

# Public Document Pack



To: Councillor Greig, Convener; Councillor Mennie, Vice Convener; Councillors Blake, Bouse, Brooks, Hazel 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 Schools/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, 31 August 2022

## **EDUCATION OPERATIONAL DELIVERY COMMITTEE**

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **THURSDAY, 8 SEPTEMBER 2022 at 10.00am**. 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>

VIKKI CUTHBERT  
INTERIM 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 14 June 2022 - for approval (Pages 5 - 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

## **GENERAL BUSINESS**

9.1 Presentation from Chief Officer - Education and Chief Officer - Integrated Children's and Family Services

9.2 Aberdeen City National Improvement Framework Plan - OPE/22/166  
(Pages 17 - 118)

9.3 Family Support Model - OPE/22/178 (Pages 119 - 144)

9.4 Edge of Care Pilot - OPE/22/156 (Pages 145 - 194)

9.5 Health and Wellbeing - OPE/22/159 (Pages 195 - 218)

9.6 Summer in the City Programme - OPE/22/168 (Pages 219 - 230)

9.7 Update on the Music Service - OPE/22/165 (Pages 231 - 240)

9.8 Performance Management Framework Report – Education Operations - CUS/22/186 (Pages 241 - 254)

9.9 Inspection Reporting - OPE/22/155 (Pages 255 - 262)

9.10 School Estate Plan 2022 - RES/22/184 (Pages 263 - 350)

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

This page is intentionally left blank

## EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 14 June 2022. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Greig, Convener; Councillor Mennie, Vice-Convener; Councillor Delaney, the Depute Provost (as substitute for Councillor Bouse); and Councillors Blake, Brooks, Copland (as substitute for Councillor Hazel Cameron), Davidson, Grant, MacGregor, Malik, McLeod, Radley and van Sweeden. External Members:- 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).

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

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

### WELCOME

1. The Convener welcomed members to the first meeting of the Education Operational Delivery Committee (EODC) since the Statutory Council meeting of 18 May 2022 and noted his thanks to Reverend Shuna Dicks, the former Church of Scotland representative on the Committee, and Mr Rick Sansom, the former parent secondary representative, for their contributions and participation at meetings of EODC during their tenure. He extended a warm welcome to Mrs Hilda Smith, the new Church of Scotland representative, and Mr Mike Crawford, the new parent secondary representative, and stated that he looked forward to working with them both during their time on the Committee.

The Vice Convener extended congratulations to Gilcomstoun School's P1 to P7 nurture group for winning the Autism Acceptance Week poster competition. She advised that Loirston School P6 and P7 also came in second place and Countesswells School had come third. She asked that the Committee extend its congratulations to them and all schools that had participated across the city. She also wished to note the work of Autism Understanding Scotland in taking the initiative forward with schools in such a short space of time.

### DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

2. At this juncture, in the interests of transparency, the Vice Convener advised that she had a connection in relation to item 10.3 (Early Learning and Childcare Delivery Plan 2022-2024) as her daughter attended ELC provision, but she did not consider the connection amounted to an interest which needed to be declared and which would prevent her from participating in the item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

**DEPUTATION REQUEST - ITEM 10.2 SCHOOL ESTATE - A MURRAY**

3. The Convener advised that he had accepted Dr Alison Murray's request to speak to the Committee in relation to Item 10.2 (School Estate Plan) and that Dr Murray would be heard prior to consideration of that item.

**The Committee resolved:-**

to note the decision of the Convener.

**MINUTE OF PREVIOUS MEETING OF 26 JANUARY 2022**

4. The Committee had before it the minute of its previous meeting of 26 January 2021 for approval.

**The Committee resolved:-**

to approve the minute as a correct record.

**MINUTE OF SPECIAL MEETING OF 31 MARCH 2022**

5. The Committee had before it the minute of its special meeting of 31 March 2022 for approval.

**The Committee resolved:-**

to approve the minute as a correct record.

**COMMITTEE BUSINESS PLANNER**

6. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance. Members asked a number of questions on the planner.

**The Committee resolved:-**

- (i) to note that the Chief Officer – Education would arrange for a service update on the performance of the out of school service; and
- (ii) to otherwise note the planner.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

**PERFORMANCE MANAGEMENT FRAMEWORK REPORT – EDUCATION OPERATIONS - CUS/22/100**

7. With reference to article 8 of its meeting of 25 November 2021, the Committee had before it a report by the Director of Customer which presented an update on the status of key performance measures relating to the Education Operational cluster. The report detailed performance to the end of March 2022 or Quarter 4 2021/22, as appropriate, as well as are appropriate annualised measures for 2021/22 where data was presently available.

**The report recommended:-**

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

**The Committee resolved:-**

to note the report.

**EDUCATIONAL IMPROVEMENT JOURNEY – 2020-21 ACADEMIC YEAR, KEY PERFORMANCE INDICATOR TRACKING REPORT - CUS/22/110**

8. The Committee had before it a report by the Director of Customer which presented the final tracking information for the 2020-21 academic year against the agreed suite of Educational Improvement Journey Key Performance Indicator measures.

Members asked questions in relation to the data.

**The report recommended:-**

that the Committee note the contents of the report.

**The Committee resolved:-**

- (i) in relation to the query around the virtual comparator group, to note that the Chief Officer – Education would work with colleagues in Data and Insights to provide further detail on this group via service update; and
- (ii) to otherwise note the report.

**FREE SCHOOL MEALS ANNUAL UPDATE - CUS/22/087**

9. The Committee had before it a report by the Director of Customer which provided an annual update on the uptake of free school meals for the period 2021/22 and measures undertaken to increase the number of children accessing free school meals.

Members provided comment on the report, noting the work undertaken to establish the food hub.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

**The report recommended:-**

that the Committee note the increase in registration for free school meals during 2021/22.

**The Committee resolved:-**

to note the report.

**SCHOOL ESTATE PLAN - RES/22/092**

**10. (A) DEPUTATION – DR ALISON MURRAY**

The Committee heard from Dr Alison Murray, who advised that she was the chair of parent/carer support group ‘Autism and Other Conditions Aberdeen’. She explained that she had asked to talk to Committee about the School Estate Plan update and what she considered was its failure to meet or acknowledge the Council’s obligations under the Education (Disability Strategies and Pupil’s Educational Records) (Scotland) Act 2002, and the associated guidance “Planning improvements for disabled pupils’ access to education: guidance for education authorities, independent and grant-aided schools.” She specifically highlighted what she felt was the Council’s failure to fulfil its statutory duty under section 1.(2)(b) of the Act, namely to prepare and implement a strategy for “improving the physical environment of the school, or schools, in relation to which the strategy is prepared for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and associated services provided or offered by such school or schools.”

Dr Murray stated that in September 2020, the Committee had approved an Accessibility Plan which she considered failed to satisfy this and other statutory duties, and which she added also failed to follow the accompanying Government guidance. She added that she felt that the Council’s current Accessibility Plan omitted the Scottish Government guidance on this matter within its section on Key Legislation and Guidance. Rather than considering, as required by the Act, how to improve the physical environment of schools to enable better access to education and associated services provided, Dr Murray said that the Accessibility Plan simply asked the question “can everyone access the physical environment?” with the answer focusing principally on wheelchair accessibility. She added that she had subsequently heard of schools being misdescribed as ‘fully accessible’ when what was meant was ‘fully wheelchair accessible’ with no consideration having been given to for example, vision or hearing accessibility.

Dr Murray explained that Government guidance made clear that disability included sensory impairments and hidden disabilities such as dyslexia, autism and speech and language impairments, as well as physical impairments. The pupil census data for 2021 reported that Aberdeen City had 443 pupils assessed or declared as having a disability. However, Dr Murray stated that this considerably underestimated the number of disabled pupils: for example, she advised that there were 731 autistic children alone in mainstream schools in Aberdeen City last year.



EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

Dr Murray noted that the Accessibility Plan stated that “Accessibility will be a key driver in the upcoming review of the School Estate” and the action plan stated that the Council would “involve disabled children, parents, specialists and services in the development of the school estate strategy including nurseries and preschool centres, by June 2021”. She considered that it was at least doubtful whether a strategy to merely draw up another strategy could be said to fulfil the requirement to have a strategy for improving the physical environment, or whether drawing up a School Estate Plan could be said to have implemented such a strategy, without in either case the Council having done anything to meet the needs of disabled pupils in Dr Murray’s opinion. Dr Murray however stated that as the Council had not produced a school estate plan at all, the question was moot as it was self-evident that the Council was failing to meet its obligations.

Dr Murray explained to Members that in terms of what should be included in the accessibility strategy regarding the physical environment, the Government’s guidance stated that improvements to arrangements would include:

- physical access (e.g. installation of ramps, handrails, widened doorways, adapted adjustable furniture, sufficient space for manoeuvring etc.);
- access for pupils with visual impairments (e.g. route finding systems, colour contrasting, adjustable lighting, blinds, tactile paving);
- access for pupils with hearing impairments (e.g. induction loops, sound insulation for walls, floors and ceilings, evacuation procedures); and
- access for pupils with other disabilities (e.g. requirements for space such as through the provision of pupil support bases, quiet rooms, sensory rooms, therapy rooms, way finding systems, lighting).

Dr Murray noted that since the publication of the Accessibility Plan, two new primary schools and many nurseries had been built. She advised that she had visited Milltimber School recently which she noted was a brand new school, and felt that while it was obvious some consideration had been given to accessibility, she had been unable to see a way for a wheelchair user or walker user to access its grass field, nor any obvious consideration given to visual accessibility.

Dr Murray stated that she felt many schools across Aberdeen were operating with unsatisfactory lighting, open plan classrooms, a lack of quiet rooms, or with classroom environments that were overwhelming to autistic children or too noisy for those with hearing impairment. She noted that the School Estate Plan update in front of Committee made no mention of accessibility, nor whether it was included in the review of existing school estate, nor the involvement of disabled pupils, and their families, or consultation with occupational therapists as advised in the Government’s guidance for preparing the Accessibility Strategy. She further noted that neither the Accessibility Plan nor the Education (Disability Strategies and Pupil’s Educational Records) (Scotland) Act 2002 was mentioned within the legal implication section of the report.

