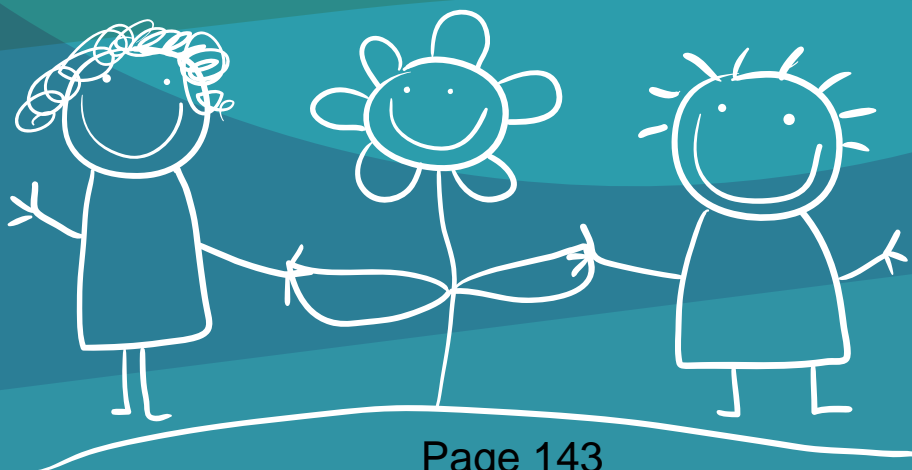
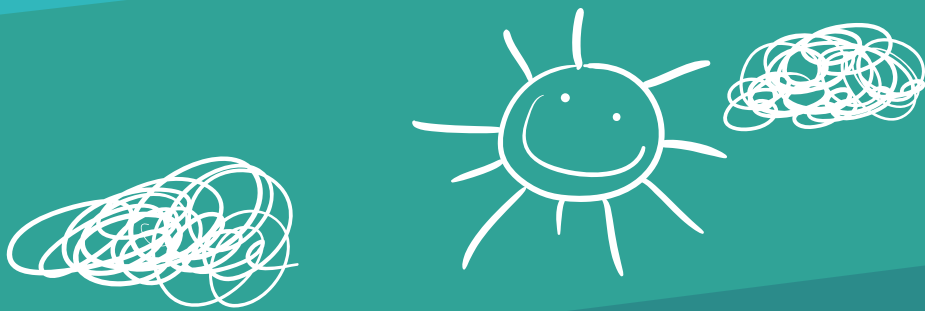
Early Years Team  
Education Service  
Aberdeen City Council

May 2022

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# Early Learning and Childcare (ELC) Delivery Plan 2022-24



# Introduction / Executive Summary

Aberdeen City Council has a statutory duty, under the Children and Young People (Scotland) Act 2014, to prepare and publish an Early Learning and Childcare Delivery Plan to set out the strategic direction for the delivery of ELC in the city. The Plan will respond to local need and reflect the diversity of communities in Aberdeen. The 2022-24 Delivery Plan follows on from the 2017 Delivery Plan and is informed by the findings of the Evaluation of the Expansion of ELC programme, together with the outcomes of a Parent and Carer Consultation and engagement with key stakeholders including staff.



## Background

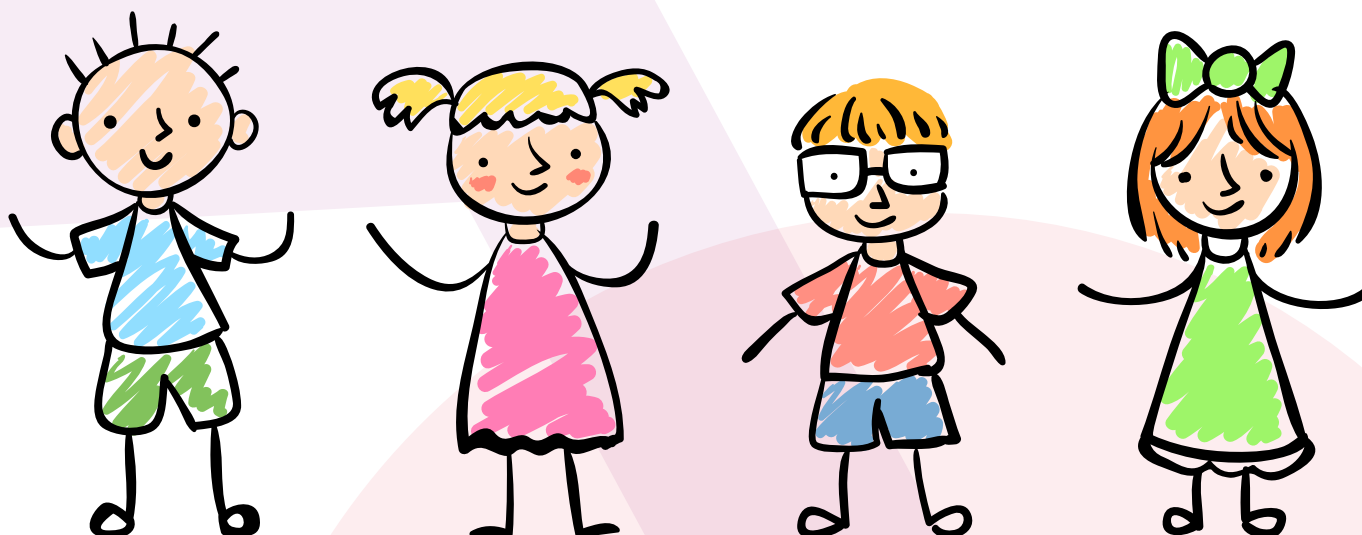
### The National Context

Since August 2021, all three and four year olds, and eligible two-year olds receive 1140 hours of funded ELC per year. This means more funded hours, more choice of where children can go to access their ELC entitlement and more flexible models of ELC are available to support families.

### The Local Context

Aberdeen City Council welcomed the opportunity to expand services in recognition of how the expansion of ELC could help reduce the poverty related attainment gap and improve long term outcomes for children and families. As a result of the ELC Expansion Programme Aberdeen City now offers a mixed delivery model of ELC provision:

- In 46 of our primary schools;
- In 46 Funded Providers;
- At the multi-agency Links Hub;
- At our Gaelic Medium Unit based in Gilcomstoun Primary School;
- At our 2 Outdoor Nursery provisions at Duthie and Hazlehead Parks; and
- Through 70 childminders.





## Evaluation of the Expansion of ELC

A comprehensive Evaluation of the Expansion of ELC, against our ELC Delivery Plan approved in 2017, was undertaken in 2021. The Evaluation was approved by Aberdeen City Council Education Operational Delivery Committee in January 2022. [Read the Evaluation.](#)

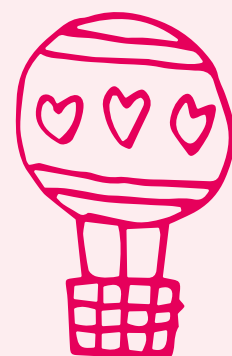
Despite the challenges of delivering the ELC Expansion Programme during the Covid-19 pandemic, the objectives were successfully met. Key achievements included:

- All eligible children able to access 1140 hours from August 2021;
- 90% of on-time applications were offered their 1st choice ELC option, with 76% overall being offered their 1st choice ELC option.
- Evidence of highly effective Programme governance;
- Evidence of an increase in the quality of provision;
- Expansion of the Local Authority ELC workforce from 224.16 FTE to 461.30 FTE (expressed in headcount this is an increase from 358 employees in 2017 to 539 in 2021). This is as a result of the inclusion of Support Workers, Modern Apprenticeships and amended contracts of existing staff;
- Successful delivery of 27 capital projects;
- 82.9% of parents and carers who responded to a recent survey indicated that they were satisfied or very satisfied with the location of their ELC provision;
- 82.4% of parents and carers who responded to a recent survey indicated that they were satisfied or very satisfied with their child's experience of expanded ELC to date; and
- The Programme was delivered on time and on budget as of December 2021.

In November 2021 we consulted with parents, carers and future parents and carers to seek their views to inform the evaluation report and to help develop the next Delivery Plan.

Key headline points from the 453 returns included:

- 72% of respondents were very satisfied or satisfied with the range of ELC providers and models within their local area (ASG).
- 75.8% were able to secure a funded ELC place in their local area/ASG.
- 82.9% of respondents were satisfied with the location of their ELC provision.
- 82.4% of respondents stated that they were satisfied or very satisfied with their child's experience of ELC to date.
- 68.3% of respondents were either satisfied or very satisfied with their child's induction process.
- The majority of respondents, at almost 65%, identified an improvement in their child's social skills with over half of the respondents seeing an improvement in their child's communication skills.
- 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
- 28.5% were now considering a return to work or study.
- 26.1% stated improved wellbeing/respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.



Learning points from the evaluation include a need to:

- Review transition processes to allow in person transition as soon as public health guidance allows.
- Be mindful of the need for early in-person engagement with staff if public health guidance allows.
- Further promote Gaelic Medium ELC provision.
- Monitor demand for childminders.
- Monitor demand for eligible 2s placements.
- Continue to work towards the delivery of intergenerational support as public health guidance allows.



# Vision for Early Learning and Childcare (ELC) in Aberdeen City

Monitoring of demand and consultation with parents and carers validates the vision set in the 2017 Delivery Plan.

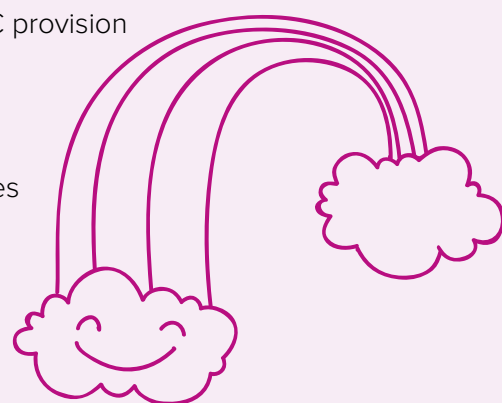
Our vision is to provide ELC which is accessible, affordable, is of high quality and is available up to 50 weeks of the year. Provision will be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and will support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.



## Guiding Principles

The following guiding principles will be used to inform our practice. All ELC provision across Aberdeen City will:

- Capitalise on intergenerational support
- Offer a level of personalisation to ensure maximum gains for children
- Be nurturing, inclusive and offer a holistic service to children and families in keeping with GIRFEC
- Feel owned by the community
- Fully utilise outside space to promote wellbeing
- Be staffed by skilled practitioners who have opportunities to develop their skills further through a suite of professional learning suited to their needs and situation
- Be quality assured across a locality by one skilled practitioner who will have a key role in supporting parents to fully capitalise on the local offer.



## Key Themes for Development

Based on the outcomes of our Evaluation of the Expansion of ELC, our consultation with parents and carers, and our engagement with key stakeholders, including staff voice, the key themes for development over the next 2 years are:



**Workforce Support**



**Transitions**



**Community Partnerships**



**Family Support**

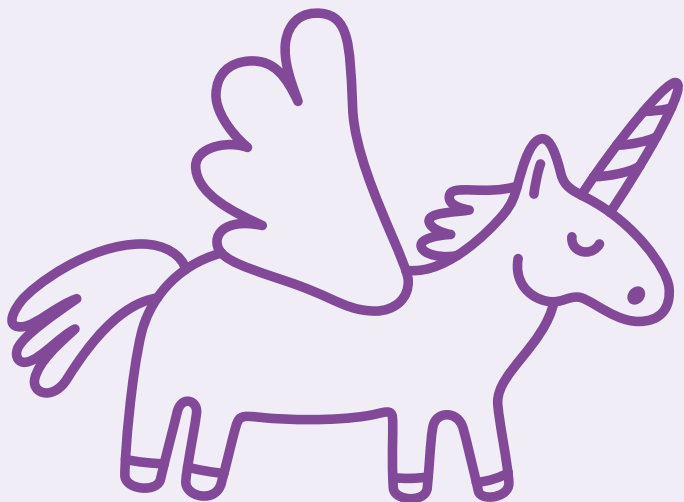
Improvement activity and actions for next 2 years are detailed in the following pages.

## How will we deliver Early Learning and Childcare?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
Maintain a mix of Local Authority and Funded Provider delivery models across all Associated School Groups (ASGs)	<p>Continue to monitor demand across the city and in individual ASGs.</p> <p>Ongoing consultation and engagement with families to establish any changing patterns in service usage.</p> <p>Continue to monitor uptake with Funded Providers.</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>Funded Providers</p>	<p>Families are able to access a range of delivery models within their ASG.</p> <p>% of first choice applications.</p> <p>ELC Parent and Carer Consultation.</p>
Continue to offer all children attending ELC regular and routine access to high quality learning outside.	<p>Ongoing development of Duthie Park and Hazlehead Outdoor Nurseries.</p> <p>Provision of professional learning (including at Duthie and Hazlehead Outdoor Nurseries).</p> <p>Opportunities for staff to shadow at Duthie Park and Hazlehead Nurseries.</p> <p>Promotion and Quality Assurance of Outdoor Learning across all ELC settings.</p> <p>Childminders – Promoting environmental and community work.</p>	<p>Outdoor Manager</p> <p>ELC Locality Lead Officers</p> <p>Outdoor Manager ELC</p> <p>Locality Lead Officers</p> <p>Childminders</p>	<p>Provision of and evaluations of professional learning.</p> <p>Evaluations from Quality Improvement Visits.</p> <p>Number of staff engaging in job shadowing.</p> <p>Number of childminders participating.</p>



<p>Increase the number of childminders to promote choice</p>	<p>Monitor demand for childminders.</p> <p>Target recruitment activity according to demand and in priority regeneration areas.</p> <p>Devise new systems for childminders applications in partnership with Legal Services.</p> <p>Continue to evaluate and improve the support afforded to funded provider childminders.</p>	<p>Early Years Team</p> <p>Scottish Childminding Association</p> <p>ELC Locality Lead Officers</p>	<p>Monitor application process.</p> <p>Secure current numbers of funded providers.</p> <p>Increase in the numbers of Childminders and Funded Provider Childminders across the city.</p> <p>Increase in the numbers of Childminders and Funded Provider Childminders in priority regeneration areas.</p>
<p>Increase uptake for eligible 2 year old children</p>	<p>Monitor demand for eligible 2 places.</p> <p>Secure places at Local Authority and Funded Provider ELC settings including childminders.</p> <p>On-going collaboration with multi-agency partners to identify eligible 2s.</p>	<p>Early Years Team</p> <p>All ELC Settings</p> <p>Scottish Childminding Association</p>	<p>Monitor application process.</p> <p>Families are able to access delivery models within their ASG which meet their needs and any change in demand.</p> <p>Increase in % of eligible 2 year old children taking up their ELC entitlement.</p>
<p>Provision of top up hours to support families to study and work</p>	<p>Identify capacity for selling hours.</p> <p>Promotion of top up hours.</p> <p>Pilot in one or two ASGs initially.</p>	<p>Early Years Team</p> <p>ELC Settings</p>	<p>Uptake of top up hours.</p> <p>Income generated.</p>