Dr Murray concluded by stating that the School Estate Plan Update claimed that no equality assessment was required. Dr Murray considered that the continuing absence of

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

a Plan to improve the physical environment of schools to increase the extent to which disabled pupils could take advantage of education and associated services was disadvantaging Aberdeen City's disabled pupils, and stated that she felt this was disability discrimination and a failure of the Council's Public Sector Equality Duty Equality Act 2010. Dr Murray therefore asked Members to implement a plan that met, at the very minimum, the statutory duties set out in the Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act 2002, and in so doing, reduce the disadvantages Aberdeen's disabled children faced.

The Convener thanked Dr Murray for her deputation.

**(B) SCHOOL ESTATE PLAN UPDATE – REPORT**

The Committee had before it a report by the Director of Resources which provided an update on the development of the School Estate Plan. The report advised that the draft Plan would 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 would 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 the school estate.

Members asked a number of questions of officers on the report.

**The report recommended:-**

that the Committee -

- (a) note that there was 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 had led to challenges in providing an accurate and robust set of recommended actions within the School Estate Plan; and
- (b) instruct the Chief Officer – Corporate Landlord to report back to the next meeting of the Education Operational Delivery Committee with a further detailed update.

The Convener, seconded by the Vice Convener, moved the recommendations contained in the report.

Councillor Malik, seconded by Councillor McLeod, moved as an amendment:-

That Committee:-

- (a) approve the report recommendations; and
- (b) instruct the Chief Officer - Corporate Landlord as part of any School Estate Plan to investigate the availability of land within the Northfield catchment area in order for the Council to be in a position should it wish, to progress with a new state of the art School for this regeneration area.

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

On a division, there voted:- for the motion (13) – the Convener; the Vice Convener; Councillor Delaney, the Depute Provost; Councillors Copland, Davidson, MacGregor, Radley and van Sweeden; and Mrs Cardno, Mr Crawford, Mr Murray, Ms Scott and Mrs Smith; for the amendment (5) Councillors Blake, Brooks, Grant, Malik and McLeod; declined to vote (1) – Mr Regmi; absent from the division (1) – Mr Paul.

**The Committee resolved:-**

to approve the motion and thereby approve the report recommendations.

**EARLY LEARNING AND CHILDCARE DELIVERY PLAN 2022-2024 - OPE/22/084**

11. The Committee had before it a report by the Chief Operating Officer which sought approval for the new Early Learning and Childcare Delivery Plan 2022-24 in line with the Council's statutory duties to prepare and publish a plan every two years.

Members asked a number of questions of officers in relation to the survey return rate, as well as on the number of facilities in Aberdeen which did not 1140 hours.

**The report recommended:-**

that the Committee –

- (a) approve the Early Learning and Childcare Delivery Plan 2022-24;
- (b) instruct the Chief Officer – Education to deliver the Early Learning and Childcare Delivery Plan 2022-24 in line with statutory guidance; and
- (c) instruct the Chief Officer – Education to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24 in 2 years' time.

**The Committee resolved:-**

- (i) to note the offer from Aberdeen City Parent Council Forum to work with officers around communication; and
- (ii) to approve the recommendations contained in the report.

**INSPECTION REPORTING - OPE/22/089**

12. The Committee had before it a report by the Chief Operating Officer which detailed how a number of Aberdeen City schools and Early Learning and Childcare settings had engaged with Her Majesty's Inspectorate of Education (HMIE) and The Care Inspectorate since January 2022.

**The report recommended:-**

that the Committee –

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

EDUCATION OPERATIONAL DELIVERY COMMITTEE  
14 June 2022

**The Committee resolved:-**

to approve the recommendations contained in the report.

**EASTER AND SUMMER OF PLAY PROGRAMMES - OPE/22/090**

**13.** The Committee had before it a report by the Chief Operating Officer which detailed a high level evaluation of the Easter of Play programme and sought approval for the general shape of a Summer 2022 programme. The report advised that an Easter of Play programme had been made available to children and young people across Aberdeen City over the school holiday period, with officers from across the organisation pooling resource and expertise to plan the programme in keeping with the approach taken to develop the successful Summer of Play 2021.

**The report recommended:-**

that the Committee –

- (a) note the high level evaluation of the Easter programme;
- (b) instruct the Chief Officer – Education to deliver the summer 2022 programme in keeping with the updated national guidance as outlined in the Skeleton Plan in Appendix F;
- (c) instruct the Chief Officer – Education to report on the impact of the summer 2022 programme to this Committee before the end of 2022; and
- (d) 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.

**The Committee resolved:-**

to approve the recommendations.

- **COUNCILLOR MARTIN GREIG, 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>08 September 2022</b>								
4	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle	On agenda	Alex Paterson	Data and Insights	Customer	1.1.3		
5	School Estate Plan	EODC 14/06/22 - (i) to note that there was 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; and (ii) to instruct the Chief Officer – Corporate Landlord to report back to the next meeting of the Education Operational Delivery Committee with a further detailed update	On agenda	Andrew Jones	Corporate Landlord	Resources	1.1.2		
6	Family Support Model	To update Committee on the progress of the redesign of Family Support, underpinned by the ten principles set out in the Promise [Plan 21-24]. The report also seeks to provide assurance that the development of a Family Support model, will not compromise existing Child Protection system.	On agenda	Aising MacQuarrie	Education	Operations	1.1.1		
7	Aberdeen City 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.	On agenda	Eleanor Sheppard	Education	Customer	1.1.1		
8	Update on the 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	On agenda	Shona Milne	Education	Operations	1.1.1		
9	Edge of Care Pilot	To update Members on work being undertaken to strengthen our approach to improving the attainment and achievement of Looked After Children and those known or thought to be on the edge of care.	On agenda	Eleanor Sheppard	Education	Operations	1.1.1		
10	Health and Wellbeing	To outline the findings of recent health and wellbeing audits	On agenda	Gael Simpson	Education	Operations	1.1.1		
11	Summer in the City Programme	EODC 14/06/22 - to instruct the Chief Officer – Education to report on the impact of the summer 2022 programme to Committee before the end of 2022	On agenda	Eleanor Sheppard	Education	Operations	1.1.1		
12	Inspection Reporting	A standing item to report on the outcome of school inspections if required	On agenda	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									
13	<b>08 November 2022</b>								
14	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
15	Mental Health Summit - Outcomes	To present the outcomes from the mental health summit held on (date to be confirmed)		Gael Simpson	Education	Operations	1.1.1		
16	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		
17	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
18	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Operations	1.1.4		
19	<b>2023</b>								
20	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	January	Aisling MacQuarrie	Education	Operations	1.1.1		
21	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		
22	Children's Rights Reporting		January	Eleanor Sheppard	Education	Operations	1.1.1		
23	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		

	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									
24	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	1.1.1		
25	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	June 2023	Paul Tytler	Early Intervention and Community Empowerment	Customer	1.1.1		
26	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.	June 2023	Reyna Stewart	Data and Insights	Customer	1.1.3		
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	GD 8.5		
29	Early Learning and Childcare Delivery Plan 2022-2024' - progress / outcomes	EODC 14/06/22 - to instruct the Chief Officer – Education to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24 in 2 years' time	June 2024	Louise Beaton	Education	Operations	1.1.1		

This page is intentionally left blank



## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Aberdeen City National Improvement Framework Plan
<b>REPORT NUMBER</b>	OPE/22/166
<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 seeks approval to implement the refreshed Aberdeen City Council National Improvement Framework Plan for 2022/23 following submission of the Self-Evaluation and Plan to the Scottish Government.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of the service Self-Evaluation and Plan contained in Appendices A and B;
- 2.2 instructs the Chief Education Officer to implement the proposed Aberdeen City National Improvement Framework Plan 22/23; and
- 2.3 instructs the Chief Education Officer to maintain a review of the 22/23 Plan in light of any impacting national legislative or policy provisions such as the Scottish Government response to the Organisation for Economic Cooperation and Development Report and advise Committee of any required changes in due course.

### 3. CURRENT SITUATION

- 3.1 The Aberdeen City Council National Improvement Framework Plan is a statutory submission to the Scottish Government that requires to be provided by the end of September each year. The document brings together an analysis of a range of data sets and resultant areas for improvement in keeping with the Standards in Schools etc.2000 legislation.
- 3.2 The service self-evaluation process begins in February and concludes when draft School Improvement Plans and updated Scottish Qualifications Authority data is available for review. In real terms, Officers keep the Plan under constant review as new data sets are released and available for review and analysis.

- 3.3 Staff from across the Education Service collectively consider data trends in order to conclude a high level analysis in order to determine next steps. This analysis is informed by and informs school improvement priorities and the Local Outcome Improvement Plan. The Council Performance Board and Strategy Board both play a role in reviewing the draft documentation prior to it being presented to Committee for approval. This approach ensures that the interconnection of Council business is reflected in the final Plan presented for Committee approval.
- 3.4 Refreshed national guidance on the management of Scottish Attainment Challenge funding has led to the inclusion of Stretch Aims in the Plan for the first time. These stretch aims and the proposed priorities for improvement have been scrutinised by Education Scotland who noted the comprehensive analysis undertaken, endorsed the direction of travel but asked that consideration be given to the impact of high numbers of children attending school in Scotland for the first time and this feedback has been taken into account. Education Scotland will engage with the service thrice yearly to help scrutinise the progress being made against the Plan.

### **Key themes within the Plan**

- 3.5 The Coronavirus pandemic has impacted on many of the data sets we usually use and has also brought some challenges, our Early Learning and Childcare settings and schools have been impacted by staffing shortages due to self-isolation rules. This has meant that children and young people have faced unfamiliar adults at times over the 21/22 school year and that some of the supports that would usually have been provided have been less available as school leaders and central staff have been working directly with children and young people. The movement of staff across and between teams and schools has enabled all of our schools to remain open to all children and young people but we recognise that it has been far from ideal.
- 3.6 Despite the challenges of the last year, the education service has successfully:
- delivered the expansion of Early Learning and Childcare and subsequent evaluation;
  - delivered a Easter of Play and Summer in the City programme
  - delivered study support over the year and an Easter Study offer for some;
  - sent 32,500 free school meal vouchers to eligible families;
  - expanded the provision of free school lunches;
  - successfully restructured Additional Support Needs Outreach services under a single head teacher and established a Parent Forum to shape the service;
  - maintained communication with parents and carers through our digital newsletter;
  - prepared for delivering a full exam diet again following implementation of the Alternative Certification Model;
  - reviewed City Campus provision and started shaping the development of ABZ Campus;

- removed costs of the school day for parents and carers;
  - updated education child protection guidance and training materials in keeping with updated national guidance;
  - successfully bid to develop a neurodevelopmental pathway with partners;
  - commissioned Mental Health Aberdeen to offer a year round counselling offer for our children and young people;
  - further developed school profiles to support our data analysis; and
  - worked in partnership with the Integrated Joint Board to develop a model of multi-agency support in the Links Hub.
- 3.7 Attendance levels have been positive compared to our virtual comparator and levels of exclusion continue to drop. These positive trends will continue to be closely monitored. Health and wellbeing has been a considerable focus in all of our schools and across the service. We now need to take stock to determine next steps in health and wellbeing (OPE/22/159). This will be a major focus over the coming year with a Mental Health Summit being proposed for September 2022. We also need to continue to work closely with partners to develop a model of Family Support (OPE/22/178) to ensure that the right supports are available to families at the right time to help us Keep the Promise.
- 3.8 Primary tracking data for session 20/21 highlights a number of gaps (particularly in literacy) which emerged over the two periods of school closure. Live tracking data for session 21/22 suggests that attainment is returning to pre-pandemic levels. Our scrutiny of data will be maintained and enhanced through refined tracking and reporting arrangements over session 22/23 to help raise attainment further.
- 3.9 The pandemic has led to a significant increase in the number of young people choosing to stay on at school. Attainment data suggests that there is an improvement in the quality of grades at the senior phase but a need to offer a broader range of learner pathways for all of the young people in our secondary schools. Secondary School leaders are collaborating to develop an improved ABZ Campus offer which is better aligned with the local economy and provides a greater range of opportunities. Phase 1 of this programme will be operational in June 2023 and provide 20 additional courses for young people across the city. Initial destinations for 2021/22 are the highest ever recorded in the city in 21/22 and we will continue to build on this.
- 3.10 Education Recovery funding has been used to increase the provision of Youth Work, Family Learning and Money Advisors in schools. There is a growing body of evidence around the positive impact of this resource and it will be maintained over session 22/23 as we work to close the gap. Data around impact will be gathered over the year to inform next steps.
- 3.11 Our data suggests that children who are Looked After have been disproportionately impacted by the pandemic and there is a need to prioritise work and resource to understand and address the needs of this group and those at risk of becoming accommodated better. This will be progressed by

establishing two pilots (OPE/22/156) for 22/23 to ensure that we continue to be well placed to Keep the Promise.

- 3.12 The pandemic has led to a rise in the number of children and young people identified as having additional support needs and higher numbers of children being reported as experiencing delays in communication skills. Some children who are neurodevelopmentally diverse have found the last two years exceptionally challenging. In most cases attainment remains good for this group but the curriculum doesn't appear to be sufficiently adapted for others. This will be an area for development over the coming year and will align with the Aberdeen City Accessibility Plan and our work with partners to develop an improved neurodevelopmental pathway. The service will also look to ensure greater consideration of environmental adaptations which can positively support children and young people.
- 3.13 Levels of bullying have decreased over the last two years but the nature of bullying incidents appear to have changed. We plan to review our Anti-bullying policy over 22/23 to ensure that our policy reflects the changes we are seeing.
- 3.14 There is evidence that leadership and learning, teaching and assessment are improving and our focus on these areas will be maintained next year to realise further improvement.
- 3.15 All schools continue to work to increase pupil participation as they embed a rights based approach. Partnership with parents in keeping with the Parental Involvement and Engagement Plan will continue to be prioritised.
- 3.16 A number of key areas for development and improvement are listed in the Plan as well as a number of enabling actions which will support our delivery. The service believes that progressing the Plan will help address the excellence and equity agenda over school session 2022/23.
- 3.17 A parent and carer version of the Plan and an accessible version for children and young people is available in Appendices C and D.

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

- 4.1 There are no financial implications arising from this report. The costs of all improvement actions will be undertaken within existing budgets

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

- 5.1 The Standards in Scotland's Schools Etc. Act 2000 requires that, as the Education Authority, Aberdeen City Council has a duty to:
- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils because of socio-economic disadvantage.
  - Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework.

- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the National Improvement Framework
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

## 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 Only positive environmental impacts have been identified. On-going promotion of pupil voice and their participation in decision making will help develop citizens who consider environmental implications in later life.

## 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	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.	L	Yes
<b>Compliance</b>	Non-compliance with legislation, financial claims, and legal challenge (tribunals).	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need.	L	Yes
<b>Operational</b>	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational	Mitigated by staff engagement on the draft National Improvement Framework and	L	Yes

	and well-being needs of young people.	the ongoing commitment to delivering high quality professional learning for staff to ensure that they meet their statutory duties under the relevant Acts.		
<b>Financial</b>	Risk of not having sufficient resource.	Mitigated by realigning service delivery and resource through the National Improvement Framework to better meet the needs of our young people in Aberdeen City and make best use of Officer time.	L	yes
<b>Reputational</b>	Risk that poor quality of provision will present a reputational risk to the Council	Data scrutiny and reporting enhance the Council's reputation for transparency and accountability	L	Yes
<b>Environment / Climate</b>	Risk of lack of awareness of environmental/climate issues.	Mitigated by breadth and scope of Curriculum for Excellence.	L	Yes

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>	The proposals within this report support the delivery of Child Friendly City accreditation as independent inspectors will have made judgements on the extent

<p>UNICEF Child Friendly accreditation.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p>	<p>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>
---	--

**[Aberdeen City Local Outcome Improvement Plan](#)**

<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>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>The detail within this report supports the delivery of Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed Local Outcome Improvement Plan. This includes the following projects:</p> <ul style="list-style-type: none"> <li>• Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</li> <li>• 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.</li> <li>• 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</li> <li>• 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022</li> <li>• Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</li> <li>• Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</li> <li>• Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023.</li> <li>• Increase the number of young people who leave school with a minimum of Scottish Vocational Qualification 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</li> <li>• Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services –</li> <li>• Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</li> </ul>
---	--

	<ul style="list-style-type: none"> <li>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023</li> </ul>
<b>Regional and City Strategies</b> Regional Cultural Strategy Prevention Strategy Children’s Services Plan National Improvement Framework Plan	The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the Children’s Services Plan.

## 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

Appendix A – Evaluation of ACC National Improvement Framework

Appendix B – High Level Plan

Appendix C – Parent and Carer information on the National Improvement Framework Plan

Appendix D - Child and young person information on the National Improvement Framework Plan

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Eleanor Sheppard
<b>Title</b>	Chief Education Officer
<b>Email Address</b>	esheppard@aberdeencity.gov.uk
<b>Tel</b>	01224 522707



**Evaluation of the Aberdeen  
City Council National  
Improvement Framework  
Plan 2021/22**



## Contents

<a href="#">Introduction</a>	3
<a href="#">Reflections from the Chief Education Officer</a>	4
<a href="#">Key achievements of the last year</a>	7
<a href="#">Governance</a>	8
<a href="#">Foundations which continue to be developed</a>	9
<a href="#">Evaluation of progress against the ACC National Improvement Framework Plan to raise attainment</a>	15
<a href="#">Evaluation of progress against the ACC National Improvement Framework Plan to support positive health and wellbeing</a>	30
<a href="#">Evaluation of progress against the ACC National Improvement Framework Plan to close the gap (the education service contribution to the Child Poverty Action Plan)</a>	37
<a href="#">Evaluation of progress against the ACC National Improvement Framework Plan to improve Employability and Positive Destinations</a>	45
<a href="#">Upholding Children's Rights and keeping The Promise</a>	53
<a href="#">Conclusion</a>	64
<a href="#">Raising Attainment Stretch aims and year targets (inclusive of closing the gap measures)</a>	65
<a href="#">Health and Wellbeing Stretch aims and year target (inclusive of closing the gap measures)</a>	71
<a href="#">Positive Destinations Stretch aims and year target (inclusive of closing the gap measures)</a>	74



## Introduction

This evaluation of the education service aims to critique how effectively the service has contributed to the improvements outlined in the Local Outcome Improvement Plan (LOIP), the associated Children's Service Plan, the Child Poverty Action Plan as well as reflecting on the improvements detailed in the Aberdeen City Council National Improvement Framework Plan in order to determine if the service is successfully improving outcomes for children and young people. The evaluation draws on the Scottish Government Framework for Recovery and Accelerating Progress to ensure that our approach to evaluation and planning, including the setting of stretch aims across the service, is reflective of changed national guidance. Consideration has also been given to work on children's rights and delivery of The Promise given the system shift required to realise delivery of these key national policies.

The education service makes a considerable contribution to the 'people, place and economy' themes within the LOIP and continues to be true to its agreed vision of working as one team to keep children, young people and communities safe, healthy and thriving. This evaluation aims to align in structure with other key plans for children including that of the Integrated Joint Board and the Children's Services Plan. This builds on the good progress made in aligning planning across the education service and will help Officers improve the accessibility of information on plans and performance for citizens living in or accessing services across Aberdeen City.