## How will we ensure quality?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
Deliver a comprehensive Quality Assurance programme	<p>Alignment of Quality Improvement visits with school Quality Assurance calendar for all ELC providers, including the work of trio groups supporting Local Authority settings across the city.</p> <p>Implementation of robust Quality Improvement Framework for Local Authority and Funded Provider settings incorporating reference to national guidance documents such as Realising the ambition - Being me.</p> <p>Identification of areas for targeted support, pre and post inspections.</p>	ELC Locality Lead Officers	Improved evaluations from HMle and Care Inspectorate
Support and enhance smooth transitions	<p>Review transition processes with early in person transition and early engagement with staff, where practicable.</p> <p>Pilot some more creative transition processes within Local Authority ELC settings.</p>	<p>ELC Locality Lead Officers</p> <p>ELC Settings</p>	<p>Feedback from children, parents/carers and staff.</p> <p>Increased wellbeing of children – using Leuven Scale to evaluate this in observations.</p> <p>Reflective dialogue on transitions with practitioners during visits and ASG meets.</p> <p>Increase in the number of children meeting developmental milestones.</p>



<p>Work in partnership with families and communities including through a Peep offer in all settings as part of a partnership Family Support offer</p>	<p>ELC and Peep colleagues will work together to ensure that at least one member of staff from each ELC setting has been Peep trained and support will be given to staff when delivering Peep sessions.</p> <p>Monitor uptake to identify if there are any barriers preventing these from taking place in order to remove them.</p> <p>Liaise with colleagues from Family Learning to ensure that settings are maximising Family Support sessions offered.</p>	<p>ELC Locality Lead Officers</p> <p>Peep</p> <p>Family Learning Team</p>	<p>Increase in the number of children meeting developmental milestones.</p> <p>Increase in the number of parents and carers who have awareness of how to support their children's learning and development at home.</p> <p>Improved relationships with families.</p>
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## How will we support and develop our workforce?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
<p>Create positive pathways into careers in ELC and provide access to funding for accredited qualifications</p>	<p>ELC Locality Lead Officers will use the ABZworks platform to link with ELC employers and training providers to promote positive pathways into ELC careers.</p> <p>Continue to offer Modern Apprenticeship opportunities in Local Authority ELC settings, building this role into our staffing model in a variety of settings that deliver different models of ELC.</p> <p>Partnerships with local training providers to widen the offer of the Foundation Apprenticeship Children and Young people in Aberdeen City Council secondary schools. Collaborating with People and Organisation to create an internal 'Introduction to ELC' course to be available to young people in secondary schools.</p> <p>Offer Workforce Development and Expansion funding annually to support workforce, across the city, to undertake accredited qualifications and meet SSSC registration requirements. Additionally, supporting staff to gain qualifications above what is required to allow for further career progression.</p> <p>Promote grants for those undertaking qualifications to support routes out of poverty and maximise funding available.</p> <p>Development and expansion of supply pool support workers in order to create additional pathway into the sector, supporting their progression into permanent posts in order to complete qualifications.</p> <p>Development of professional learning opportunities for supply staff to enhance understanding of the sector and opportunities for progression.</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>ABZworks</p> <p>Training Providers</p>	<p>Increase in number of applicants for vacancies.</p> <p>Increase in applicants for Foundation Apprenticeship in Early Years course.</p> <p>Supply staff moving into permanent posts providing continuity for children and staff.</p> <p>Increase in the number of staff attaining accredited qualifications across all levels.</p> <p>Number of young people accessing the 'Introduction to ELC' course.</p> <p>Supply staff reporting increasing confidence.</p>

<p>Deliver high quality professional learning for all</p>	<p>Understand the needs of current staff through questionnaires and findings of inspections or quality assurance visits.</p> <p>Develop resources for CLPL both internally and utilising external resources.</p> <p>Bespoke CLPL delivery for localities, delivered by ELC Locality Lead Officers.</p> <p>Continue to grow our online CLPL platform via an accessible platform for access to materials that can be used flexible and in collaboration with others.</p> <p>Provide tutorial sessions based on content provided online to facilitate further collaboration and discussion for ELC practitioners sector wide.</p> <p>Promote and facilitate collaborative working within ASG's.</p> <p>Build capacity through both digital offer and face to face opportunities.</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>Training Providers</p>	<p>Staff will have access to relevant and meaningful learning opportunities which will upskill them to continue to be able to provide the most current best practice. This will be evidenced by both internal quality assurance and external inspection reporting ensuring that settings are meeting the national standard.</p>
<p>Support and upskill ELC Teams to provide a fully inclusive offer.</p>	<p>Build capacity and confidence through observations, shadowing and training.</p>	<p>Early Years Team</p> <p>ELC Locality Lead Officers</p> <p>Autism Outreach Team</p> <p>VSA ASNAP</p>	<p>Increased staff confidence.</p> <p>Reduction in Requests for Assistance.</p>
<p>Offer opportunities for collaboration locally and cross-boundary to increase capacity and maximise resources</p>	<p>Work in partnership across ASGs and Authorities where appropriate.</p>	<p>ELC Locality Lead Officers</p> <p>Northern Alliance</p>	<p>Staff will have access to relevant and meaningful learning opportunities which will upskill them to continue to be able to provide the most current best practice. This will be evidenced by both internal quality assurance and external inspection reporting ensuring that settings are meeting the national standard.</p>

## How will we communicate, engage and consult?

Improvement Activity	This is how we'll do it	By whom / By when	Evidence of Impact
Regular engagement and consultation with parents and carers	Statutory consultation with parents and carers every 2 years Regular engagement across ASGs	Early Years Team / Autumn 2023 Locality Lead Officers	Consultation Report ASG Feedback
Regular engagement and consultation with all Partners and Key Stakeholders	Regular engagement city-wide and across ASGs	Early Years Team ELC Locality Lead Officers	Feedback from Partners and Key Stakeholders
Provision of accurate and up to date information on ACC communication channels	Communicate key information through social media channels. Maintain and update ELC pages on Aberdeen City Council website	Early Years Team / Webmonitor	Number of views and shares
Ongoing promotion of ELC models, options and Gaelic Medium provision	Promote all ELC models across the city. Promote Gaelic Medium provision. Promote blended ELC offer. Ensure Early Learning and Childcare Information for Parents and Carers booklet is maintained, updated and accessible.	Early Years Team	Evidence of uptake Increased uptake of Gaelic Medium provision Increased uptake of blended ELC offer



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## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Inspection Reporting
<b>REPORT NUMBER</b>	OPE/22/089
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Eleanor Sheppard
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 This report details how Aberdeen City schools and Early Learning and Childcare settings have engaged with Her Majesties Inspectors of Education (HMIe) and The Care Inspectorate since January 2022.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report; and  
 2.2 instructs the Chief Education Officer to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Frameworks.

### 3. CURRENT SITUATION

#### Education Scotland

- 3.1 Education Scotland announced plans to offer 'Recovery Visits' to schools from the end of February through to the end of the summer term 2022 rather than resume the full inspection programme due to the on-going impact of the Omicron variant.
- 3.2 The visits aimed to provide HM Inspectors with an opportunity to reflect on how ELC settings and schools continued to address the impact of COVID-19 and share best practice nationally. Inspectors also planned to explore with staff the range and quality of learning children and young people are experiencing; and the work being done to meet children's and young people's learning and wellbeing needs.
- 3.3 Given the focus on recovery, these visits would not result in a published report, moreover they would provide an opportunity for schools to seek advice and guidance from the inspectorate and potentially validate the school's own self-evaluation to support the work of the school moving forward.

- 3.4 Around one third of all city schools were keen to engage with the Inspectorate. Each visit was undertaken in close collaboration with central officers who worked with the Inspectorate throughout each Recovery Visit. All schools involved have found the process invaluable and have welcomed the engagement with Inspectors. Recovery Visits will continue over the remainder of this school year.
- 3.5 **Hazlehead Primary – 9<sup>th</sup> – 10<sup>th</sup> March 2022**  
The Inspection team found a warm, nurturing ethos across the school and that children feel safe and can identify who they could talk to if they had a concern. The strong focus on the wellbeing of staff, children and parents was commended as was the increased use of the outdoors as a vehicle to deliver the curriculum and the range of partners supporting delivery. Inspectors found that Parents and practitioners have worked well together to ensure that they maintain continuity in learning for children in the ELC during the pandemic.
- 3.6 **Heathryburn Primary – 21<sup>st</sup> – 23<sup>rd</sup> March 2022**  
Inspectors found that collaborative partnership working and communication is a significant strength. Senior leaders, social work, psychological services and community partners work closely together to plan and create bespoke support for children and families. Senior leaders and staff use innovative approaches to engage families in children’s learning and this is welcomed by parents and carers. Staff understand children’s learning needs well and use a range of approaches to assess, track and monitor children’s participation and engagement in learning.
- 3.7 **Northfield Academy – 18<sup>th</sup> - 20<sup>th</sup> April 2022**  
The Inspectors welcomed the willingness of the Northfield Academy Leadership Team to invite Education Scotland for this visit and found that the school had accurately self-evaluated their work and validated the direction of travel identified by the school and Local Authority. Advice was given on how to streamline the number of improvement priorities to ensure maximum impact from the School Improvement Planning process. The Inspection team recognised the resilience of the Senior Leadership Team in supporting the school through the considerable challenges faced due to staffing shortages as a result of the Omicron variant.
- 3.8 **St Josephs Primary – 19<sup>th</sup> – 21<sup>st</sup> April 2022**  
Inspectors noted that health and wellbeing is a clear focus for the school and senior leaders promote a positive and caring ethos with a strong focus on relationships. Distributed leadership is evident across the school. Staff have collaborated effectively and support one another well, making good use of technology. Effective tracking and monitoring is in place for all curricular areas and this provides a good strategic overview of pupil needs which staff are proactive in planning to meet. In the ELC setting strengths were noted in continuity of learning, health and wellbeing, use of digital technology and partnership with parents.
- 3.9 **Lochside Academy 26<sup>th</sup> – 27<sup>th</sup> April 2022**  
During this visit, the Education Scotland Team welcomed the wealth of approaches staff and partners had used to support young people during the



pandemic and post-pandemic period. Inspectors explored with staff how to build on these approaches to ensure maximum impact on young people. Inspectors validated the next steps already identified by the school, new Head Teacher and Local Authority in relation to vision, values, communication and wellbeing.

### 3.10 **Oldmachar Academy 9<sup>th</sup> to 12<sup>th</sup> May**

The Education Scotland Team reflected positively on the honest, open and straightforward approach taken by the school in creating a climate for a collaborative visit. There was appreciation of the operational systems in place to support young people and staff in what has been a challenging time in education. The team of Inspectors were pleased to find that the key strategic areas they identified for improvement (values and communication, learning and teaching, curriculum, partnerships and wellbeing) were already part of the planning in place from the senior leadership team.

### **Care Inspectorate**

3.11 The Care Inspectorate resumed their inspection model in January 2022. Adaptions were made to include a mix of in person and digital engagement although the focus and approach mirrored that of standard inspection arrangements and expectations were consistent with those prior to the pandemic.

3.12 The visits coincided with the most challenging period of staffing absence felt by the service and this undoubtedly impacted as Early Learning and Childcare settings who were often operating with few regular staff in attendance, staffing challenges were most apparent in February 2022. Settings worked exceptionally hard to prioritise business continuity to help mitigate the wider harms associated with the pandemic but the lack of consistency in staffing did impact on quality. Concerns around the timing of the inspections and subsequent impact on staff morale have been raised with the Care Inspectorate.

### 3.13 **Heathryburn ELC 24<sup>th</sup> January – 1<sup>st</sup> February**

This was an unannounced Care Inspectorate inspection when only 40% of the core Heathryburn ELC staffing were able to attend the ELC Provision. The following evaluations were given:

- Quality of care and support – Adequate (3)
- Quality of environment – Good (4)
- Quality of staffing – Adequate (3)
- Quality of management and leadership – Good (4)

3.14 Inspectors commented that staff interactions were warm and caring towards children. Parents spoke of a warm welcome on arrival at nursery. They appreciated the time staff took to share information with them. Parents found staff were 'friendly and supportive,' which helped build positive relationships between nursery and home. Staff were well supported by the leadership team and each other. Secured permanent posts within the school leadership team along with their high expectations meant that a clear longer-term set of goals

for the nursery to achieve excellence was in place. The Care Inspectorate asked that priority be given to ensuring personal plans are up to date, to ensure mealtimes do not feel rushed and to review supervision of the toilet areas. All areas for improvement have been addressed. [Full Report](#)

### 3.15 **Fernielea ELC 2<sup>nd</sup>-10<sup>th</sup> February**

This was an unannounced inspection which took place during an exceptionally challenging time due to a lack of consistent staffing, again only 40% of core staffing was in place during the inspection. The following evaluations were given:

- Quality of care and support- Adequate (3)
- Quality of environment- Good (4)
- Quality of staffing – Adequate (3)
- Quality of management and leadership – Adequate (3)

3.16 Inspectors noted that children were supported by kind staff who were pleasant in their interactions with the children. Children were supported by familiar and consistent staff when helped with their personal care. This helped children feel safe and at ease. Responsive planning had been introduced to help staff support children to reach their full potential. Parents spoke confidently about the focus week for their children and felt this helped staff get to know their child really well. Some observations of children did not always contain enough information to fully support their progress. The service recognised this was an area that required development and had planned further training and support for staff. The Care Inspectorate asked that the team quality assure their approach to the administration of medicines having found information missing in one file and the team addressed this point during the inspection. The need for on-going quality assurance and professional learning for staff was noted and is being progressed in keeping with the setting Improvement Plan. [Full Report](#)

### 3.17 **Hanover Street ELC 17<sup>th</sup> – 25<sup>th</sup> February**

This was an unannounced inspection undertaken when a high number of regular staff were unable to attend the setting, this undoubtedly compromised the quality of experience for children on the day. The following evaluations were given:

- Quality of care and support – Adequate (3)
- Quality of environment- Weak (2)
- Quality of staffing – Adequate (3)
- Quality of management and leadership- Adequate (3)

3.18 Inspectors reported that staff had a good understanding of the needs of families and where to access help and guidance. They worked with other agencies and organisations to ensure families received help and support. This care and attention helped support children wellbeing. Several areas for improvement were identified, however, inspectors felt that the management team demonstrated a clear vision of how they planned to improve the service. A shared set of aims provided clear values and aspirations for the nursery to achieve. The Care Inspectorate asked that consideration be given to kitchen and toilet routines to ensure that areas are kept tidy, and that end of day routines be reviewed to limit the time some children spend outdoors due to them

having inappropriate clothing. Both of these areas have been addressed. The Care Inspectorate required that staff ensure that the outdoor play area is checked for litter prior to the children accessing the space and that fixed play equipment be in good working order, the climbing frame has been put out of use to address this in the short term. [Full Report](#)

### 3.15 **Brimmond ELC 22<sup>nd</sup> to 2<sup>nd</sup> March**

This was an unannounced Care Inspectorate inspection. The following evaluations were given:

- Quality of care and support – Good (4)
- Quality of environment - Good (4)
- Quality of staffing - Good (4)
- Quality of management and leadership – Good (4)

3.16 Inspectors highlighted that interactions between staff and children were kind and nurturing. Children with additional support needs were supported well by staff who engaged effectively with other agencies involved in children's care. Staff felt valued by the management team who were approachable and supportive. Leaders acted as role models for the development of positive and nurturing relationships. It was recognised that the management team had a good overview of staff skills and training needs. [Full Report](#)