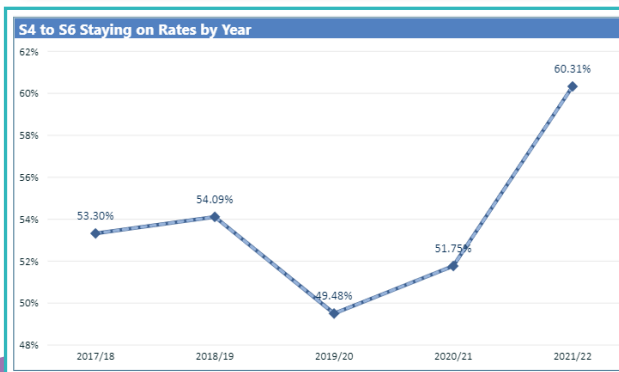
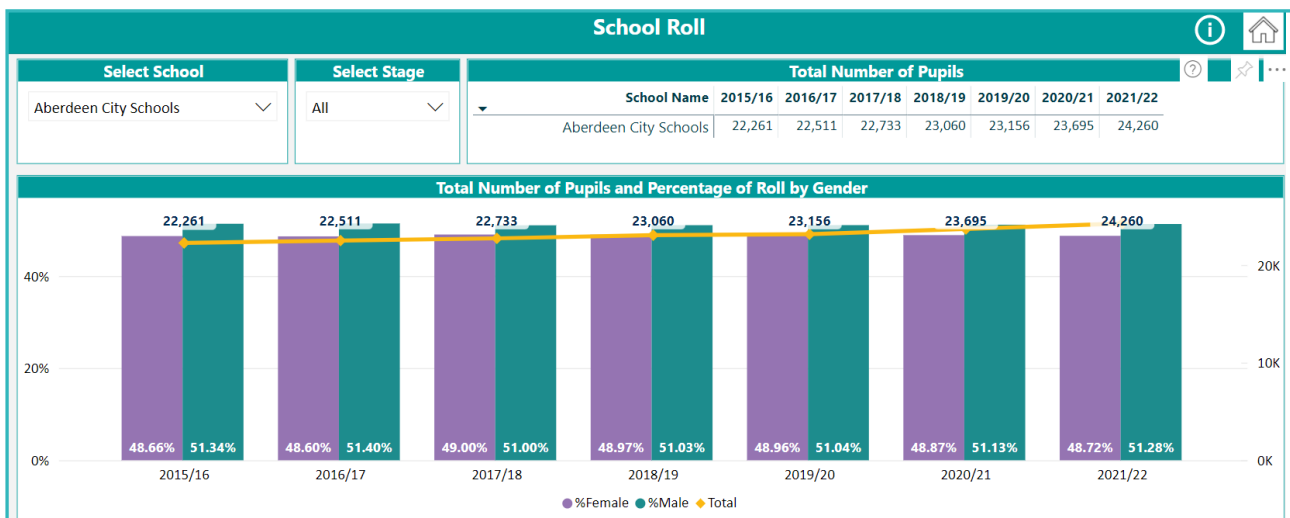


## Reflections from the Chief Education Officer

Session 2021/22 presented a number of challenges to the education service and wider organisation as we continued to face challenges associated with the COVID-19 pandemic. The most notable was the emergence of the Omicron variant which had a detrimental impact on staffing levels across all sectors. The service prioritised business continuity, and the agility of the service helped move staff around the city to maintain face to face delivery in our schools and Early Learning and Childcare settings. As a result, no school had to limit access to face-to-face learning although this impacted on Officer and Senior Leader capacity. It is believed that prioritising business continuity will have helped mitigate some of the wider societal harms associated with the pandemic on families across the city given the very high proportion of Partnership Action for Continuing Employment (PACE) notifications in the city.

Resultant inconsistent staffing in schools has impacted on the quality of provision over the last year, with children often taught by unfamiliar adults and some of the targeted interventions required not being delivered due to insufficient staffing. The quality of support for staff was also reduced with all senior leaders and members of the central team regularly teaching. Despite this, quality improvement visits are evidencing an increase in the quality of learning, teaching and assessment in many schools. The service remains exceptionally proud of the continued resilience of the service and notes the particular pressures felt from January to April 2022.

One significant impact of the COVID-19 pandemic is a considerable increase in the number of young people choosing to remain in school. This significant change will continue to require proactive planning to ensure that a range of pathways are available to improve outcomes for all our young people.

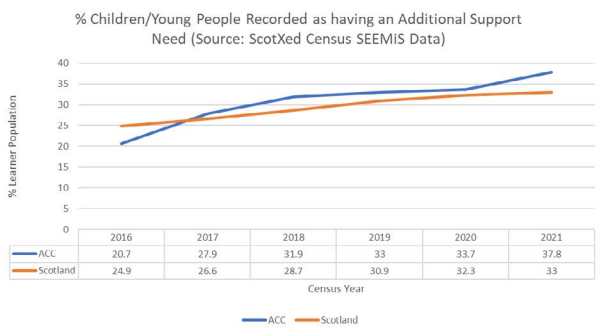


#### S4 to S6 Staying on Rates by School

School Name	2017/18	2018/19	2019/20	2020/21	2021/22
Aberdeen City Secondary Schools	53.30%	54.09%	49.48%	51.75%	60.31%
Aberdeen Grammar School	90.45%	80.00%	74.02%	83.52%	84.76%
Bridge of Don Academy	50.86%	50.45%	38.46%	39.05%	57.66%
Buckburn Academy	45.45%	44.07%	49.19%	52.83%	60.99%
Cults Academy	76.24%	68.02%	83.04%	79.56%	86.13%
Dyce Academy	54.55%	68.97%	56.99%	48.98%	63.86%
Harlaw Academy	50.00%	35.96%	39.77%	55.49%	62.71%
Hazlehead Academy	51.39%	46.82%	51.61%	47.06%	57.49%
Kincorth Academy	35.85%				
Lochside Academy				26.06%	30.13%
Northfield Academy	22.03%	20.54%	24.35%	20.83%	30.63%
Oldmachar Academy	70.07%	80.14%	45.39%	48.74%	57.46%
St Machar Academy	32.74%	44.37%	34.73%	50.92%	51.97%
Torry Academy	30.11%				

The service has also seen a significant increase in the number of applications for school places with 700 more applications made between January and April 2022 than over the same period in previous years. Many applications are from families choosing to study in Aberdeen and the service is working with Higher Education providers to better understand demand for school places associated with university courses.

The pandemic has also impacted on the number of children and young people being recorded as having additional support needs. Although data for 2021/22 has yet to be validated, 37.58% of children and young people are identified as having an additional support need. Given the broad definition of additional support needs, this rise is unsurprising after the last two years, but will have to be considered in our work over the coming year.



The pandemic has driven increased collaboration across the organisation and wider partnership. This has led to increased pooling of resource, and co-location across the universal services which better serves families and builds on the work of our Fit Like Family Wellbeing Hubs established in response to the pandemic. The needs of our children, young people, families and staff continue to change and there has been a clear focus on supporting positive mental wellbeing. This focus has seen the introduction of new programmes, new partnerships and new approaches. There has been considerable investment in the development of counselling skills in staff and the commissioning of Mental Health Aberdeen to offer a year-round service to our learners in an attempt to get ahead of the harms seen and anticipated in our children, young people and families. Our partnership with the Scottish Health Improvement Research Network (SHINE) is helping us better understand the needs of learners and be more targeted in our approach. We look forward to comprehensively reviewing the totality of the offer across our schools to support longer term planning over 22/23 although there are clear indications that we need to address perceptions of self-image.

The opening of our two Outdoor Early Learning and Childcare (ELC) settings at Duthie and Hazlehead Parks in March 2022 marked the conclusion of our ELC Expansion Programme. The relaxation of Covid-19 restrictions in educational settings will now allow us to work in partnership with parents and communities to maximise the impact of provision on children and families. In line with national policy, we will plan for the extension of ELC provision to some aged 1 and 2 and consider how best to develop the provision of wrap around childcare for others of primary age.



The service has been ably supported by colleagues in Data and Insights to improve the accessibility of data at city and school level and enable more targeted local planning to support a closing of the gap. This focus has seen refreshed school profiles being made available across the city. New Scottish Attainment Challenge guidance (SAC) 2.0 is providing an opportunity to reflect on and reset our work to address the poverty related attainment gap, given the rapidly changing economic circumstances of the families we serve. The service will soon begin work to better understand the needs of the six groups recognised nationally as being at greatest risk of poverty. A key priority for 22/23 will be to ensure that the universal service of education can effectively evaluate the extent to which it helps prevent families from being adversely affected by poverty.

Education Recovery funding has enabled the provision of Youth Work, Family Learning and Financial Inclusion resources to provide early and preventative support to children and families across the city. There is a growing body of evidence that supports the maintenance of this approach to help mitigate harms as we emerge from the pandemic.

The service continues to build on the positive gains made in its use of technology. 48% of our pupil population now have access to a chrome book and this will increase with the national commitment to ensure all children and young people have access to a device. We are using the Logan report on the Technology Ecosystem as a catalyst for change and collaborating with partners across Further and Higher Education to ensure our children and young people are well placed to succeed in this growth sector. This work is being driven alongside our work on senior phase curriculum alignment through the provision of a maximised ABZ Campus offer designed to expand the range of pathways for young people. This whole system approach will be a key focus over 22/23 and will help ensure that our young people are well placed to secure a positive destination and aid the long-term prosperity of the city.

The publication of Ken Muir's recommendations arising from the Organisation for Economic Co-operation and Development report on Curriculum for Excellence presents an opportunity to reflect on the purpose and shape of the education system. The service looks forward to collaborating with national agencies and partners to consider and implement the necessary changes to the education system.

As we emerge from the pandemic, we continue to identify those groups most impacted by the restrictions of the last two years and work with partners to co-design services with children and families to best meet their needs. This is driving our work on the development of a model of partnership Family Support in keeping with The Promise, and an improved neurodevelopmental pathway as a pathfinder for the Children and Young People's

Mental Health Delivery Board. Many families impacted by Additional Support Needs (ASN) and disability have been particularly impacted by the last two years and we continue to prioritise such groups for wrap around supports (such as those available through our Summer and Easter of Play programmes) whilst working in partnership with parents and carers to co-design ASN and Outreach Services in keeping with Angela Morgan's recommendations. The Morgan review is likely to enhance the career progression pathways available to those working with children and young people with additional support needs and the service will proactively respond to national developments in this area.

The service is poised to respond positively to national policy changes including the implementation of updated child protection guidance and anticipated refreshed GIRFEC Operational Guidance. The service would anticipate the need for consideration of how the implementation of the National Care Service (NCS) will impact on current arrangements to ensure that children and families continue to receive a consistent offer during any period of transition. The City's Chief Officers Group (COG) has started early consideration of the implications of the NCS to ensure continued close collaboration between the universal service of education and the specialist service of Children's Social Work. The service continues to consider the implications of an additional 90 minutes of non-class contact time.