## 4. **FINANCIAL IMPLICATIONS**

4.1 There are no financial implications arising from this report.

## 5. **LEGAL IMPLICATIONS**

5.1 There are no legal implications arising from the recommendations in this report,

## 6. **ENVIRONMENTAL IMPLICATIONS**

6.1 No negative environmental impacts have been identified.

## 7. **RISK**

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	Risk of not improving outcomes for learners	Engaging with the Recovery Visits process has provided a high levels of assurance.	L	Yes
<b>Compliance</b>	Risk of not complying with	Engaging with the Recovery Visits process has provided	L	Yes

	national guidance	a high levels of assurance of compliance with national guidance.		
<b>Operational</b>	Risk that schools do not accurately identify the areas for improvement that will make the greatest difference to learners	Engagement in this process will allow the central team to prioritise those schools who did not engage in the process.	L	Yes
<b>Financial</b>	No risks identified			
<b>Reputational</b>	Risk that poor quality of provision will present a reputational risk to the Council	High levels of assurance are taken from the visits and from current quality improvement arrangements	L	Yes
<b>Environment / Climate</b>	No risks identified			

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<p><b>Aberdeen City Council Policy Statement</b> UNICEF Child Friendly accreditation.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p>	<p>The proposals within this report support the delivery of Child Friendly City accreditation as independent inspectors will have made judgements on the extent to which children’s rights inform the work of our schools.</p> <p>External scrutiny provides helpful assurance that there is sufficient focus on helping young people recover from the pandemic and that the school self-evaluation and improvement plan is well positioned to support a closing of the poverty related attainment gap.</p>
<b><u>Aberdeen City Local Outcome Improvement Plan</u></b>	
<p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p>	<p>Engagement with inspectors provides an opportunity to learn from national best practice and validate self-evaluation evidence available in schools. The support and challenge received by Inspectors helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.</p>

<p>Mitigating the causes of immediate and acute poverty</p> <p>Supporting vulnerable and disadvantaged people, families and group</p> <p>Poverty affecting those with protected characteristics and in specific communities</p> <p>90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. This is reflected in interactions, activities, supports and services</p> <p>Improving health and reducing inequalities.</p> <p>Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p>	
<p><b>Regional and City Strategies</b></p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> <p>National Improvement Framework Plan</p>	<p>Engagement with the Inspectorate is fully aligned to the city prevention strategy. Work to address poverty and improvement in the Children's services plan, the Child Poverty Action Plan and the National Improvement Framework Plan is also supported through external scrutiny.</p>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	Not required
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	None

**10. BACKGROUND PAPERS**

None

**11. APPENDICES**

None

**12. REPORT AUTHOR CONTACT DETAILS**

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## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	14 June 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Easter and Summer of Play Programmes
<b>REPORT NUMBER</b>	OPE/22/090
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Eleanor Sheppard
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 This report shares a high level evaluation of the Easter of Play programme and seeks approval for the general shape of a Summer 2022 programme.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the high level evaluation of the Easter programme;
- 2.2 instructs the Chief Education Officer to deliver the summer 2022 programme in keeping with the updated national guidance as outlined in the Skeleton Plan in Appendix F;
- 2.3 instructs the Chief Education Officer to report on the impact of the summer 2022 programme to this Committee before the end of 2022; and
- 2.4 note the Council's Partnership policy priority to extend holiday programmes for children and young people, and that the Council agreed at its meeting on 18 May 2022 that the new policy statement will be the subject of a report to Council in August 2022 by the Chief Executive.

### 3. CURRENT SITUATION

- 3.1 An Easter of Play programme was made available to children and young people across Aberdeen City over the school holiday period. Officers from across the organisation pooled resource and expertise to plan the programme in keeping with the approach taken to develop the successful Summer of Play 2021.

#### Reviewing the data

- 3.2 During the planning phase, data held across the partnership continued to highlight the needs of those identified for priority access to the Summer of Play 2021. Education request for assistance data also evidenced a sharp rise in

referrals for children living in single parent households and this group were added to the list of priority groups for Easter. Priority groups were:

- children with additional support needs/disability or siblings of those with additional support needs/disability
- children living in Torry, Tillydrone, Northfield and Seaton
- care experienced children and young people
- Young Carers
- children from single parent households
- children in receipt of free school meals due to low household income.

3.3 A survey of 1403 children and young people gave Officers a clear sense of the activities children and young people were keen to engage in over the Easter holidays. A series of focus groups comprising secondary students were also held to take account of learning from the Summer of Play '21 and the low return rate from older pupils to the Easter survey. Both sources of data were analysed (see Appendix A) and used to directly inform the design of the programme (Appendix B). A separate programme was curated by children's social work and Orchard Brae staff for those with the most complex needs. In response to feedback from summer, sessions were generally longer and the programme included a range of options that didn't require to be booked in advance. This approach provided greater flexibility for families and took account of feedback from young people who were keen to engage in activities with their family and a relaxation of COVID-19 mitigations.

#### **Planning, communicating and bookings**

3.4 The Strategic Group utilised weekly meetings and relied on a cross council Operational Group to support partners and oversee delivery. Both groups worked effectively to deliver the programme and this model has been maintained as we develop a programme for summer 2022.

3.5 Sport Aberdeen and We Too operated their own booking system and Microsoft bookings was used to support Council Officers to manage all remaining bookings. A waiting list was in operation across all three booking systems as in summer. The Aberdeen City Microsoft booking system allowed families to book siblings onto the same activity for the first time as some young people raised this as a potential issue during the consultation stage. Bookings opened for priority groups on Monday 21st March and were opened to everyone on Friday 25th March. Families were asked to book only 4 activities per child to ensure that as many families had the opportunity to engage as possible.

3.6 Colleagues in the customer function expertly updated webpages and designed an associated social media campaign to support the process. They also worked with the education service to respond to enquiries and support families to make bookings although contact was minimal. Our social media campaign had a total reach (total number of people who saw Easter of Play content) of 821,268 and generated 3,955 visits to our dedicated web pages. Within the first hour of open bookings on Friday 25<sup>th</sup> March 250 places were secured and the team responded to social media enquiries.



*'thank you so much for running this, booked for my kids to go ice skating and just something we can't afford to do. Missed out on the snow sports day but hopefully be able to get in summer'*

- 3.7 The three programmes made 5,051 bookable opportunities available as well as numerous drop in activities in parks, museums, galleries and local communities. Although the number who could engage in the drop in activities was not limited, Officers have conservatively estimated that over 3000 families engaged over the course of the Easter holiday period. Some of the challenges faced over summer with last minute cancellations due to the need to self-isolate were less apparent and there were very few cancellations received other than for outdoor activities when the weather was inclement. The weather impacted on the viability of some of the drop in play sessions for under 5s and two sessions have been rescheduled for June as a result. The Techfest Sociable Science sessions also saw a dip in attendance due to poor weather conditions as can be seen by the attendance data from the Victoria Park session in paragraph 3.14.
- 3.8 Some families didn't understand why the full programme was not available to them and expressed some frustrations that the activity of their choice had been booked by the time the programme was made available to everyone. There is a need to consider communication carefully as we share information on the more targeted 2022 offer to ensure that we manage expectations and clarify changes. There is also a need to highlight paid for opportunities being run by partners to ensure all families are aware of opportunities out with this funded offer.
- 3.9 The ability to prioritise groups of children and young people for attendance resulted in the level of participation by our priority groups remaining consistent with the Summer of Play 2021 at around 70%.

#### **Working in Partnership**

- 3.10 Our Partners continued to play a significant role in the offer made to families. We Too offered a programme for families across Aberdeen City and Aberdeenshire with funding made available by both Councils. This approach helped mitigate some of the challenges the organisation had experienced in restricting access over the Summer of Play 2021. 550 sessions were accessed by families in the City.

Date	Activity	Bookings	Waitlist	Attendance	City	Shire	Rating
Sun 3 <sup>rd</sup>	Pool Party	70	8	70	39	31	100%
Mon 4 <sup>th</sup>	Ice Skating	30	10	30	16	14	100%
Mon 4 <sup>th</sup>	Gamers Club	15	10	13	10	3	100%
Tues 5 <sup>th</sup>	Tullos Pool	30	10	26	24	2	100%
Wed 6 <sup>th</sup>	Lego Club	24	0	15	15	0	100%
Wed 6 <sup>th</sup>	Tubing	15	10	15	13	2	100%
Thur 7 <sup>th</sup>	Cineworld	60	10	57	48	9	100%
Thur 7 <sup>th</sup>	Beach Pool	36	10	33	27	6	100%
Fri 8 <sup>th</sup>	Bowling	72	10	68	60	8	100%
Sat 9 <sup>th</sup>	Easter Party	40	10	35	22	13	100%
Sun 10 <sup>th</sup>	Mini Golf	36	10	36	36	0	100%
Mon 11 <sup>th</sup>	Ice Skating	30	10	30	21	9	100%
Tue 12 <sup>th</sup>	Tullos Pool	30	10	28	21	7	100%
Tue 12 <sup>th</sup>	Lego Club	24	3	16	16	0	100%
Wed 13 <sup>th</sup>	Pokemon	20	6	19	15	4	100%
Thur 14 <sup>th</sup>	Nerf Wars	40	10	38	26	12	100%
Thur 14 <sup>th</sup>	Beach Pool	40	10	38	28	10	100%
Fri 15 <sup>th</sup>	Bowling	72	10	66	64	2	100%
Sat 16 <sup>th</sup>	Easter Crafts	24	6	10	6	4	100%
Sun 17 <sup>th</sup>	Science Centre	60	4	58	44	14	100%

- 3.11 We Too received really positive feedback from parents and carers in addition to all the children and young people rating their enjoyment of activities at 10 out of 10.

*'First time he has ever worn music headphones for any length of time, wasn't for long but they were on'*

*'Thank you so much for putting on the sessions on, it has made our holidays'*

*'This was such a good session for getting him used to the pool for going on holiday'*

*"These sessions are great because you know before you come along you have a place and don't have to queue'*

*'This is the most fun we have had together in a long time'*

*"So grateful to We Too! because I have never before felt I could cope with both boys on my own. Knowing there was no judgment gave me the confidence to try and it was a success!'*

- 3.12 Further insight into the impact of the We Too programme is available in Appendix C. On-going support for We Too will be factored into the programme for summer 2021.
- 3.13 Sport Aberdeen offered a wide range of activities. In order to expand the offer into communities the ALEO worked in partnership with a range of sports providers; Transition Extreme, RGU Sports and Aberdeen Sports Village. This allowed a comprehensive and local offer to be made available to families in keeping with our analysis from the pupil survey. A total of 3273 spaces were booked through these partners with over half the children and young people (55%) identified as meeting the priority group criteria. There is some evidence that locally based activities served priority areas better and local pick-ups continued to provide invaluable for more adventurous activities, this learning will be factored into the summer programme. The average enjoyment rating from children and young people was 9/10.

*'My kids had a fab time, thank you'*

*'My daughter and nephew loved the Burn of Vat trip'*

*'My son loved the Adventure Aberdeen day'*

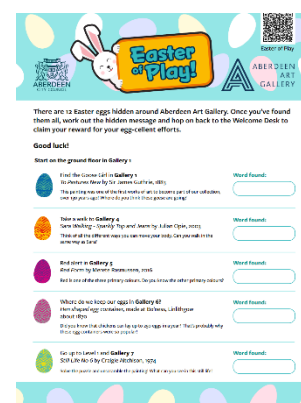
- 3.14 Techfest offered Sociable Science as part of the Easter programme having run a similar programme as part of the Summer of Play 2021. The aim of Sociable Science was to engage all ages in science activities that are done in conversation utilising teamwork, creativity and most of all fun while learning. Each activity was designed to be repeated at home with attendees encouraged to share what they have learnt with others. The drop in sessions were extremely well received by families with further information available in Appendix D.

<b>5 Dates</b>	<b>5 Venues</b>	<b>Attendees (estimated numbers)</b>
Monday 11.04.22	Seaton Park	75
Tuesday 12.04.22	Duthie Park	95
Wednesday 13.04.22	Victoria Park	25
Thursday 14.04.22	Hazelhead Park	120
Friday 15.04.22	Seaton Park	60
Total		375 (adults and children)

- 3.15 Aberdeen Football Club were funded to provide 20 spaces (10 spaces each week) in their AFC Community Trust Football Camps. The week long camps focused on teaching football technique in a cooperative environment, encouraging physical fitness whilst working as a team. These activities were particularly popular. 95% of spaces were taken by our priority groups showing a clear appetite for week long camps and this should be factored into our summer programme where possible.
- 3.16 City Moves were funded to provide dance and movement classes over the second week of the Easter of Play which consisted of 12 sessions for 3 age groups (5-8, 9-11 and 12+ year olds). These sessions infused physical activity with creativity in a safe and welcoming environment for everyone from complete beginners through to the more advanced. 73% of opportunities were enjoyed by those in our priority groups and there is clear evidence that locally based activities encouraged greater participation by those living in the immediate community. There was greater demand for activities from those of primary school age and this will be factored into planning for summer 2022.
- 3.17 NESCoL were funded to provide Coding Club to 20 children and young people. 75% of all participants were from our priority groups.

### Utilising expertise from across the Organisation

3.17 Our Museum and Galleries team provided two trails which encouraged children, young people and families to explore Aberdeen Art Gallery. One trail explored the Scottish artist Kenny Hunter's Sculpture Court at Aberdeen Art Gallery, with a second Easter themed trail providing an opportunity to explore the Gallery extensively. The second trail attracted over 600 families during the second week of the holiday period. Galleries staff note a significant increase in foot fall to the Gallery and are delighted to have welcomed lots of new young appreciators of the Arts to the gallery for the first time. There were further activities available at Aberdeen Maritime Museum where two workshops, Family Fun Oil Platforms and Family Fun Mermaid and Pirate Peg Dolls attracted over 120 participants in total.



3.18 Our Music Service offered morning and afternoon sessions of music making for 7-14 year olds which took place in Seaton and Manor Park schools. A total of 34 children attended across both sessions with 71% being from our priority groups. In each session, all children had the opportunity to learn the violin and ukulele and participated in group singing before choosing which part of the music making they enjoyed most by decorating musical posters with stickers. Singing was most popular (100% of participants added stickers) with ukulele (60%) then violin (30%). Upon reflection, the violin is more challenging to teach to a group of mixed ages but this feedback will influence instrument choices that we offer in future. The sessions were also a great way to continue promoting free music education delivered by the music service in schools, in areas that have previously had less students engaging with the music service.

3.19 Our Ranger Service and Countryside Rangers provided 13 sessions for children aged 3 to 12 years. Activities ranged from learning about local wildlife to crafts and play sessions. A total of 199 spaces were available for children and young people with 54% of spaces taken by those in our priority groups. Transport may have been an issue for some, this should be factored into planning for summer. These popular sessions secured an enjoyment rating of 9.4 out of 10. In addition, self-led orienteering trails in Duthie Park were also available for the whole family allowing them to choose between the medium (1.9KM) or short (1.0KM) orienteering courses to complete at their own pace. Footfall in the park would suggest that these trails were popular. There were 1500 visits to the trails' webpage over the school holiday period.

3.20 Our Youth Work team offered P7/S1 transition support for 21 identified children with sessions delivered in green spaces across the city. The sessions provided an opportunity for children to get together with other P7 pupils transitioning to secondary. The young people benefited from a range of activities to promote team building including building with tarpaulin, playing traditional games like rounders, exploring tie dye techniques and enjoying their 'camp snack' where they discussed their transition to the Academy. All participants felt that the youth work sessions had helped prepare them for their transition to secondary school.

*'Loved the activities'  
'Tie dye'  
'Arts and crafts' (Tie dye)  
'Organizers and facilitators did a great job'*

- 3.21 Two drop-in sessions were arranged by our Education Service to teach young people about bicycle safety and maintenance. This activity taught young people how to carry out safety checks on their own bikes, what routine maintenance is required to keep them riding and basic mechanics to help repair common breakages. Group discussion supported the young people to think about ways to improve their own safety and the safety of others whilst participating in outdoor activities such as cycling. The first session welcomed 9 young people with a range of bike maintenance issues, the second session unfortunately coincided with a period of inclement weather and didn't attract young people. The offer of expertise with bike maintenance will be shared with schools with further consideration required to determine if this offer will feature in the summer 2022 offer.
- 3.22 Our Creative Learning team coordinated the delivery of an arts programme. 233 children and young people participated in the programme which was particularly popular with those aged 8-12. 65% of all participants were from our priority groups with most children participating living in the immediate vicinity of the host school. Delivering the programme in our priority areas continues to encourage participation from those living in the immediate area and this approach will be maintained over summer 2022.
- 3.23 Our Family Learning team offered 2 sessions per week in each ASG with 579 families engaging through the 44 sessions available. 332 of the 572 families receive support from the team during term time and the Easter offer enabled the service to maintain contact over the holiday period. The sessions were designed to engage children and their families in fun activities while also promoting the benefits of outdoor learning to support wellbeing and creativity. 100% of families who engaged returned a positive evaluation.

*'We loved the events we took part in. Can I just say that the staff who were at the clay session in Bucksburn park were fantastic. They welcomed and spoke to everyone, included the wee ones at whatever level they wanted to be included at. I can't remember their names but those people are in the right jobs. These kinds of things are exactly what the kids need at the moment. Thank you for putting such great opportunities together'*

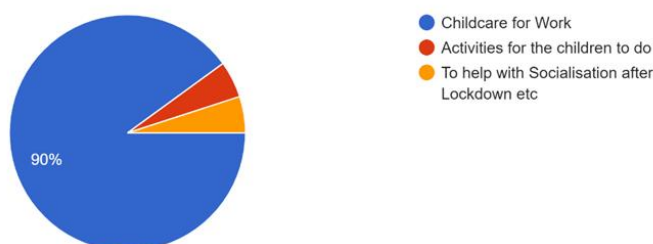
*'My girl enjoyed the Easter egg hunt at Westfield Park'*

- 3.24 As part of the offer for those with additional support needs (ASN), Aberdeen City Council Out of School Service operated a Holiday Club during the two-week Easter holiday period at Mile End School. The club offered 40 places for Primary School aged children, including those with ASNs. Up to 6 places were also available for S1 and S2 children. The Easter of Play funded 2 days of childcare for those with additional support needs and there was high demand for this provision.

- 88 children attended Mile End Holiday Club with 17.5% of attendees having ASNs, an increase of around 15% on previous years.
- 5 children with ASN attended each day
- All children who were referred through either Social Work or Head/Principal Teachers were given funded places.
- 29 children accessed two free days and 21 of these children paid to attend more days over the two weeks.

3.25 Feedback from parents and carers confirms that the service provided was invaluable and this offer should form part of the summer 2022 programme.

Why did you use the service?  
20 responses



*'These holiday clubs are an absolute necessity for me and my family to enable us to work throughout the holidays without having to rely on family members to provide his care. I would genuinely be lost without them and probably unable to continue to work.'*

*'The staff are lovely and very understanding of the children's needs.'*

*'It was absolutely brilliant. Thank you so much.'*

*'Thanks for supporting my son during the club sessions he attends'*

*'Love the fact it's so inclusive'*

*'My son, who is 6, is autistic and has Global Developmental Delay. He attended the OOSC again in Easter. I am emailing to pass on our thanks and to let you know how great this has been. The Christmas holidays were not good for us, due to the lack of routine and our son being under the weather so we were concerned there may be more setbacks in Easter. However we were fortunate to get him a space for almost every day. We cannot stress enough how much this helped him maintain a routine.'*

3.26 27 children with complex additional support needs accessed placements at the Orchard Brae holiday club. Feedback from families involved was very positive, with them noting that offering some familiarity of setting and routine over the school holiday period was invaluable both to their children and in allowing some respite for parents, carers and siblings.



- 3.27 Children and young people who participated in the Aberdeen City run programme were asked to rate their activities. The average rating over the full Aberdeen City programme was 9.4/10.

### **Summary evaluation**

- 3.28 Despite the weather resulting in a few activities due to be hosted in parks being negatively impacted over the first week of the Easter holidays, the programme was a great success and significantly easier to manage given the lifting of COVID-19 restrictions. The following data has been drawn from all three booking systems.

Over 70% of bookable activities were enjoyed by those in our priority groups

Over 20% of bookable activities benefited those in receipt of free school meals

Over 20% of bookable activities benefited those living in our priority areas

Over 124 care experienced young people benefited from the programme

Over 66 Young Carers benefited from the programme

32% of bookable activities benefited children and young people with additional support needs and their siblings

Over 24% of bookable activities benefited those from single parent households

The average enjoyment rating for the Aberdeen City programme was 9.4/10

An impact infographic which pulls key data from this report together is available in Appendix E.

*'We loved all of the opportunities'*

### **Next steps**

- 3.29 A similar cross council approach is being taken to planning the summer 2022 programme. There is a need to carefully consider our communication with families to ensure that they are aware of the targeting of the offer for summer 2022. Officers are currently exploring how to bring information on all free and paid for activities for children and young people together to improve the visibility of them.
- 3.30 Older pupils have shared that they feel that the branding suggests there is little for their age group and this will be addressed by working with a group of young people to agree the branding for summer. Young people have also shared informally that they would appreciate a safe and welcoming space to meet with friends and this will be factored into future Youth Work offers.
- 3.31 There is a need to continue to recognise the challenges faced by families of children with disabilities and additional support needs and remaining funding will prioritise this group as agreed at the Education Operational Delivery

Committee in September 2021. This wrap around support is providing invaluable to parents and carers as well as to children and young people.

### **Grant funding for 2022**

- 3.32 Aberdeen City Council will receive £279,262 funding from the Scottish Government to support the delivery of a 2022 summer programme. The Grant is allocated to enhance equity in holiday provision for children and families living in poverty who may experience barriers to accessing food, childcare and activities. The long term aim is for the holiday programme to transition into a sustained food and childcare offer for families impacted by poverty.
- 3.33 The majority of the funding for the 2022 summer programme (85%) is aimed at supporting children aged 5-14 from low income families, particularly those who fall into the six priority groups identified in the Tackling Child Poverty Delivery Plan as these make up around 90% of all children living in poverty nationally. As a result the priority groups for summer 2022 are:
- Children from lone parent families
  - Children from ethnic minority families
  - Children from families with a disabled adult or child
  - Children from families with a young mother (under 25)
  - Children from families with a child under 1 year old
  - Children from larger families (3+ children)
- 3.34 In coming years, it is expected that funding for holiday provision will be ring-fenced to primary school age children as national evaluations consistently suggest low take up for older children and young people compared to under 12s for whom greater childcare support is required to enable parents to work, train, study or enjoy respite. This long term direction of travel will be factored into our plans for summer 2022.
- 3.35 Childcare and activities provision may incorporate partners from across a range of sectors, whether regulated or unregulated. This may include not only local authority provision, but the out of school care sector; third sector organisations and activity based clubs providing activities in the school holidays. Officers are currently engaging with all partners to ensure our children and young people benefit from the extensive range of expertise available across the city.
- 3.36 Although 85% of the Grant funding is to be targeted at the priority family groups identified in the Tackling Child Poverty Delivery Plan, 15% of the funding can be used flexibly to reach other children identified locally who would benefit from access to free holiday childcare, food and activities. This flexibility will allow an on-going commitment to those with additional support needs and their siblings beyond those who fit into one of the 6 groups prioritised nationally. The Service is also keen to retain the ability to support older young people through a Youth Work offer and those who are currently Looked after or on the edge of care.
- 3.37 The Summer of Play team have been co-creating the offer with children, young people and families and engaging with partners to establish the offer for summer 2022. Initial survey responses are available in Appendix F with a skeleton plan for summer 2022 contained in Appendix G.



#### 4. FINANCIAL IMPLICATIONS

- 4.1 Costs for the Easter programme were met from underspend from the Summer of Play Programme, by health, education, children's social work and community learning pooling resource.
- 4.2 The costs of organising, promoting and running much of the programme is met from existing resources. A total of £76,756 was spent on the Easter of play with costs outlined below.

Partner	Total cost
NESCoL Coding	£1312.50
Aberlour Play Forum	£1,400
We Too	£10,000
Sport Aberdeen	£49,834
AFCCT	£2000
Duthie Park Rangers	£201.58
Countryside Rangers	£313.41
Creative Learning	£5000
Out of School Care for those with additional support needs	£3,660
Museums and Galleries	£964.63
Techfest	£1500
Citymoves	£500
Fix your bike sessions	£70

- 4.2 £57,456 remains available from the pooled resource and a budget allocation of £122,000 was made at full Council for the Summer of Play 2022. This flexibility will enable the programme to continue to reach older young people, enhance the offer for those with additional support needs and their families, and those identified as most in need of support by health, education and children's social work.
- 4.4 As a result, £458,723 is available to support full delivery of the Summer 2022 Programme.

#### 5. LEGAL IMPLICATIONS

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

#### 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 No negative environmental impacts have been identified. Good use has been made of outdoor space where feasible to do so. The Ranger Service offered a range of activities to help develop an appreciation of nature and of biodiversity.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	Risk of not fully using the opportunity to support those in our priority groups	Priority access is given to those identified as being at risk of poverty in keeping with national guidance and local intelligence	L	<b>Yes</b>
<b>Compliance</b>	Risk of not complying with national guidance	Making a small charge for families not within the priority groups will ensure that our approach is in keeping with national policy	L	<b>Yes</b>
<b>Operational</b>	Risk that parents and carers are unclear of how the national policy will impact on opportunities available to their child.	Communicate the parameters of the national guidance clearly with families.  Monitor uptake carefully to determine any remedial action required.	L	<b>Yes</b>
<b>Financial</b>	No significant risks identified			
<b>Reputational</b>	Risk that charging will be perceived to limit opportunities for those not eligible according to national guidance	The resource allocated as part of the Council budget meeting will help provide opportunities to those not provided for in the national guidance such as those aged over 14.		<b>Yes</b>
<b>Environment / Climate</b>	No risks identified			

## 8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	<b>Impact of Report</b>
<p><b>Aberdeen City Council Policy Statement</b> UNICEF Child Friendly accreditation.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p> <p>Continue to promote diversion activities for youths and adults in our city with enhanced focused on our three locality areas</p>	<p>The proposals within this report support the delivery of Child Friendly City accreditation as the programme is fully shaped by young people giving them ownership of the services being delivered and how they are delivered.</p> <p>The provision of a programme which prioritises those impacted by poverty will help mitigate some of the wellbeing harms associated with those living in poverty and help address the attainment gap by working with partners to provide a range of activity to support wellbeing.</p> <p>Providing activities for those aged 14+ will help complement work to provide diversion activities to youths.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
<p>Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026</p> <p>1.1 Mitigating the causes of immediate and acute poverty.</p> <p>1.3 Supporting vulnerable and disadvantaged people, families and groups.</p>	<p>The proposals in this report will help mitigate the impact of poverty on families due to those who are identified as being in poverty, or at risk of being in poverty being given priority access to the programme at no charge.</p>
<p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p> <p>Mitigating the causes of immediate and acute poverty</p> <p>Supporting vulnerable and disadvantaged people, families and group</p>	<p>The programme has been deliberately tailored to meet the needs of those most in need and this approach will help ensure positive impacts against many of the people stretch outcomes.</p> <p>By prioritising groups who are known to be at risk of poverty and those already experiencing poverty we are able to work to ensure positive impacts on groups who most need our help including:</p> <ul style="list-style-type: none"> <li>• Those living in our priority areas</li> <li>• Those in receipt of free school meals</li> <li>• Those living in single parent households</li> </ul>

<p>Poverty affecting those with protected characteristics and in specific communities</p> <p>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p> <p>Ensuring that families receive the parenting and family support they need</p> <p>90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. This is reflected in interactions, activities, supports and services</p> <p>Improving health and reducing inequalities.</p> <p>Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p> <p>As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026</p> <p>Improving education outcomes for care experienced children and young people.</p> <p>Supporting attainment of balance of care where children are able to remain more often at home and or with kin.</p>	<ul style="list-style-type: none"> <li>• Those impacted by disability and additional support needs</li> <li>• Those who have caring responsibilities</li> <li>• Those who are care experienced or on the edge of care</li> </ul> <p>The programme will help provide a range of supports for families which will help mitigate some of the costs associated with school holiday periods and support the wellbeing of children and young people.</p> <p>The programme has been designed to offer a range of physical activities given the close alignment between good physical health and positive mental wellbeing and will therefore support positive mental health and wellbeing in our children and young people. The programme will also offer opportunities for our children and young people to make positive choices which are not influenced by financial resources which will hopefully help establish positive health habits in the longer term.</p> <p>The continued prioritisation of our care experienced young people, and those on the edge of care, helps ensure that we effectively discharge our Corporate Parenting responsibilities and promote and support the wellbeing of those in our care. The provision of activities will also provide support for carers.</p>
<p><b>Regional and City Strategies</b> Regional Cultural Strategy</p>	<p>The proposals within this report support the delivery of the Regional Cultural Strategy due to close collaboration with our Museums and Galleries team.</p>

Prevention Strategy	The programme is fully aligned to the city prevention strategy. Work to address poverty in both the Children's services plan, the Child Poverty Action Plan and the National Improvement Framework Plan
Children's Services Plan	
National Improvement Framework Plan	

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	Full impact assessment completed
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	None

## 10. BACKGROUND PAPERS

10.1 None

## 11. APPENDICES

- 11.1 Appendix A – Survey and focus group responses
- 11.2 Appendix B – Easter Programme
- 11.3 Appendix C – We Too Programme
- 11.4 Appendix D – Techfest Programme
- 11.5 Appendix E – Evaluative Infographic
- 11.6 Appendix F – Survey responses for summer 2022
- 11.7 Appendix G – Skeleton Plan for summer 2022

## 12. REPORT AUTHOR CONTACT DETAILS

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## APPENDIX A

### Analysis of Easter of Play responses

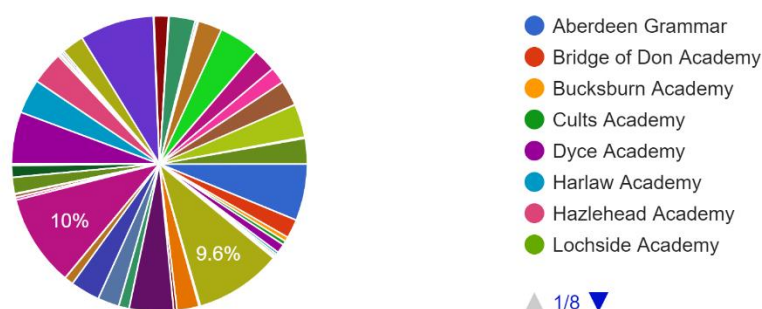


#### Electronic Survey

In early March, children and young people were invited to share their views by electronic survey on what an Easter of Play programme should offer. The survey was issued through schools and to targeted groups by members of the Easter of Play Strategic Group to ensure maximum coverage. The survey was open for one week and a total of 1403 responses were returned.