Despite all of the challenges, I remain exceptionally proud of how the service continues to reshape and respond whilst maintaining a relentless focus on improving outcomes. I also greatly appreciate the considerable expertise at our disposal from across the organisation and wider partnership. There is a newfound confidence across the service and school leaders are driving innovation in their schools and across the Local Authority. This increased capacity for improvement will greatly aid our work in the short, medium and longer term.



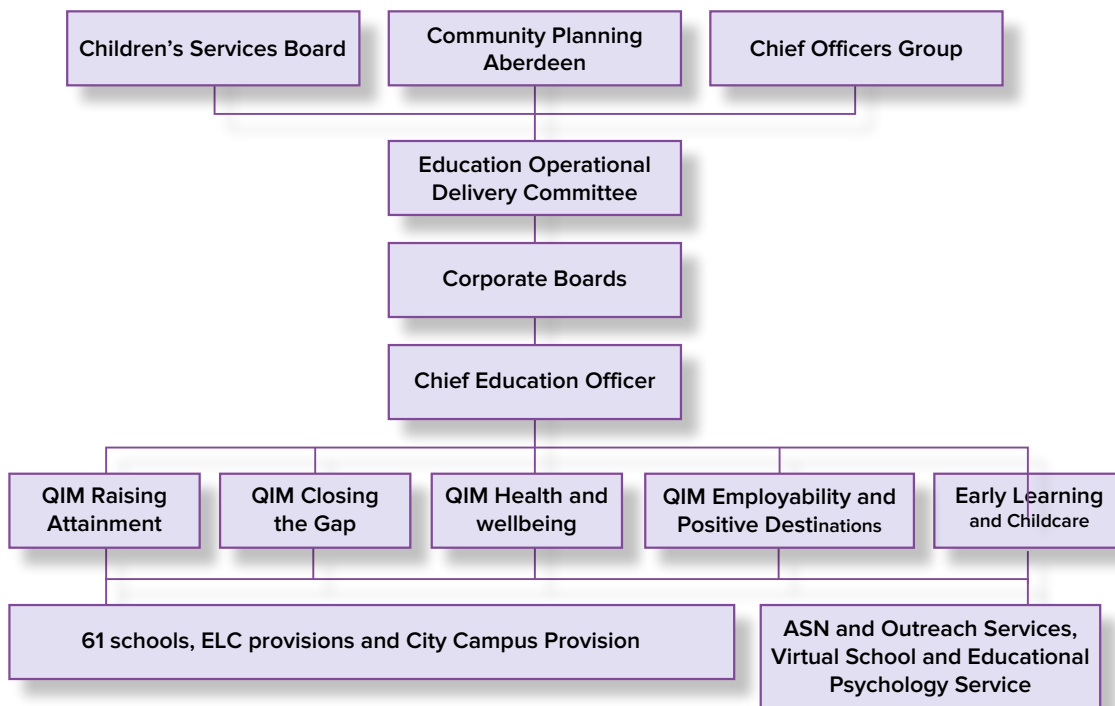
## Key achievements of the last year

Despite the challenges the service has experienced over the last 12 months, a number of national and local programmes and policies have been successfully delivered with support from across the organisation and wider partnership. These include:

- Successful delivery of the expansion of Early Learning and Childcare and subsequent [evaluation](#)
- Successful delivery of a [Summer of Play](#) and Easter of Play in keeping with the wishes of children, young people and families which has led to closer partnership working with the third sector to support families impacted by additional support needs
- Successful delivery study support over the year and of an Easter Study offer
- 32,500 free school meal vouchers delivered to eligible families
- Provision of free bus passes for those who are eligible under the national scheme
- Responding collaboratively to a consultation from Ken Muir linked to the OECD report and to a national GIRFEC consultation
- Expanding the provision of school lunches
- Successful restructure of ASN Outreach services under a single head teacher and the establishment of an associated Parent Forum
- Improved communication with parents and carers through our digital newsletter
- Prepared for delivering a full exam diet again following implementation of the Alternative Certification Model
- Reviewed City Campus provision and started shaping ABZ Campus
- Removed costs of the school day for parents and carers
- Updated local child protection guidance in keeping with updated national guidance
- Successful bid to develop a neurodevelopmental pathway with partners
- Commissioned Mental Health Aberdeen to offer year-round counselling for our children and young people aged 10+
- Successful implementation of Scottish Qualifications Authority exams and positive feedback from Her Majesty's Inspectorate of Education on our approach including the use of Power BI to support moderation practices
- Further development of school profiles by making use of Power BI to improve the accessibility of data to support school improvement
- Early response to the issues Logan found in the national review of the technology ecosystem



## Governance



Each Quality Improvement Manager (QIM) oversees a strategic remit and retains operational oversight of the performance of a group of education settings/targeted services in collaboration with the Quality Improvement Officer team. Strategic decision making is supported by Improvement Groups comprised of leaders from across the education system aligned to the 4 priority areas of the National Improvement Framework. Strategic remits are interconnected and in real terms, the senior team work together to support and enable improvement across the education system. This connection will be made clearer in the Plan for 22/23.

Partnership improvement work is coordinated through the Attainment and Transition to Adulthood improvement Group which reports to the Children's Services Board. In real terms however, this encompasses a range of healthy partnerships including those with the Developing the Young Workforce Board and with Further and Higher Education partners as we collaborate on a North East pathfinder.

As well as external scrutiny from inspection agencies, the Corporate Board structure monitors data and seeks assurance on education performance. Elected Members scrutinise performance through Council Committees and significant work has been undertaken to present the data in an accessible format to allow effective scrutiny. In addition, partnership scrutiny is available through Community Planning Aberdeen and the Aberdeen City Executive Group (Chief Officers Group) for Public Protection.

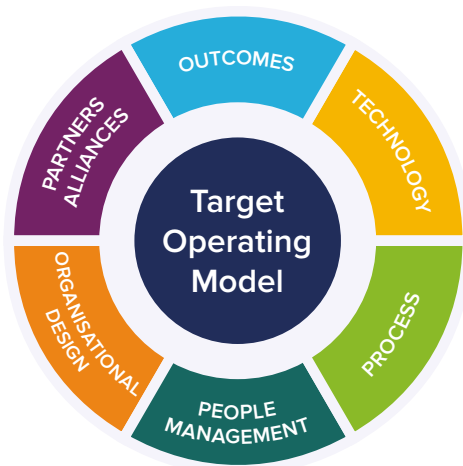
Following agreement at the Chief Officers Group to progress with the development of a Family Support Model, a series of workshops were held to discuss with wider management teams and partners the background, evidence, ethos and aims of a new model in keeping with The Promise. A prototype operating model has been agreed and outline Programme Plan, Terms of Reference, commissioning principles and agreement on a shared approach to requesting assistance from services supporting children. The education service contributes to all 4 thematic groups established to drive the model forward. The delivery of the Family Support Model will likely impact on governance arrangements and lead to stronger alignment with adult services in the future, aiding improved transitions to adult services. This will be a key focus over 2022/23 and is helping inform how we support those on the edge of care.

The service continues to welcome external scrutiny. Over session 21/22 around 60% of all schools benefited from engagement with Her Majesty's Inspectorate of Education (HMIe) and all schools were subject to internal scrutiny arrangements. External scrutiny ranged from return inspection visits, engagement through recovery visits and thematic reviews. A healthy appetite for scrutiny is believed to be a key strength of the service.



## Foundations which continue to be developed

### TOM FOUNDATIONS: Organisational Design and A Culture of Collaboration



The Council Target Operating Model (TOM) continues to drive the strengthening of the Education Service and has helped drive innovation and build the confidence of the service over the last year. Confidence and greater innovation are helping the service attract new talent and new partnerships. Areas explicitly driven by the TOM are referenced throughout this evaluation although the operating model guides all decision making.

The service has welcomed many new high calibre colleagues over the past year and continues to be agile in how staff are deployed. This has seen resource move from the expansion of Early Learning and Childcare to help drive our ongoing development of employability pathways and our design of Family Support. In recognition of our shared desire to help families across the city as quickly as possible, the service has also provided temporary capacity to other clusters experiencing high demand due to the need to administer Covid-19 related grants. There is clear evidence that more holistic planning and delivery across the organisation is helping support children, young people and families more quickly. This will continue to be of critical importance as the Council continues to support families impacted by rising inflation.

A positive and collaborative culture has continued to be a key tenet of the work of the education service. This has seen the use of the Head Teachers Teams site to pool staff to ensure business continuity and the willingness of our school leaders to see their responsibilities as extending beyond their own school

community has helped the service respond positively to the challenges of the last year. School Leaders have been able to resume quality improvement activity with their Quality Improvement Trio peers to secure further improvement. School Leaders continue to make considerable contributions to service wide and partnership improvement.

In keeping with the recommendations of the OECD reports of 2015 and 2021, Middle leaders are now starting to drive improvement at Local Authority level. Middle leaders have invested considerable time to ensure the service is well placed to respond to updated national Child Protection Guidance and secondary middle leaders are helping drive curriculum alignment across our secondary schools. A Middle Leadership Teams site is now being used to build collaboration further with dedicated resource ensuring that Middle Leaders can influence our approach to building their capacity. The service has established links with Education Scotland to help address the self-reported needs of 349 middle leaders in personal leadership, leading change and having difficult conversations. Resource will be used to continue to prioritise this area.

The culture of collaboration across the organisation continues to support our learners and families well. Notable successes include the cross-council delivery of the Summer of Play which will now become part of our annual cycle, the successful delivery of 1140 hours of Early Learning and Childcare from August 2021 and our approach to education recovery in collaboration with Youth Work, Family Learning and Financial Inclusion services. The pooling of expertise and resource is now helping to deliver policies and programmes in an efficient and more impactful way.