Children and young people attending all Aberdeen City schools participated. Just under 88% of responses (1234) were from children of primary school age with the remaining 12% responses (169) being from secondary school students.

Which school do you go to?  
1,403 responses



Children and young people from 3 to 17 years responded. Children aged from 8 to 11 account for over half of all responses.

#### Activities requested by all children and young people.

Respondents had a clear view on the activities they were keen to engage in and clear parallels can be drawn with the views expressed by children and young people when asked to inform the Summer of Play 2021. Requests continue to span all socio-economic groups.

Swimming continues to be very popular with 57% of respondents keen to access swimming pools. The relaxation of restrictions will help ensure that higher numbers of children, young people and families are able to access pools over Easter. Learn to swim blocks were also requested by 40% of respondents after the success of this approach in summer 2021 and these should be factored into our planning.

High numbers of children asked that art activities be provided (63%). This may be as a result of the highly successful programme offered by Creative Learning over summer or could be influenced by the cooler weather over the Easter holiday period suggesting that a programme similar to summer should be arranged.

32% of respondents are keen to access coding activities. This is higher than the number requesting such activities over summer 2021. This shift in appetite is thought to be because of the full resumption of face-to-face learning in schools resulting in children and young people now spending slightly less time at a computer. The increased demand is likely also reflective of the successful CodeCraft programme offered over summer 2021. A similar programme should be offered for Easter.

Family science events continue to be a popular choice with 49% of respondents expressing a desire to attend. There was a notable increase in the number of comments asking for family activities, which we will try to take account of across the programme. The relaxations of restrictions and ability to host events across Aberdeen's public parks will help meet these requests.

Family sporting sessions like access to ice skating, tubing and footgolf remain popular with 56% of children and young people who responded keen to attend Family sporting activities. Physical activity is key to supporting the positive mental health of children, young people and families and such opportunities should be built into the Easter offer.

High numbers of children and young people would welcome outdoor environmental activities (57%) with one child asking for opportunities to learn, 'about nature and animals'. Our Ranger and Countryside Ranger Service should be commissioned to provide an offer over Easter.

54% of children and young people would welcome access to more adventurous activities such as paddle boarding and mountain biking and these suggestions will be passed for Sport Aberdeen to influence the development of the programme.

General sport sessions (football, basketball etc.) remain popular with 48% of respondents with a proportion (38%) keen to attend sports camps offering a mixture of sports. Library based activities were requested by 25% of respondents.

As well as the activities which drew a large number of responses above, there were some requests from smaller numbers of children and young people. A number of children asked that Easter Egg Hunts or scavenger hunts be available to them, and the Museum and Galleries team are delighted to oblige in developing and operating new trials in keeping with the ideas for the survey. The team are also keen to respond positively to the many requests from children and young people to attend events at museums and are extending their proposed Easter programme to meet these wishes. This is thought to be partly attributed to successful cultural events



held in the city such as Spectra. The Museum and Galleries team very much look forward to welcoming children, young people and Families over Easter.

Some ideas such as opportunities to, 'build model rockets and launch them' will be passed to those being commissioned to provide the programme in the hope that these ideas can shape the activities on offer. Other requests such as those for curling and cooking will be built into the programme for the first time if possible. The Strategic Group will try to reflect the wishes of all children and young people in our plans. Sadly some requests such as the request for, 'monster truck driving', are less deliverable.

One senior pupil who returned the survey asked for 'senior pupil activities'. The smaller number of respondents in this age group, and appreciation that the Summer Of Play offer seemed to attract less young people in this age category, led to a series of focus groups being established to understand the ask of this group more fully.

## Barriers to participation

Children and young people were asked to identify any barriers which would prevent them from participating in the Easter of Play. The most common response was relating to cost with respondents asking that the activities be, 'low cost or no cost' have, 'cheap prices' or, 'be free and cover a wide age range'. Some children made the link to the accessibility of opportunities expressing that, 'activities in our area would be brilliant where we can just walk to them'. There were also requests to, 'have things that you will need for the activities included with the activity.'

As a result, no cost will be levied for any activities for the Easter of Play but consideration will be given to applying a small charge to those out with our priority groups for the Summer of Play 2022 in order to build a fully sustainable model.

The location of activities drew a more mixed response than for the Summer of Play 2021. This is thought to be partially due to the free bus travel introduced over the last few months and greater availability of public transport now compared to over summer. One child said, 'local activities are best, but we have a free bus pass'. Another said, 'locate all activities in the same area and ask if older children can volunteer to help'. Given that our senior pupils may be studying for exams it doesn't feel appropriate to ask for their support for this programme, but this will be considered for summer. Some children made specific requests such as, 'for the swimming to be at Tullos swimming pool'. A number of children volunteered their parents to support them to get to the activities, 'My mum will take me to where the activities are taking place.' As a result of this feedback, a mixture of locations will be used across the city and in our priority neighbourhoods.

The timing of activities was also referred to by respondents. One child asked that the sessions should, 'not be very early morning starts', with another asking that sessions be on, 'at a reasonable time' Others asked that some sessions run for longer periods than in summer 2021. Generally, the feeling was that there should be choice and, 'various time schedules,' with one senior student requesting that, 'activity is held at a good time when I'm not revising'. This will be a key

consideration when planning the programme. The timings of activities will be lengthened where possible.

Additional support needs and those with disabilities continued to be a theme with the ask for, '[relaxed sessions as I don't like being around too many people](#)'. We Too have agreed to work in partnership with Aberdeen City Council again to meet this need, with consideration being given to a more specialised offer for those with more complex needs.

Some children and young people highlighted challenges for families because of having to make single bookings for multiple children with a request that we, '[open to siblings depending on age](#)' and that, '[activities should be open to siblings as it's easier for my family](#)'. Other respondents asked for access to, '[something that would involve other children from my class](#)'. Changes to the booking system for Easter are being explored but significant rebuilds may be unachievable for Easter. If this proves impossible for Easter consideration will be given to how to take account of this feedback in the longer-term planning.

Choice remains important to the children and young people of Aberdeen as well as a long notice period so that they can plan their time around their Easter of Play sessions. One child noted that, '[advance warning will help parents to take annual leave or book parent free sessions](#).'

Some children and young people didn't perceive any challenges or barriers in attending, stating simply that, '[I don't think I would need any help](#),' and, '[I think it's quite easy already](#).'

Others identified very personal needs such as the need to, '[I need to fix a flat tire on my bike](#).' We will offer bike repair sessions to ensure that this young person can get his/her bike back on the road.

Officers will work to make the offer public as soon as possible and will consider a longer lead in time for Summer 2022.

## **Focus Groups of young people aged 14+**

The group least involved in the Summer of Play were those aged 14+. A number of focus groups were held in order to understand the needs of this group more fully to support our planning.

The key theme which emerged was young people didn't know about the offer and believed that the offer was made only to younger children. Young people asked that information be shared with them directly through school so that they could book activities.

The activities being requested were broadly in line with those requested by other year groups although the young people understandably wanted to know that they would be participating with others of a similar age.

The young people did raise the term, 'Easter of Play' suggests that the programme is for younger children and this will be taken into account in planning for summer.

## APPENDIX B – Easter of Play Programme



Provider	Event Description	Ages	Sessions
AFCCT	A week-long fun-filled football camp for children of all abilities.	6-12	Ran over both weeks
Mile End Holiday Club	A range of daily activities such as art and crafts, baking, games and outdoor play opportunities.	5-12	10 priority spaces inc. dedicated places allotted for children with ASN.
Museums & Galleries	A self-guided family trail around Aberdeen Art Gallery.	All ages	Ran over both weeks
	An easter themed self-guided trail with prizes.	All ages	
	Team building oil platform challenge.	4-12	
	Maritime puppet crafts workshop.	4-12	
Duthie park Rangers	Outdoors fun with the Duthie Park Rangers with seasonal activities.	3-7	6 sessions over both weeks
	Outdoor workshops exploring nature with craft activities.	8-12	2 sessions over both weeks
	Orienteering sessions in Duthie Park.	All ages	Over both weeks.
Aberdeen Play Forum	Outdoor family play sessions.	0-11	Fully inclusive sessions 4 sessions – various parks across the city across 2 weeks
NESCOL	A Minecraft based coding club.	9-11	Weeklong activity
Family Learning	Outdoor activities covering topics from science to crafts and games to books.	0-12	11 sessions – various parks across the city over both weeks
	An outdoors scavenger hunt with games and crafts.	0-12	16 sessions – various parks across the city on both weeks
	Easter themed crafts and clay creations session.	0-12	17 sessions over both weeks
ACC	Bike maintenance and safety checks.	10-14	2 sessions
	Morning and afternoon music sessions.	7-14	2 sessions – various locations
	Transition sessions with Youth Work (p7 transition for Hazelhead, Grammar & St Machar) – pupils nominated by schools	P7	3 sessions
Peep	Bear hunt themed play sessions for families.	1-3	
	Messy play session with play, music and stories.	0-5	2 sessions

	Baby sensory play group.	0-12 mth	
Countryside Rangers	Minibeast safari learning about the lives of insects.	3+	
	Exploring amphibious life within and around ponds.	5+	2 sessions
	Early morning bird song walk.	10+	
ACE Voices	Singer taster sessions for young people.	P4-5 P6-7 S1-2	3 sessions
City Moves	Dance and movement classes	5-8 9-11 12+	12 sessions
TechFest	Outdoor sociable science sessions.	All ages	5 sessions – various parks
Creative Learning	Creative activities for young artists.	3-5 5-8 8-12 12-16	12 sessions

<b>Additional Support needs specialised sessions</b>	<p>We Too! provided sessions for children with ASN and their families throughout the full Easter holidays including; pool parties, ice skating, gaming club, splashdown sessions, lego club, tubing, cinema sessions, bowling, easter party, mini golf, Pokemon School, Innoflate sessions, easter crafts and Aberdeen Science Centre visit.</p> <p>There was also an Easter club for Orchard Brae Pupils (application / invitation based).</p>
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<b>Sporting activity programme</b>	<p>A number of sporting activities were offered to young people throughout the holiday including;</p> <p><b>RGU</b> Table tennis, swimming, badminton, Teen Gym Session and climbing tasters.</p> <p><b>Aberdeen Sports Village</b> Table tennis, swimming, pickleball, badminton, teen queenax, sports camps, teen studio cycle, teen cardio hit, and learn to dive sessions.</p> <p><b>Sport Aberdeen</b> School roadshows, basketball club, Burn o vat days, hill walking, gorgewalking, biking, taekwondo, rhythmic gymnastics club, intensive swimming lessons, snowsports camp, get active camps, tennis camps, swimming, tubing, ice skating, trampolining, shigakukan, athletics club, and beach day.</p> <p><b>Transition Extreme</b> Skate and scrn activity</p>
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WE TOO!  
EASTER  
PROGRAMME  
2022

In partnership with  
Aberdeen City & Shire  
Councils

## WITH THANKS TO ABERDEEN CITY AND SHIRE COUNCIL FOR PROVIDING FUNDING....

Because of your support We Too! was able to provide a fun filled Easter Holiday Programme and allow families to enjoy a variety of experiences together in a relaxed and supportive environment. The holidays can often be quite an isolating time for families of children with additional support needs as accessing activities during these busier times can be too challenging and overwhelming. The funding enabled us to offer a programme with sensory adaptations and restrict numbers which helped remove some of those barriers and give everyone a choice whether it be visiting the cinema or whizzing down the slopes at tubing!





# POOL PARTY WITH LOVE RARA

"I would rate that Pool Party 100%"

"My boys had a ball"

"Can we come back again tomorrow?"

# RELAXED EASTER PARTY AT AIRYHALL COMMUNITY CENTRE

"First time he has ever worn music headphones for any length of time, wasn't for long but they were on!"

"Lovely to see some good friends this afternoon"

"Thank you for having us. Both kids had great fun, the silent disco was a huge hit"





# RELAXED ICE SKATING AT THE LINX ARENA

"I'm so proud of him, we have had such a lovely time"

"We've had so much fun! This is only our second time ice skating and the first time was the relaxed session at the winter village"

"Thank you so much for putting on the sessions on, it has made our holidays"





## RELAXED SPLASHDOWN SESSIONS

"It's so good that siblings can take part too"

"This was such a good session for getting him used to the pool for going on holiday"

"These sessions are great because you know before you come along you have a place and don't have to queue"

"Big thumbs up and happy dance."





## RELAXED COSMIC BOWLING AT CODONAS

"It was his first time coming and he really enjoyed it. We will be back again"



"THIS IS THE MOST  
FUN WE HAVE HAD  
TOGETHER IN A LONG  
TIME"

RELAXED EASTER CRAFTS AT THE  
THRINITY CENTRE

# RELAXED GAMING AT RESET ABERDEEN

"We had an amazing time and he was delighted to try out the VR Goggles. Everyone was so helpful, it really made his day."







## RELAXED SESSION AT ABERDEEN SCIENCE CENTRE

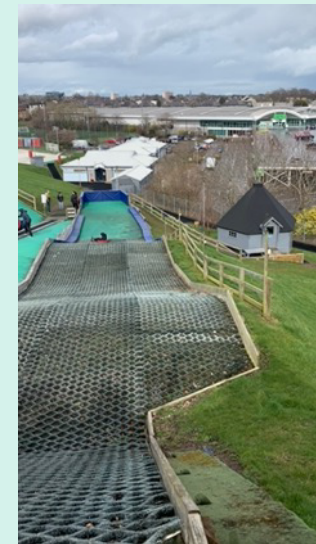
"We had an absolutely fantastic time at the Science Centre today, thanks again We Too! Plenty space and plenty activities to keep him occupied without having to wait"

"So grateful to We Too! because I have never before felt I could cope with both boys on my own. Knowing there was no judgment gave me the confidence to try and it was a success!"

# RELAXED TUBING AT ABERDEEN SNOW SPORTS

"Thank you, it's been fun! We've made some new friends today"

"Thanks for your help, it's been great to try it even though he's struggled a bit"





# RELAXED NERF GUN WARS AT INNOFLATE

"What an amazing idea, they've loved it"  
"Nerf guns are his favourite toys so this session  
has just been perfect."  
"So much fun, thank you!"





## RELAXED LEGO SESSIONS

"Just wanted to say a big thank you to all the Ninjas for all their hard work putting on all the holiday activities"

"Can I say a BIG BIG thank you to the Ninjas today at Lego for finding my son a set he could make using the instructions and also helping him when he struggled with the session finishing. We absolutely loved the Lego session thanks for running it."

# RELAXED POKEMON SCHOOL AT GEEK RETREAT

"Thank you ever so much for this morning at  
Geek Retreat, my son thoroughly enjoyed it"



A BIG THANK YOU TO ALL  
THE ORGANISATIONS WHO  
PARTNERED WITH US TO  
MAKE THE HOLIDAY  
PROGRAMME POSSIBLE:

Aberdeen Science Centre  
Airyhall Community Centre  
Codonas  
Geek Retreat  
Innoflate  
Love RaRa  
Reset Aberdeen  
Snowsports Aberdeen  
Sport Aberdeen  
Trinity Centre



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**ABERDEEN**  
CITY COUNCIL

EVENT REPORT  
SOCIABLE SCIENCE

# TECHFEST

TechFest aims to promote Science, Technology, Engineering and Mathematics (STEM) to pupils and the wider community throughout Scotland.

We fulfil this aim by:

- developing, organising, and delivering a range of Science, Technology, Engineering and Maths (STEM) activities and events
- inspiring, informing and enthusing young people to have an interest in STEM
- raising awareness of the application and relevance of STEM subjects
- publicising STEM opportunities
- working in partnership with schools, FE colleges, HE establishments, Science, Technology, Engineering and Maths Enrichment & Engagement (STEM E&E) providers, industry, business, government both local and national.

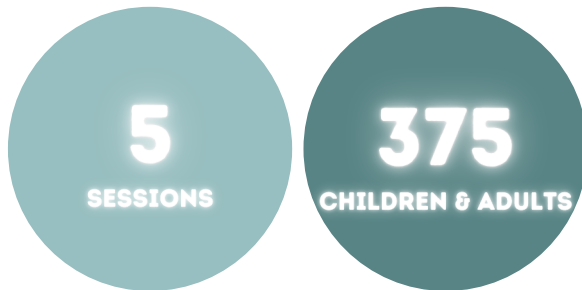
TechFest vision, mission and values all reflect its commitment and understanding, borne from knowledge and experience, of what is required to be successful designing developing and delivering schools engagement projects.

TechFest has an enviable record of engagement with schools in the North-East and throughout Scotland. This is reflected in our level of activity, reputation and knowledge of the education community in each of the 32 Local Authority areas.

TechFest is an innovative charity which consistently provides quality STEM events and with over 20 years' experience in promoting STEM subjects this enables us to identify effective activities and measure impact.



## ATTENDANCE



## SOCIAL MEDIA

The programme was advertised directly online through Aberdeen City Council and via TechFest's social media platforms.

## FEEDBACK

TechFest received a number of highly positive feedback comments from the children and parents who attended across the 5 sessions.



## EASTER OF PLAY WITH ABERDEEN CITY COUNCIL



ABERDEEN  
CITY COUNCIL

In February 2022 we were approached by Aberdeen City Council to take part in their Easter of Play scheme which offers bookable activity sessions throughout the school Easter holidays.

The aim of Sociable Science is to engage all ages in science activities that are done in conversation utilising teamwork, creativity and most of all fun while learning. Each activity would be designed to be repeated at home with our audiences being encouraged to share what they have learnt with others. TechFest developed the programme of events called **Sociable Science** specifically following the feedback received from families and in discussion with Eleanor Sheppard.

We took the Programme out to 5 locations across Aberdeen City, these were chosen by the City Council as being in areas which would most benefit from the play scheme.

5 Dates	5 Venues	Attendees (estimated numbers)
Monday 11.04.22	Seaton Park	75
Tuesday 12.04.22	Duthie Park	95
Wednesday 13.04.22	Victoria Park	25
Thursday 14.04.22	Hazelhead Park	120
Friday 15.04.22	Seaton Park	60
Total		375 (adults and children)

Everyone who attended enjoyed the sessions. We were able to promote on our social media the day before or on the day, which helped especially when we had to alter the timings slightly due to the weather. Unfortunately, the weather wasn't as good as we had hoped for at this time of year and this may have impacted the attendee numbers as it was very cold and windy. We managed to get out to the parks everyday even if we cut short the times slightly, the only day we had to drastically alter the times was Wednesday when we went to Victoria Park as it was too wet in the morning so we went for the afternoon only.



## The activities

We aimed to create a diverse and interesting programme of activities which could be replicated at home, these also linked to the CREST Award Scheme run by the British Science Association and attendees were given information on how to complete and apply for one of the awards. As it was Spring Time, with better weather coming and Covid restrictions lifting, we decided on a Smiles theme for some of the activities. These were very well received with children enjoying making smiley face masks, cress seed smiles and wildflower seed balls. We also took the activities from last summer with us again to give a wide range of options for attendees to enjoy.

## Feedback

Although we didn't ask for formal feedback from participants, everyone who attended enjoyed the sessions and delighted in getting hands-on with our smile activities.

## Promotion

We promoted the events on social media each day and had some coverage in the press.



### Aberdeen parks to host TechFest's Sociable Science events this Easter



BUDDING young scientists are being encouraged to visit their local parks across Aberdeen next week (April 11-15), when TechFest will be delivering its Sociable Science events.

The programme will offer 5 to 11-year-olds the chance to learn new skills and take part in a range of activities, including a rocket balloon experiment, making rainbow rain and a mini-beast hunt.

The TechFest team will be at Seaton Park (Monday, April 11 and Friday, April 15), Duthie Park (Tuesday, April 12), Victoria Park (Wednesday, April 13) and Hazlehead Park (Thursday, April 14) from 10am to 3pm, with participants able to drop into sessions free of charge.

The programme is designed to show how science is involved in our everyday lives and includes activities which can be easily replicated at home with family and friends.

The sessions are being run in conjunction with Aberdeen City Council's Easter of Play scheme.

Managing director of TechFest, Sarah Chew said: "We launched our Sociable Science events during summer last year and had a huge response with more than 500 people from across the North-east engaging in the programme.

"This Easter, we are back with more activities and fun experiments for young people to take part in, offering something fun to do over the spring break while also providing learning opportunities.

"The programme encourages young people to use teamwork and creativity and highlights how Science, Technology, Engineering and Mathematics (STEM) play a role in everything we do. We look forward to meeting lots of participants at parks across Aberdeen next week."

TechFest develops programmes which link in with the CREST Award Scheme, run by the British Science Association.

By taking part in Sociable Science, participants have completed several of the eight activities required to be awarded a CREST SuperStar certificate and iron-on badge.

The remaining activities can be completed by working through their TechFest booklet which is available alongside all the other resources on the TechFest website.

Attendees can apply for their CREST Star award by visiting <https://apply.crestawards.org/>

Alongside a year-round programme of STEM education events, TechFest runs Aberdeen and North-east Scotland's annual festival of STEM.

For more information on TechFest's work, visit [www.techfestsetpoint.org.uk](http://www.techfestsetpoint.org.uk)



## Make your own medals

Using air drying clay, make your very own medal to show off your achievements from the day!

Suitable for primary

What will you need

Air drying clay Rolling pin Pens Paper Paint brushes Acrylic Paint Cup of water (to wash brushes) Piece of string to tie your medal onto

- 1 Take a chunk of air drying clay and roll into a ball to soften.
- 2 Use a rolling pin or a cup to roll your piece of clay flat. Create your medal using the air drying clay. Take a pencil to create a small hole at the top of your medal (this will be used to feed string through at the end)
- 3 Leave your medal to dry for up to 24 hours
- 4 It's time to decorate your medal! Use acrylic paints to create a design on the front of your medal. Leave to dry before painting the back.
- 5 Once your medal is completely dry, take a piece of string and feed it through your medal. Tie a small knot together.
- 6 There you have it! You have your very own medal wear it with pride and remember to tag TechFest in on social media so we can see your designs.

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## Animal adventures with CREST

Go on an animal adventure and see how many animals you can find

Suitable for primary

What will you need

Collecting jar Magnifying glass (optional) Pens Paper Identification book (below resource)

- 1 We're going on a new kind of quest! Think about what it was that you based your quest on.
- 2 Take photographs or draw the animals that you find (remember to be careful if collecting them, we don't want to harm the animals).
- 3 When you have collected your findings on photographs it is time to identify what you've found. Use your knowledge or use the identification book to help.

What's a mini beast?

The term 'mini-beast' means a small animal. The word is more commonly used to describe insects. It makes all sorts of animals, from small mammals to tiny fish, birds, bats, amphibians, and reptiles, but usually, it refers to insects.

Where can I find my beasts?

You can usually find plenty of mini-beasts in your garden, park, field, or anywhere where there are lots of plants and trees.

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## Animal adventures with CREST

Animal Identification sheet

How many did you find? Use the identification sheet and colour in the animals you found

Worm	Butterfly	Snail	Spider	Beetle	Ant
Worm	Butterfly	Snail	Spider	Beetle	Ant
Mole	Toad	Frog	Squirrel	Bird	Bee
Cat	Dog	Rabbit	Hedgehog	Squirrel	Squirrel
Fox	Squirrel	Squirrel	Squirrel	Squirrel	Squirrel

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## Soda and Mentos Explosion

A classic experiment but with some variations! You might have tried adding Mentos to a bottle of fizzy juice before but this time you will experiment with different methods to see how the results vary.

Suitable for primary

What will you need

Coca-cola Mentos Baking Soda String

Coca-cola and Soda Experiment

- 1 Take a 1.5 litre bottle of Coca-cola.
- 2 Take the cap off and pour in baking soda (the more the better) (Step back accordingly).

Coca-cola and Mentos Experiment

- 1 Take a 2 litre bottle of Coca-cola.
- 2 Make a hole in a middle of a used bottle cap.
- 3 Thread the bottle cap and 5 Mentos onto a string and tie the string around the neck of the bottle.
- 4 Open the Coca-cola bottle, take the string with the Mentos and the cap. Place the string across the bottle and hold it over the top of your cup. Push the cap down (it's attached to the string) and stop the string open. Step back immediately.

**Why does this happen?**  
Coca-cola is a carbonated beverage. When you open the bottle, the carbon dioxide gas that is dissolved in the liquid starts to come out of solution. The carbon dioxide gas forms bubbles and rises to the surface of the liquid. When you add Mentos to the liquid, the carbon dioxide gas starts to come out of solution much more quickly, creating a large amount of gas very rapidly. This causes the liquid to be pushed up and out of the bottle.

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## Milk Art

This fun science experiment also lets you use your creative side. Using milk and food colouring to we will see how chemical bonds work.

Suitable for primary

What will you need

Milk Plate Dish Soap Cotton swabs (or tooth picks) Food colouring (more than one colour)

- 1 Store your milk into the plate. Do not move the milk, you want the milk to stay as still as possible.
- 2 Put one drop of each food colouring in different places in the milk.
- 3 Put a tiny amount of dish soap on one end of the cotton swab, then touch it to the side of the colours.
- 4 Continue touching the colours and milk.

Why does this happen?

Milk has got a lot of fat in it, and the food colouring floats on top of the fat. The fat is all contained in little droplets called fat globules. When you add the dish soap, it breaks the fat globules apart. The fat globules are now mixed with the water and the food colouring is mixed in with it.

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## How to make the water cycle in a bag

Learn how the water cycle works

Suitable for primary

What will you need

Plastic zip-lock bag Permanent marker Water Blue Food colouring Clear tape

- 1 Design your bag by using the permanent markers to draw a sun, flowers to make clouds and the sea as these are important elements in the water cycle.
- 2 Pour one or two drops of your blue food colouring into a jug and mix until the water turns blue. Carefully pour into the zip-locked bag and make sure it is closed so no water can escape!
- 3 Take your bag over to a bright sunny window for best results. Take two long pieces of tape to stick the corners of the bag up onto the window. Remember to press down tightly so we do not want the bag to fall!
- 4 You should see a change in your bag between two hours and 1 day. It will depend on the amount of sun and the time of day you started. Eventually you will notice droplets of water coating the inside of the bag, some droplets will be higher up in the air, the others will begin to fall down the side.

So why does this happen?

The sun rays hit the window which heats up the water in the bag causing the water to transform into a gas through the process called Evaporation. Unlike evaporated water vapor goes into the atmosphere, however in our bag it has no where to go and ends up coating the inside. The water then turns back into a liquid as a consequence, which then allows back into the pool of water below as 'rain'.

## Making Rainbow Rain

Create your very own cloud and make it rain!

Suitable for primary

What will you need

Aglass jar or bowl Water Food colouring Shaving foam Pipette

- 1 Fill each bowl or glass with some water and a different food colouring (you can use as many colours as you like, and can even mix them together to make new ones!)
- 2 Half or three quarter fill a glass jar or bowl with cold water then top with shaving foam 'cloud'.
- 3 Use the pipette to drop the rainbow water onto the shaving foam 'cloud'.
- 4 Once the cloud is full, rainbow rain will start to fall into the jar. This could happen really quickly or take a little bit longer depending on how thick your shaving foam cloud is and how far into the cloud you stick the pipette (the further in you go, the sooner the rain will fall).

What does this teach us about weather?

Cloud formation happens when water vapor rises into the air where the water gets colder. It turns into tiny droplets of water. These droplets start to stick together and form clouds. When the clouds get full of water that they can't hold anymore, the water falls down as rain. In this experiment, the clouds are the shaving cream and the food colored water is the rain. As you drip the colored water into the cloud the weight of the water forces itself through the cloud to 'rain' down into the jar.

Website: <https://www.bbc.com/news/health-2016-06-06-01>

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## How to Make a Rain Gauge

Find out how to make your very own rain gauge

Suitable for primary

What will you need

A glass jar or plastic bottle Permanent marker Ruler

- 1 If you are using a plastic bottle cut the top off to create your gauge. (If take a jar and move onto the next step)
- 2 Take your ruler and line the '0' up with the bottom of the jar. Make a mark on the jar for each centimetre (we went to 5).
- 3 Fill the bottom of your rain gauge with pebbles, rocks and to stop it from moving around in the wind.
- 4 Now that your rain gauge is in place, either in the ground or hung up somewhere secure, you can start to track the rainfall in your garden. At the same time each day take a look at how far up the jar the water has reached; you can track this using the sheet on the next page!

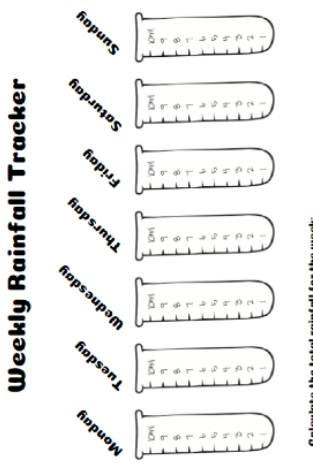


So why is this useful?

Now that your rain gauge is in place, either in the ground or hung up somewhere secure, you can start to track the rainfall in your garden. At the same time each day take a look at how far up the jar the water has reached; you can track this using the sheet on the next page!

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## Non-Newtonian Fluid

This is a more glossy type of science. We have a few names for this stuff: oobleck, slime but my favourite is gloop. And it's a fluid that breaks all the rules. The fancy name is a non-Newtonian fluid (Newton was a scientist who discovered many rules of physics but this is a fluid that seems to break the rules).