Considerable progress has also been made in increasing collaboration with multi-agency partners. The universal services of health and education have benefited from co-location at The Links Hub and are now planning to locate Health Visitors in schools. The universal services now readily pool resources to support the children and families in greatest need. This work will be developed further as the Community Planning Partnership develops a model of Family Support in keeping with The Promise and seeks to improve the accessibility of community data to support proactive planning.

The alignment of ASN and Outreach peripatetic services was implemented in August 2021 with permanent recruitment to all leadership and management posts concluded by April 2022. The alignment brought Child's Planning Support, Hearing Support (Aberdeen School for the Deaf and its peripatetic outreach service), Vision Support, Language and Communication (Dyslexia, Language Support Provision and English as an Additional Language), and Wellbeing Support under the leadership of one Head Teacher. Work to evaluate and reshape systems/structures is well underway so they are better placed to support planning for improvement driven by collaboration, consistency and data. The Service is currently consulting on its Vision, Values and Aims. The development of a Parents' and Carers' Group seeks to strengthen partnership working with parents and embed their voice in the strategic direction of the Service.

The Music Service rapidly reshaped in response to a change in national policy to offer a free universal offer to children and young people across the city. The Service has increased their provision of taster sessions to highlight the offer available to children which has seen greater uptake in our priority areas. As part of Youth Music Initiative (YMI) all learners in P5 participate in class projects run by music instructors. The service will explore opportunities to increase the citywide delivery of music education, promoting excellence and enabling group performance. Closer collaboration has enabled the

service and wider organisation to deploy 'radical candour' more consistently in order to maximise our collective impact on children and families. Work to further develop accountability structures and revisit some job profiles will clarify understanding of roles and responsibilities further over session 22/23.

The service continues to value weekly meetings with Trade Unions and benefits from shared working groups and collaboration on key documentation to support the workforce. Trade Union workplace inspections have successfully resumed this session.

The mutual respect, desire to work together and unwavering commitment to improve outcomes for children and families has considerably increased our capacity for improvement and will continue to be maintained over the coming year.



### Quality Improvement across the Service

National restrictions in schools were sufficiently relaxed to allow quality improvement activity to resume in October 2021. The relaxation coincided with a resumption of inspections by Her Majesty's Inspectorate of Education (HMIe) where a school was scheduled for a return inspection. Staffing was deployed to ensure our schools were sufficiently staffed to enable these visits to progress successfully.

Eight schools were visited by HMIe before the end of 2021 and only one school has been identified for a return inspection at this stage. The Service are extremely grateful for the encouragement, support and challenge afforded to them by HMIe and has benefited from the collaborative model deployed. This positive experience of scrutiny led to a high number of schools seeking a Recovery visit by HMIe from March to June 2022 and ongoing engagement with National Thematic Reviews. Closer alignment between the outcome of external inspections and internal quality assurance findings now exists with external scrutiny now validating internal evaluations. This evidences our improved capacity for improvement.

The Care Inspectorate has visited a number of ELC settings since January and evaluations were heavily impacted by the number of staff required to self-isolate. The Care Inspectorate inspection process has not been amended to take account of the change in circumstances and this has impacted on staff morale. The service continues to support Head Teachers and early years staff. Local Authority quality improvement activity has taken account of the challenging staffing situation with Head Teachers and Trios able to directly influence the approach taken by the central team.

The Northern Alliance has consulted with Head Teachers and wider colleagues to help develop regional plans. Two Aberdeen City schools were identified to participate in a regional pilot around Michael Fullan's 4 drivers to help realise improvement. Due to current working practices and our already established networks of Quality Improvement Support only one school has taken this forward and is being supported to engage in this process.

The service used In-service days to focus on some of the themes emerging from across schools with a sharp focus on Learning, Teaching and Assessment. The range of professional learning offers to staff have been highly evaluated. Over 300 colleagues attended Osiris sessions over the two February inset days on the theme of 'Challenge and Learning'. Of the 155 colleagues who provided feedback 87.8% rated the sessions highly. Common themes among the participants' likes were the use of practical ideas and resources that can be quickly implemented and the ease of online access.

Going forward, we will maintain our approaches to quality improvement and continue to update key documents such as our Quality Improvement Framework based on changes to the quality frameworks and advice gleaned from inspection agencies. We will increase our focus on understanding the data for groups who are impacted by poverty or adversity to enable us to design out inequality where possible to do so. Our approach to professional learning will continue to be influenced by the data held on the quality of provision, from the self-reported needs of our workforce and will begin to draw more on the expertise across our own system.



## Improving accessibility in keeping with our Accessibility Plan

We continue to develop and progress accessibility through the three areas of the schools' Accessibility Plan (improve access to the curriculum, improve accessibility of the physical environment and improve communication and access to information).

Access to the curriculum has been impacted by several factors. Improved awareness of legislation has been led through professional learning for leaders regarding legislation, discrimination and equalities. The Exclusion Policy was reviewed in 2020 with refreshed guidance produced in accordance with UN Convention on the Rights of the Child and UN Partnership on the Rights of Persons with Disabilities. This has led to a decrease in the number of children with disabilities being excluded and a reduction in the number of cases referred to the First Tier Tribunal from 5 in 2019 and 2020 to 2 in 2021. Access to the curriculum has been supported through the increased provision of technological tools, training and devices. In keeping with the Plan, an increased number of pupils are now declared disabled in our Management Information System. In 2019 280 learners were declared disabled and the figure was relatively stable in 202 (290 declared disabled), for 2021 those declared disabled has risen to 353, a rise of 22%.

Professional learning regarding disabilities has included partnership work with Autism Understanding Scotland, an Autistic led charity. Over 400 members of staff have participated in their training in the last year and further opportunities are being developed.

Positive destinations for learners with ASN and disability continues to be a focus. Over the last three years their positive destinations have remained stable. Aberdeen has significantly fewer learners entering employment than the national average (10%

compared to 17% across Scotland). In comparison 39% of our learners enter further education, where the average for Scotland is 33%. Work has begun on an early action system change project with partners and a specific learner pathways group for learners with complex additional support needs.

Transition planning for those with disabilities continues to improve as learners are identified as early as possible and benefiting from enhanced transition now that COVID-19 restrictions are lifting. Continued development of provision through the Fit like hubs has enabled consideration of a personalised curriculum and there is evidence of an improvement in the quality of Child's Plans submitted, the quality of planning will be further developed through the production of a series of webinar type recordings to support staff. Good progress has been made, however, despite the challenges of the last year.

Access to the physical environment is supported by work being undertaken by Corporate Landlord on the school estate review with plans to address school signage included in proposals.

A Digital Hub has been established to enable all stakeholders to access information readily and in accordance with best practice. The use of a virtual platform has enabled the establishment of the ASN Outreach parent group to share and inform best practice.

Work towards implementation of the Accessibility Plan has taken account of the restrictions in place and work will continue at pace now that restrictions have been lifted.



### Target Operating Model FOUNDATIONS: Partnerships within Aberdeen City Council and with our Arms Length External Organisations

Partnership Forums work to identify the issues being faced across a community to determine priorities, agree how to allocate resources, and identify where gaps in provision remain. Once priorities for improvement have been identified, Forums consider how each individual service represented can support improvement by targeting their own resources. This may include individuals offering expertise to build capacity in others, involve using resource allocations in a more flexible way or seeking support from others.

Many of the issues faced by children begin in early childhood and Partnership Forums aim to get ahead of the root cause of these issues and build more sustainable change in the longer term by working in partnership with others including colleagues from

health. Many of the stresses and strains impacting families are financial/poverty related and the education service has taken account of this when allocating Education Recovery Funding.

Youth Workers, Family Learning Workers and Financial Inclusion workers were put in place over 2021/22 as part of the Education Recovery Grant, with a clear remit for early intervention and to target those children, young people and families most at risk of disengaging from education. The resource made available through education recovery funding has helped improve collaboration at local community level in almost all of the Partnership Forums. Consistency will be ensured over session 22/23 by establishing a regular data collection system to enable the sharing of effective practice more routinely and build more rigorous evaluation of the impact of available resource to inform next steps.

### Case Study of 3 Primary Schools across a Partnership Forum

The three schools identified that many of their ELC learners have experienced significantly reduced opportunities for social interactions with their peers compared to those of similar age and stage prior to the pandemic. As a result, their social and emotional development and reactions are impacted, and developmental milestones are not being met by a greater number of learners in comparison. Transitions to ELC and Primary 1 were not able to take place in person last session; this has had an impact on how our youngest learners have adapted to new experiences, routines, structures and ultimately in developing new and positive relationships with peers and adults around them. Transition is a significant event in a young person's life and one that is of paramount importance for the beginning of their learning journey at school.

#### Brief description of the project

Staff from Sport Aberdeen and Family Learning and all 3 schools have worked in partnership to plan, deliver and promote a programme to promote gross and fine motor skills whilst naturally providing social interactions within a safe, secure and supportive environment.

ELC Learners will be introduced to new skills and able to further develop existing skills. Primary 6 learners will apply for and be trained as buddies and

will support these active sessions as an introduction to meeting and getting to know their young buddy. Sport Aberdeen and Family Learning will arrange a session for parents and carers to attend with their child / children in the primary school they are to attend. Each setting will be provided with sufficient resources to deliver the sessions.

#### Intended Outcomes:

- Increased self-confidence and self-belief
- Increased familiarity within the school environment
- Creating and sustaining positive relationships
- Increased social skills when interacting with peers
- Promote and create connections between families within school communities
- A positive drop off at school when separating from parents and carers

#### Evidence

Observations, staff and learner feedback, parent surveys and data analysis

## Family Learning Team

109 families from across the city have been supported by the Family Learning Service with 55% being self-referrals from families. A quarter of families have sought support to understand mental health with a further quarter seeking to understand behaviours in children. 15% of referrals have sought support around sleep.

47% of all referrals have resulted in the provision of 1-2-1 support to parents and carers and 39% have been supported by group sessions where this approach was identified as being most impactful. 13% of parents and carers have been supported on-line. It is thought that this level of engagement will have taken some pressure off of Tier 2 and Tier 3 services.