So sometimes it's a liquid and sometimes it's a solid depending on how much pressure you put on it. When you move it slowly, it behaves like a liquid and when you move it fast you can carve it up like a solid.

**Suitable for primary**

**What will you need**

Bowl, Cornflour, Water, Spoon, Baby wipes.

- 1 Start with one part water in a bowl. Slowly add 1.5 to two parts cornflour, stirring constantly. Starch particles become suspended in water - but too much water will create liquid.



**Why does this happen?**

Long chain molecules slide easily over each other when moved slowly but become brittle/fragile and rip if you move them fast.



## Alka-Seltzer Rockets

Find out how you can make a rocket powered by Alka-Seltzer and water with this fun activity.

**Suitable for primary**

**What will you need**

Photographic film pots and lids  
Jug of water  
Alka-Seltzer tablets or soluble Vitamin tablet broken into quarters

- 1 Remove the lid from the film pot
- 2 Pour water into the pot until it is 1/3 full.
- 3 Break an Alka-Seltzer tablet into quarters.
- 4 Put 1 quarter of the tablet on to the lid of the pot
- 5 Carefully put the lid with the tablet pieces, on the pot. Make sure it is on very tightly.
- 6 Shake the pot for 2 seconds and put it, lid down, on the table (never launch from your hand). STAND BACK.



**Why does this happen?**

A chemical reaction occurs between the Alka-Seltzer tablet and the water.

This produces a gas called carbon dioxide - the same as the gas we breathe out.

The gas builds up inside the film pot, increasing the pressure, until the lid is forced off.

©TechFest 2022



## Music Maker from CREST

In this activity we will learn about how sounds are made by experimenting with different objects and materials.

**Suitable for primary**

**What will you need**

Several identical glass bottles - Various glass containers of different size and shapes  
Wine or other glass bottles - Food colouring.

- 1 Place a mixture of identical bottles on one table.
- 2 Place a mixture of glass containers on the other side.
- 3 Place a mixture of wine or other glass bottles on the other side.
- 4 Gently start tapping the objects with a spoon.
- 5 Add water to the bottles, see if the notes change!



**Why does this happen?**

When a sound wave, something vibrates. Sound waves travel through air molecules through them. When you tap a glass, glass starts to vibrate. This vibration makes the water vibrate. The more water in the bottle, the lower the vibrations. The more water in the bottle, the lower the vibrations.

## Apply for your CREST Award

Star Awards - 5-7 year olds

Super Star Awards - 7-11 year olds

In order to gain your CREST Star or SuperStar Award you will need to complete 8 activities in total. You have already completed 4 during our Summer of Play Sociable Science workshops so why not complete 4 more activities provided in our booklet.

The children develop their investigative and teamwork skills. After completing all eight challenges, each child will receive a CREST SuperStar certificate and iron-on badge.

To apply for your CREST Star or SuperStar award for £1 visit

<https://apply.crestawards.org/>



THE CREST AWARDS SCHEME IS THE BRITISH SCIENCE ASSOCIATION'S FLAGSHIP PROGRAMME FOR YOUNG PEOPLE, PROVIDING SCIENCE ENRICHMENT ACTIVITIES TO INSPIRE AND ENGAGE 5-19 YEAR OLDS.

It is the only nationally recognised accreditation scheme for project work in science, technology, engineering and mathematics (STEM) subjects.

In addition to giving young people the opportunity to undertake hands-on science, CREST Awards are designed to help develop skills that are transferable to other subjects, further education and future employment.

To find out more about CREST Awards and to see how you can get involved visit the TechFest website: [www.techfest.org.uk/crest](http://www.techfest.org.uk/crest) or email: [kirsty.ryan@techfest.org.uk](mailto:kirsty.ryan@techfest.org.uk)

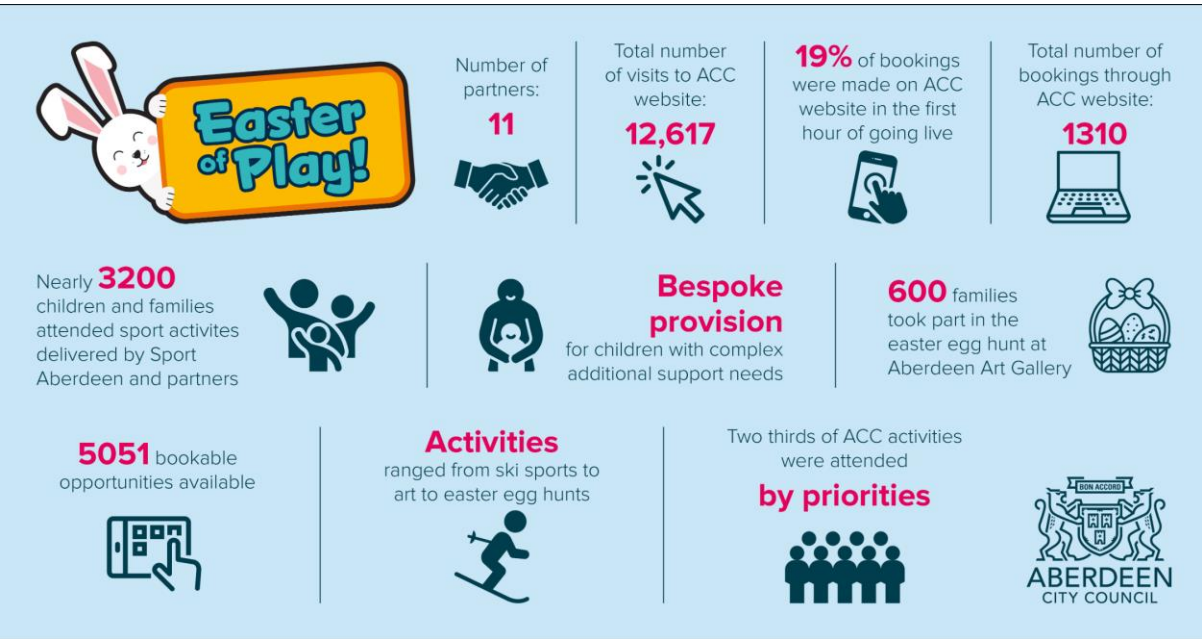
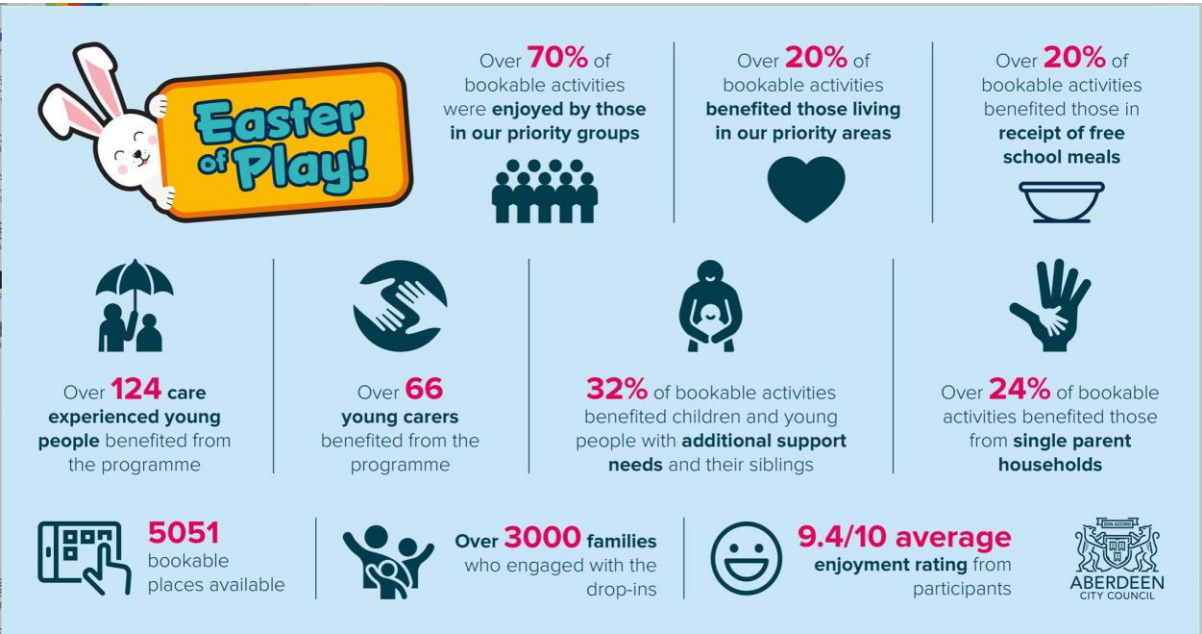
TECHFEST

TechFest is your Regional CREST Support Organisation for Scotland.  
[TechFest.org.uk](http://TechFest.org.uk)

To find out more information about CREST and how to register for awards follow the link below:  
[www.crestawards.org](http://www.crestawards.org)



# APPENDIX E- Infographic



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## APPENDIX F

### Analysis of Summer Programme 2022 responses

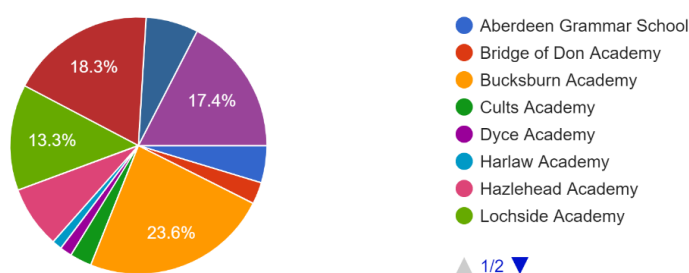
#### Parent and carer responses

On Tuesday 10<sup>th</sup> May 2022 parents and carers were invited to share their views by electronic survey on what a Summer 2022 Programme should offer. The survey also shared information on how the summer offer would prioritise the 6 priority groups as identified in the Child Poverty Action Plan to help communicate the changed approach and longer term plans. The survey was issued through schools and to targeted groups by members of the Easter of Play Strategic Group to ensure maximum coverage.

The survey was open for one week and a total of 728 parents and carers responded. 18.3% of responses were received from families with children attending Northfield Academy, 13.3% from those served by Lochside Academy and 17.4% by those zoned for St Machar Academy. Parents from all Associated Schools Groups responded with higher returns generally from our priority areas and from parents of young people at Bucksburn Wing.

Which of the following school catchment areas do you live in? (Please select one of the following options)

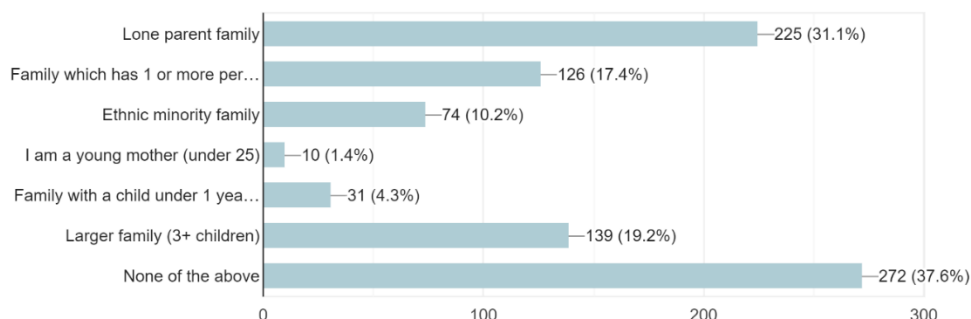
728 responses



Parents were asked to consider if they would associate with being one of the 6 groups most likely to be impacted by poverty as identified in the Child Poverty Action Plan. Only 272 of the parents who responded (37.6%) did not identify as being in one of the groups (just over one third).

Which of the following apply to you (please tick all that are relevant)?

724 responses



The highest number of returns were from lone parent families (31.1%), larger families (19.2%) and those impacted by disability (17.4%). There was no distinguishable difference in the requests made by the different groups other than a keen interest in affordable family activities from lone parent families as well as childcare opportunities to help with work and study. One common thread from single

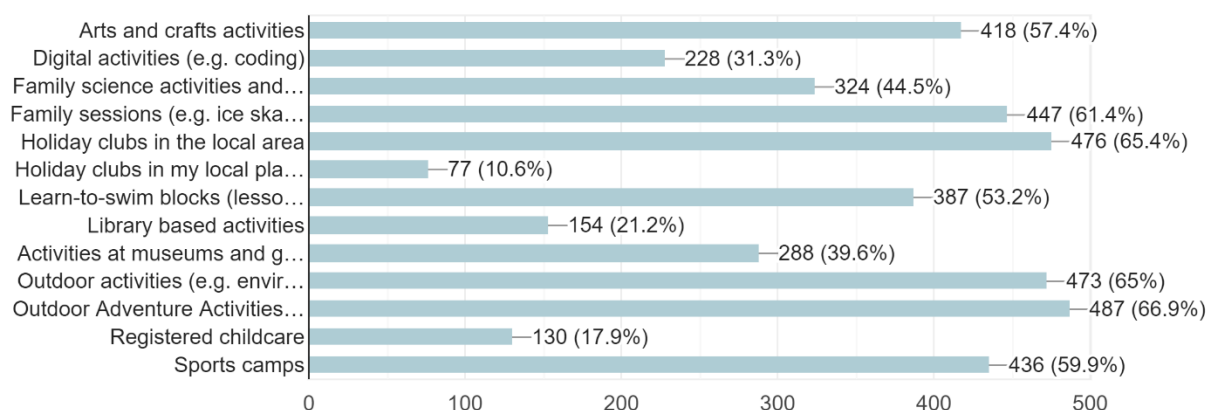
parent households was a request for, 'cheaper days out' and some concerns about being able to access spaces, 'I see priority is given to lone parent families, how do I register for this as the activities were sold out when I tried to book'. There is a need to think about how we get booking information to eligible families well in advance of the programme being live so that staff can familiarise themselves with how to book. Feedback from parent noted that, 'Last year the spots for outdoor adventure activities filled up very quickly – can you take this into account please' The feedback from this group really stood out as being keen to fully take advantage of the programme with one parent saying, 'I just want to say that this is a fantastic idea'

### Activities requested by parents and carers

Parents and carers were asked to consider the activities that would be most enjoyed by their child and helpful to their family. Outdoor adventurous activities were the most requested (66.9% of families who responded requested them) followed by Holiday Clubs in the local area (65.4%). It is clear that there is a need for a mixed model of provision with access to childcare/holiday club type provision as well as opportunities to access activities being offered by a range of partners across the city.

What kind of activities would you like to see available over summer? (please tick all that apply).

728 responses



Analysis of the responses indicate that there are very few gaps in provision, the only activity not listed which drew multiple entries was the provision of music with one parent noting that the, 'choice is already very good'. The provision of music will be factored into planning. As a result we can conclude from this that the provision of activities which has been developed over the last two holiday periods is about right.

Lots of parents took the opportunity to feedback positive feedback on the quality of previous programmes. 'What was on last summer was perfect, the family session work best for us' and 'last years' summer of Play programme was fantastic, my children were fortunate to attend two outdoor adventure days and had an absolute ball'. Another said, 'We took part in the Easter of Play and the children loved it'

Some of the comments received highlight that the 5-14 age banding concerned some parents who asked that we consider those out with the age bracket. One parent explained that, 'I have a 3 year old due to start nursery and they have never mixed with others,' whilst another suggested, 'please provide opportunities for older children to complete sports based awards (i.e. rookie lifeguard' to provide opportunities for older children to take on leadership responsibilities'. One parent of older children requested that consideration be given to, 'evening activities such as Boys Brigade and Youth Clubs.'



Given the change in focus, it is perhaps unsurprising that a mixed response was received from families on changed approach. Some negative comments from those not eligible for priority access questioned why there had to be any prioritisation of children and young people. One parent noted that, “I think it is extremely unfair that some children will be given priority” and another said, “You can’t assume that everyone who works is well off”. This view wasn’t held universally by those not identifying as being in any of the priority groups, one parent who was not eligible said, “it would be nice to have a full list of activities, including those that you pay for, as there are lots of things available that I didn’t know about” with another stating that, “we would be happy to pay for provision to support their provision for others”. We will work to clarify all of the offers available to families including those which are paid for.

Some helpful feedback was received on how families will use the programme to support their working arrangements. One parent said, “Staggered start times...lots of activities book up quickly for those who are working and need a 9am drop off” and another noting that, “activities that cover a full day would be better for working parents.”

The needs of those with additional support needs and disability continued to be strongly reflected through the survey responses. One parent said, “Staff having a good training in autism” with another noting a need for, “provision for some ASN kids over 14 would be good – not all 15 year olds can look after themselves”. One parent noted, “During the Easter of Play my children (who has additional support needs) benefited from the Art sessions which were very inclusive, I would really appreciate similar opportunities again”. One carer of a care experienced child said “our son is care experienced and has the benefit of being prioritised for the summer of play, we would hope this will be possible again”. A programme for those with additional support needs/disability will be planned again with close working between education and children’s social work to ensure that children who require to be prioritised can access provision.

### **Barriers to participation**

There is some really helpful qualitative data to inform the design of the programme. There is a strong desire for “activities to be available locally without having to drive” and a need to consider the accessibility of activities where possible to do so, “anything wheelchair accessible would be helpful”.

### **Responses from children and young people**

On Tuesday 10<sup>th</sup> May 2022 children and young people were invited to share their views by electronic survey on what a Summer 2022 Programme should offer. The survey was issued through schools and through the Community Planning Partnership. The survey was open for one week and a total of 601 children and young people responded.

Children and young people between the ages of 4 to 17 responded to the survey with the highest number of respondents coming from the 10 – 14 age bracket. It is perhaps worth highlighting some minor statistical anomalies exist here with adults entering their own ages rather than the ages of the child responding.

### Ages of respondents (sorted by descending value)

Ages	Count of How old are you?
10	112
11	99
9	89
8	67
13	40
12	40
6	36
7	34
14	27
5	25
16	11
15	9
17	5
4	2
30	1
39	1
25	1
(blank)	
<b>Grand Total</b>	<b>599</b>

Whereas responses from parents and carers were predominantly from our priority areas, the majority of responses from children and young people were from outwith our priority areas.

### Which school do you go to? (% distribution of respondents)

Skene Square School	15.47%
Abbotswell School	14.14%
Cults School	13.31%
Brimmond School	9.32%
Harlaw Academy	8.32%
Charleston School	7.15%
Culter School	6.16%
Sunnybank School	5.49%
Bucksburn Academy	4.33%
Northfield Academy	3.33%

Kittybrewster School	2.83%
Holy Family RC School	2.16%
Airyhall School	1.83%
Scotstown School	1.50%
Riverbank School	1.33%
Danestone School	0.83%
Stoneywood School	0.83%
Aberdeen Grammar	0.67%
Cornhill School	0.33%
St. Machar Academy	0.17%
Riverbank School	0.17%
Forehill School	0.17%
Greenbrae School	0.17%

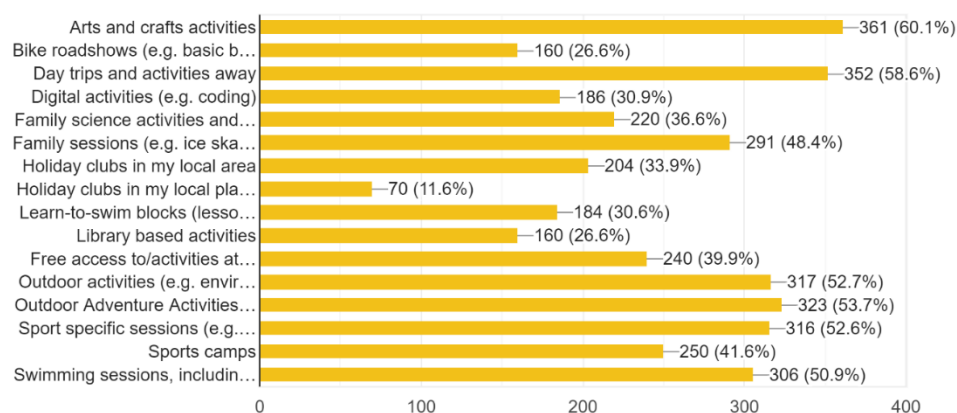
## Activities

Children and young people were asked to consider the activities they would most enjoy over the summer holiday period. The most popular activities amongst respondents were arts and crafts activities (60.1%), day trips and activities away (58.6%), outdoor activities e.g. environmental activities, den building etc (52.7%), outdoor adventure activities e.g. climbing wall, mountain biking, paddle-boarding etc (53.7%), sport specific sessions (52.6%) and swimming sessions, including inflatable sessions (50.9%).

Family sessions (48.4%), sports camps (41.6%), free access to activities at museums and galleries (39.9%), learn to swim blocks (30.6%), digital activities (30.9%) and local holiday clubs (33.9%) also proved popular.

What kind of activities would you like to access (tick all of the activities you would be keen to take part in)?

601 responses



There were no regularly recurring suggested activities that were not already covered in the options provided but it is worth noting that there were several repeated requests for gymnastics and sports such as skateboarding, BMXing etc.

### **How can we make it easier for you to access/participate?**

Children and young people were asked to consider any barriers to participation. Most frequently, there was a strong indication of the need to ensure that activities were free. Respondents highlighted the need for us to ensure that the programme is well promoted/advertised and that all information about the programme (and booking system) is communicated in a timely and accessible manner. Many respondents indicated a preference for activities and opportunities to be offered in their local area and highlighted transport costs (most likely when required to be accompanied by an adult).

A number of responses highlighted the potential issue of not having the required kit (e.g. football boots etc) required to participate in some of the offered activities. Several also raised working parents as a potential obstacle and needed consideration. “[An early start time as my parents both work full time](#)”. This correlated with the information gleaned from the survey of parents and carers. Some children suggested that participation would be made easier if there were a number of all day sessions offered and if some activities were offered at weekends/outside of the working day. Some of the responding children and young people also highlighted the need to ensure that opportunities were provided for children and young people with additional support needs, “[Accessible play sessions for children with additional needs...](#)” and, “[Activities for my disabled little brother to attend too.](#)” This again clearly correlates with the information gleaned from parents and carers and will be factored into planning.

There was reference to priority bookings being seen as unfair by some. Children also highlighted some past issues with the popularity of some of the sessions offered, “[It would help if the spaces were not as limited \(free activities\), as it is hard to book when it's available](#)”.

### **Next steps**

It is clear that the range of activities available is about right and that a mix of childcare/holiday club and activities in keeping with the wishes of children and young people should be prioritised. Where possible provision should be based in local communities and the accessibility of the programme should be considered and clearly advertised to support decision making of those with a physical disability.

There is a need to aim for sessions to be no less than 3 hours and full day where possible to support families to work and study. The timing of sessions should be considered carefully to ensure that working parents and carers are able to take advantage of the programme.

There is a need to ensure that those in priority groups are given ample time to familiarise themselves with the booking system in order to secure bookings. There is also a need to continue to explain the purpose of the funding and make sure that activities that are free for all, or can be paid for, are clearly signposted for families who do not fit into one of the priority groups.

There is a need to consider those who are out with the 5-14 and those with additional support needs when planning how best to utilise the 15% of non-ring

fenced funding and the remaining resource allocated as part of the Council budget setting process. Youth club type provision will be explored for our young people.

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## APPENDIX G – SKELETAL PLAN FOR SUMMER IN THE CITY 2022

Universal free offer available to all families across the city in central locations.

	Provider	Activities	Location	Cost to Fund	Booking
	Providers and partners have been invited to advertise their paid for sporting activities on the city website	A range of paid for sporting activities will be highlighted on the city website along with links to partner booking systems.	Various	Nil	Contact Information for the provider will be on the ACC website for the parent / guardian to contact provider directly
	Holiday club/childcare type paid for activities	Advertisement of holiday clubs and childcare / activities that parents can buy directly from the providers. ACC will advertise these for the providers so parent can find the information in an accessible place.	Various	Nil	Contact Information for the provider will be on the ACC website for the parent / guardian to contact provider directly
	Ranger Service (Duthie/ Countryside)	Providing free activities throughout the summer holidays.  Trails- these are open to all members of the public	Various	Nil	Booking through Rangers
	Science (Techfest Sociable Science for families)	2 drop-in sessions in central parks. 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.	TBC- Duthie Park and Hazlehead Park	Cost included below	No booking needed as drop-in session
	Science (Techfest Sociable Science for families)	Drop-in session (3 sessions) in a priority area parks/school. Sociable Science workshops for all ages to explore science in conversation utilising teamwork, creativity and	TBC but will be in priority areas	£2,000	No booking needed as drop-in session

		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.			
	Library Service	Bookbug sessions throughout city, Read challenge	Libraries in the city	£500	No booking needed
	PEEP	20 sessions throughout the holidays working with 0–5 year olds. At the end of the summer holidays there will be a drop in summer picnic.	Various parks and community centres	£200	ACC booking system/ drop in open to all
	Museums and Galleries	Family trail at Aberdeen Art Gallery (children can pick up a free printed trail and a pencil at the gallery) Museums and Galleries are also looking to create an online trail.	Art Gallery	Around £1,000	No booking drop in sessions
	Family Learning	Arranging 3 or 4 fun days for families to attend at Beach, Seaton Park, Eric Hendrie or nearby to cater for 40/50 families.		Nil	
	Sports Aberdeen	A variety of swimming session at pools throughout the city available to book for free; <ul style="list-style-type: none"> <li>• Adult and Toddler Swimming Lesson</li> <li>• Preschool A Swimming Lesson</li> <li>• P5/6 Beginners Intensive Swimming Camp at Tullos</li> <li>• P6 Beginners Intensive Swimming Camp at Tullos</li> <li>• P5/6 Beginners Intensive Swimming Lesson Bucksburn Swimming Pool</li> <li>• P5/6 Beginners Intensive Swimming Lesson Beach Leisure Centre</li> <li>• Family Swimming Sessions</li> <li>• Family Ice Skating Sessions</li> <li>• Leadership &amp; positive destination programme</li> </ul>	Various locations	Cost included below	Booking through Sport Aberdeen



Priority families offer (children aged 5-14 from lone parent families, ethnic minority families, families with a disabled adult or child (including those with additional support needs), children from families with a young mother (under 25), children from families with a child under 1 year old, children from larger families (3+ children).

	Provider	Activities	Location	Cost to Fund	Booking
	Creative Art	Art programme, 3 days a week in 3 localities (Seaton area, Northfield area and Torry), 2 sessions per age group per day (5-7 year olds and 8-12 year olds)  1 full week (city centre location) Theatre week for young people age 11-14 year olds.	Priority areas and city centre	£10,000	ACC booking
	Childcare	Out of school care (regulated) programmes that are already established or can be run in the priority areas. These programmes to be either day long childcare or weeklong childcare that will offer food. These include; <ul style="list-style-type: none"> <li>• Community Link Childcare (3 holiday clubs in 3 locations) throughout the holidays</li> <li>• ACC Holiday Club at Cornhill (5 weeks)</li> <li>• Lads Club (6 weeks)</li> <li>• Kidsize (1 full day of activities in priority areas)</li> </ul>	Priority areas / around the city	CLICC £23,006.40 (TBC) ACC £6,000 Lads Club £11,236 Kidsize £1,290 (TBC)	ACC booking will be required
	Sports	Working with partners such as; Sports Aberdeen, AFCCT, ASV on a varied programme including; <ul style="list-style-type: none"> <li>• Buying spaces on their established weeklong holiday clubs (food provided)</li> <li>• Adventure Aberdeen Full Day Activities with transport provided in priority areas (food provided)</li> </ul>		Sport Aberdeen £88,146.45 AFCCT £3,000 Transition Extreme around £4,000 (TBC) ASV £7,105	ACC booking required. Swimming, Ice Skating and Leadership programme will be managed by Sport Aberdeen

		<ul style="list-style-type: none"> <li>• P5 Beginners Intensive Swim Camp (food provided)</li> <li>• Leadership &amp; positive destination programme (food provided)</li> <li>• Family sessions (swimming, Ice skating)</li> <li>• Early Years swimming lessons</li> <li>• AFCCT Football camps(food provision)</li> <li>• Skate Park sessions (food provided)</li> </ul>			
	Dance	Citymoves: Tailored dance activities for P1-3s, P4-7 and S1-3 (3 days a week over 3 weeks)	Priority areas	£3,016	ACC booking
	Community Groups	Community groups to provide activity and childcare clubs in the priority areas. Support from the summer programme could provide: <ul style="list-style-type: none"> <li>• Weeklong holiday clubs</li> <li>• Day summer camps</li> <li>• Shmu (day challenges, such as make and screen a film, producing a radio and produce music</li> <li>• Russell Anderson Foundation (football, rugby tennis)</li> </ul>	Priority areas	Community Groups Around £50,000	Community will manage their own
	Youth Work	Traditional Youth Clubs: 2 sessions per week (4 weeks) from 10.00 – 15.00 in 3 localities, includes lunch which the young people will make during the session.	Locality based community centres	£1,833	Drop in
	Music Service sessions	Weeklong music programme	Muirfield School	TBC	ACC booking

**The proposed summer programme for those impacted by ASN and disability**

Provider	Activities	Location	Cost to Fund	Booking
We Too	We Too will operate a range of supported sessions for children and young people with additional support needs. The activities are likely to be similar to those offered over summer 2021 and easter 2022. Activity details TBC.	All over	Around £20,000	Provider will do their own bookings
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 facilities and may require an assistant or parent/carer support.	In a community location	Price included above	ACC booking
Orchard Brae Playscheme	OB holiday club running 19 mornings over summer. This offer is open to all OB pupils (except a small number with needs who can't be met due to complexity and staffing available.)		Staffing additionality (with on-costs) <b>£6,552</b> (some additional costs required for transport for families with no mobility vehicle)	Through Orchard Brae
Complex Needs childcare/play/short break	Individualised plans/bespoke packages for children with the most complex needs  Additional Direct Payment for those without other short break provision	GAS playscheme provision and 1:1 outreach over the holiday period  DP direct to families	£42,595.84 max for GAS and £5,000 for bespoke activities tailored to the needs of individuals.	Coordinated through Children's Social Work  CSW will cover this cost