## Youth Work

617 referrals have been received from across all secondary schools. Of those referrals:

- 26% sought support with health and wellbeing
- 20% sought support to manage relationships
- 16% sought support to improve communication with others
- 13% sought support to improve self-awareness

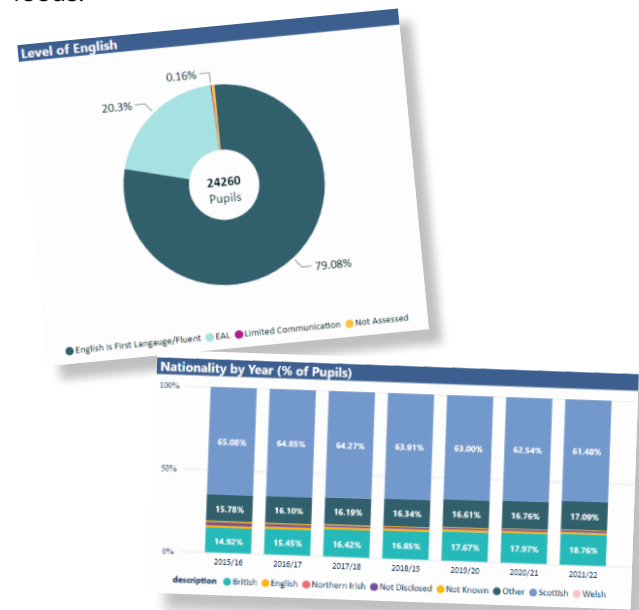
178 individual 1-2-1 sessions were delivered along with 421 group sessions.

There is a growing body of evidence that strongly supports the provision of youth work in schools and The Scottish Attainment Challenge funding will be used to maintain this provision. Work will be undertaken to align this provision with the emerging Family Support Model over session 22/23.



## TOM FOUNDATIONS: Outcomes

With thanks to colleagues in Data and Insights, every school now has access to a school profile which allows more robust data analysis at school, sector and city-wide level to improve their understanding of how their approach is improving outcomes for learners. These dashboards are currently being further enhanced through the provision of live data feeds.



As a result of the changes made to date, school teams can now better understand the unique make up of their school communities and plan for them accordingly.

The School Profiles enable school teams to analyse performance by Scottish Index of Multiple Deprivation quintile and by group (for example Looked after, those in receipt of free school meals or gender). This development will enable schools to more effectively identify and address 'the gap.'

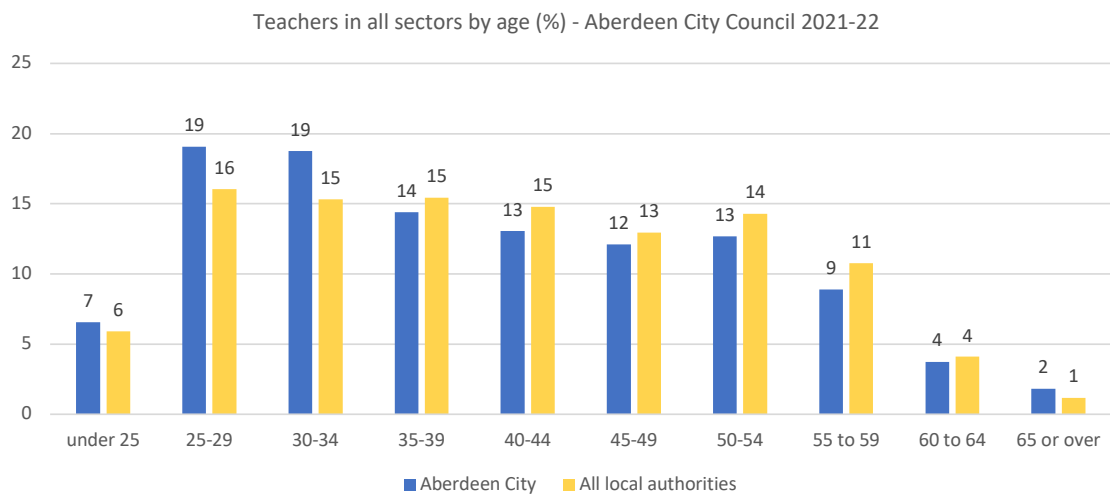
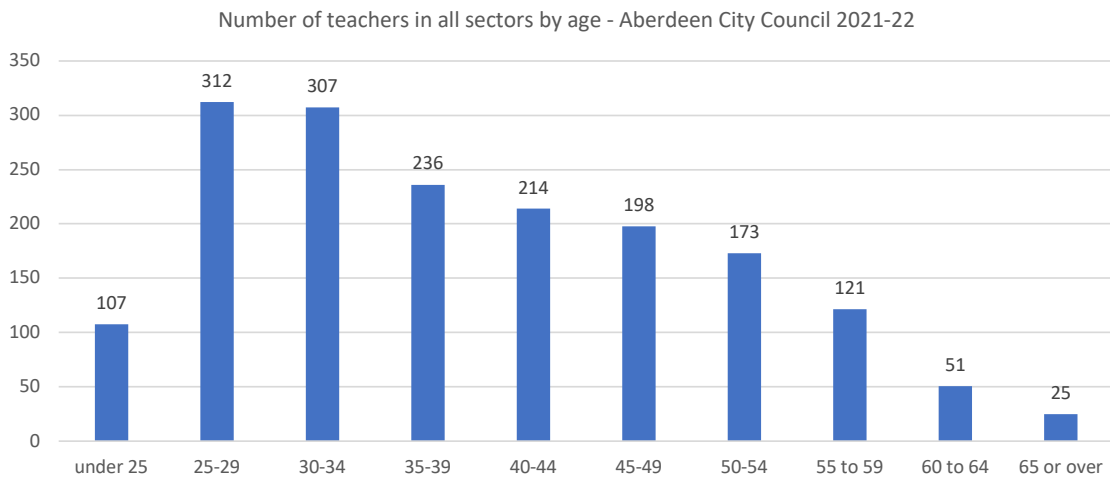
Work is currently on-going to ensure comprehensive oversight of the performance of all six priority groups highlighted in Child Poverty Plans as being most likely to be impacted by poverty and those at risk of facing further adversity as a result of protected characteristics. This proactive approach will help us design out inequality where possible to do so. It is hoped that the progress towards the stretch aims being set as part of the Scottish Attainment Challenge will be available through the School Profiles over session 22/23 to aid reporting and accountability further. Work on data will be maintained and continually developed over the coming years.

## : : : Evaluation of progress against the ACC National Improvement Framework Plan to raise attainment

### TOM FOUNDATIONS: Workforce

Levels of vacancy are now reduced leading to schools being for the most part fully staffed. Some schools, however, continue to face more challenges than others and they will be proactively supported and prioritised through probationer allocations for session 22/23.

We have a relatively young workforce compared to other Local Authorities.

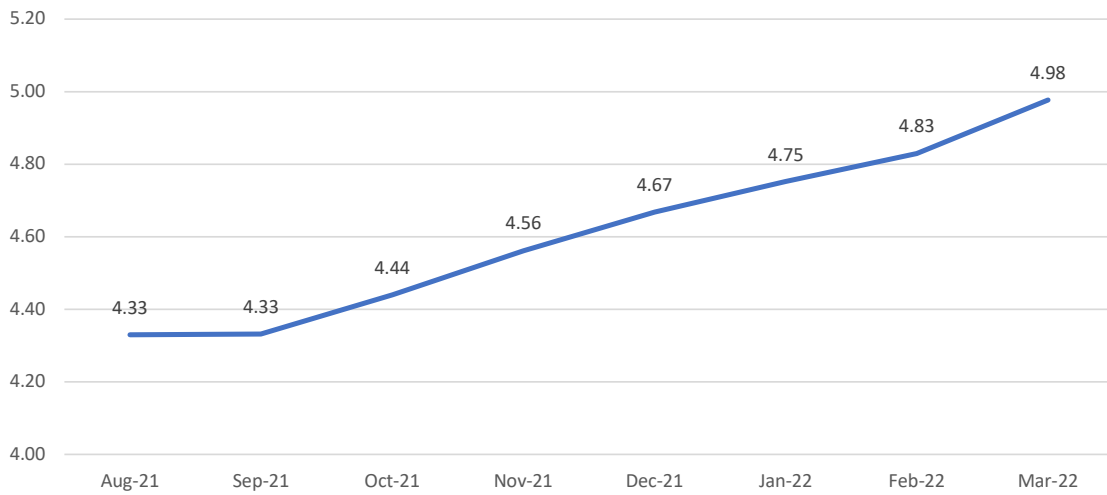


This trend is thought to be partially because of less staff moving to the central belt as a result of the COVID-19 pandemic and will be monitored closely.

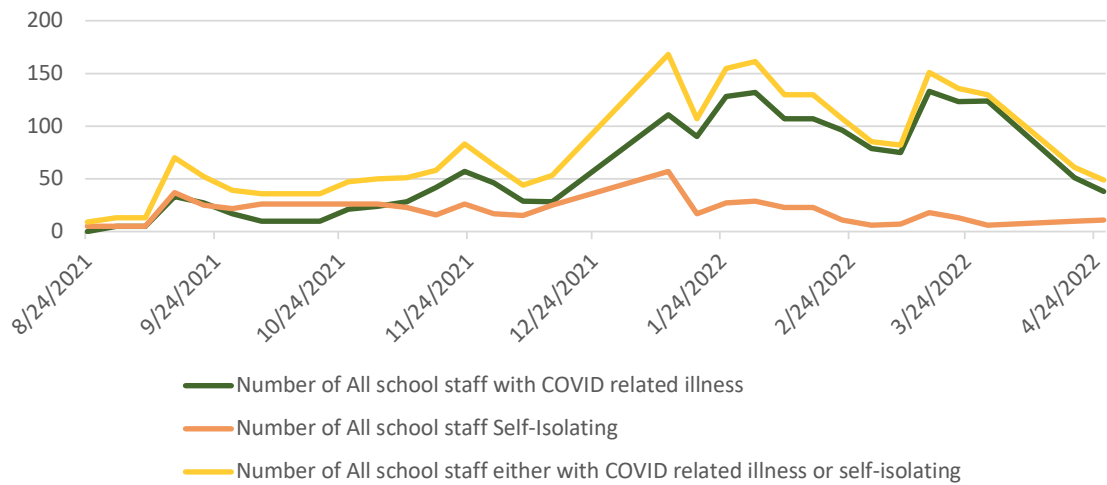
Staff attendance across the education service is generally higher than across other clusters although dipped from January to April as a result of the need to self-isolate due to the Omicron variant. The service will continue to monitor attendance routinely as we move through the pandemic. Targets to maintain attendance levels at under 4 days were not met.



ELC and Schools - Average employee absence days per FTE- 12 month rolling period 2021-22



Numbers of school staff absent due to COVID-19 infection or self-isolation 2021-22





There has been a notable increase in the number of applications being received for central officer, leadership and main grade posts with some Head Teacher posts now attracting over 15 applications from across the country. This is thought to be due to the improved positive profile of the service. There remain challenges in recruiting to certain specialist subject areas in secondary schools and the service has been exploring how a partnership with University of the Highlands and Islands or further collaboration across the Northern Alliance could help address some of these issues. The service will continue to be proactive in workforce planning.

### Supporting probationers

Despite the challenges of the last year, schools continue to mentor and support new staff well. 98% probationers currently enrolled are making satisfactory progress. This suggests that we will exceed our target of 96% successfully completing their course.

Given the unusual operating environment an enhanced offer of professional learning and support was made available to probationers over 21/22 through the Columba 1400 Leadership Academy. Over 80 probationers have engaged in the sessions online following the Columban values of Awareness, Focus, Creativity, Integrity, Perseverance and Service. 93% of attendees said the session on Perseverance had high or very high impact on their practice with 91% of participants stating that they were likely to implement changes to their practice as a result. 80% of all evaluations rated the training as either very good or excellent.

*"Talking about perseverance with other probationers made me realise how much we all need to talk to each other to share what we are experiencing."*

Probationers have also accessed a mandatory programme of professional learning addressing themes such as supporting all learners, gender balance and unconscious bias, children's rights, learning for sustainability as well as a programme of optional sessions which have been well attended. Termly Health and Wellbeing sessions have ensured that relationships were maintained with a focus on 'promoting the health and wellbeing of self, colleagues, and young people. 97% of evaluations

of the mandatory programme were rated as good or better and 98% of participants stated that they would amend practice in light of the training.

*"In the Supporting all Learners session made me reflect on what inclusion means and how I create an inclusive classroom."*

100% of attendees reflected that an optional session on positive psychology had a high to very high impact on their practice, and all were likely or very likely to make changes to their practice.

*"I found this so helpful in allowing me to reflect on my own health and wellbeing and gained ideas in how to support the children in my class."*

Networking and face-to-face connections have been limited over session 2021/22 and Officers will seek to improve opportunities for face-to-face collaboration for our probationers and early phase teachers as we move forward. All training sessions will continue to be recorded and shared through a [probationer website](#) resource for later viewing as this approach helped us mitigate the impact of probationer absence.

Probationer mentors have engaged with two Columba Leadership sessions online which have helped strengthen the connections and values that underpin their mentoring relationships with probationers.

The proactive approach taken to supporting probationers has been effective in helping to mitigate the challenges of the last year and will be maintained over session 22/23.

## Supporting Early Phase teachers

We have continued to provide a variety of synchronous and asynchronous learning opportunities through online sessions and learning activities in our SWAYs. Over 50 online sessions have been offered to staff over the school session so far, spanning a range of key themes including supporting inclusive practices, curricular support and learning for sustainability. There is evidence that a focus on early phase teachers is helping build confidence and greater innovation through quality improvement visits.

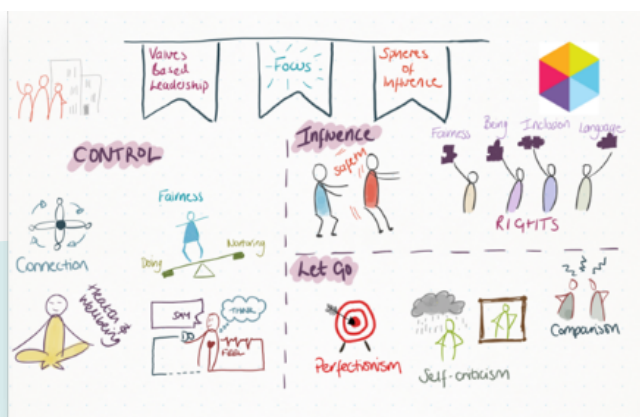
A cohort of 92 Early Phase (Year 2 to Year 5 Post-Probation) teachers have completed a growth mindset programme delivered in partnership with Limitless Learning with 92% of attendees completing all modules. 80% of participants felt the information on attainment had improved their knowledge, whilst 87% felt the information shared would make them a better teacher. Sessions have continually been adjusted throughout the programme following participant evaluations and feedback. This approach will be maintained.

## Developing Middle Leaders

A bespoke new programme developed in collaboration with Drew Drummond of Drummond International and Sarah Philp of Sarah Philp Coach was offered to 31 Middle Leaders this session. The programme was designed specifically to help build a pipeline of leadership talent and reflects the findings of the OECD reports of 2015 and 2021. Time and space for meaningful collaboration was offered through the creation of 'trios' – providing an opportunity to explore professional practice, experience and develop shared action.

The 'Stepping into Leadership' programme was developed to increase confidence levels amongst Early Years Practitioners (EYPs) and address existing skills gaps which prevented EYPs moving into a Senior Early Years Practitioner (SEYP) role. The seven sessions were designed to empower, upskill and support internal EYPs in applying for the role of SEYP, with a focus on leadership and management themes. A total of 30 practitioners participated in cohort 1, with 18 of these having now been successfully appointed to the role of SEYP. Following the success of cohort 1, this programme was repeated, with 27 practitioners in attendance, with a further 20 progressing to the role of SEYP. The programme was highly effective in clarifying the additional duties and responsibilities expected of those in a senior role and empowered those with leadership potential to develop the skills and the confidence to apply for and secure leadership positions effectively. There is now a need to establish a mechanism to offer coaching to new seniors to help them continue to build leadership skills.

In light of the ELC Expansion, it was recognised that our current ELC leaders would benefit from the opportunity to develop their current skills/ practice. In collaboration with colleagues within People & Organisational Development, Family Learning, Excellence and Equity Practitioners and the wider education team, the ELC Locality Lead Officers designed a long term voluntary Career Long Professional Learning programme, aimed at ELC Leaders (SEYPs and Depute Head Teachers) to upskill the current workforce and promote quality ELC provision. The programme used digital tools for online delivery, timetabled to meet the needs of the workforce. Sessions were well attended by a mixture of SEYP, Principal Teacher and DHT staff. Feedback was positive and highlighted that having space to reflect with other ELC leaders was beneficial for staff development. Inspection reports are evidencing higher leadership gradings and this is thought to be partially attributable to this programme. Work to improve the quality of ELC will be taken forward through delivery of the ELC Delivery Plan agreed at Committee in June 2022.



Many staff have sought to undertaken Masters level training this session. Through access to Northern Alliance Partnership funding, we secured access to Masters level learning with the University of Aberdeen for:

- 3 participants for Personal, Social Development, Health and Wellbeing
- 4 participants for Inclusive Pedagogy
- 8 participants for Postgraduate Certificate (PGCERT) Autism and Learning
- 5 participants for PGCERT Middle Level Leadership

7 members of teaching staff were funded by the service to engage in Masters Level courses ranging from Leadership, MEd Early Years, Masters of Education, Participation in Literacy Difficulties and Counselling and will complete their courses in Summer 2022.

Between 20-22, 8 future leaders began the Into Headship programme and 5 future leaders from both primary and secondary are registered to begin the programme in 2022/23. This exceeds the target set of 4 registered on the programme.

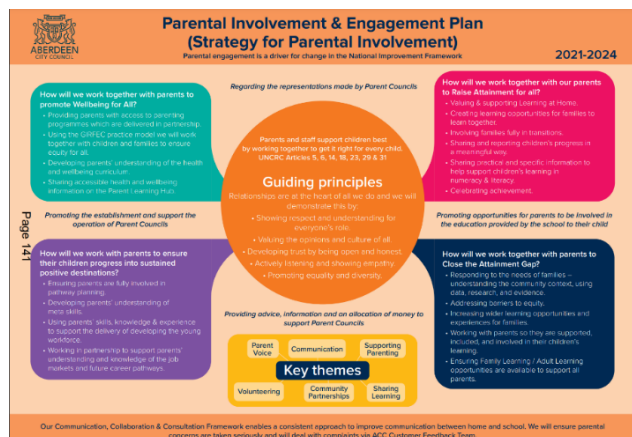
The service has successfully exceeded its target of a 5% increase in the number of staff engaging with leadership opportunities with 412 participants engaging in a range of courses over 21/22 compared to only 116 in the previous year. This constitutes considerable improvement on the previous year with evidence of sustained improvement over the last 4 years.

Developing leadership capacity has helped realise an improvement in the Quality Improvement grades for leadership of change from 65% of evaluations rated Good or above in 21/22 to 75% in 22/23. These results show sustained improvement over the last 3 years. The continued focus on the Leadership of Change and the development of our middle leaders will be maintained over the coming year.



## TOM FOUNDATIONS: Partnership with Parents and Carers

The ACC citywide Parental Involvement and Engagement Plan (PIE) was approved by Committee in June 2021 and focuses on developing and strengthening relationships between parents and schools over the reporting period 2021 to 2024.



Twelve practitioners were trained to support delivery of a toolkit produced by Parent Network Scotland. Training focussed on key areas: selfcare, confidence, new research and developing new online delivery skills. The training was well received by the 12 practitioners:

"very positive experience. It pushed me out of my comfort zone and stretched me. It increased my confidence in what I could do online and helped me to master new skills with the IT. It reaffirmed to me how important it is to challenge myself to do things out of my comfort zone so I can grow and develop personally and professionally"

"Whilst I was anxious about facilitating the session online, I really enjoyed preparing and delivering the content. Receiving the feedback from everyone really helped my confidence and I'm now feeling more prepared for delivering the course. I felt the whole course has helped me both professionally and personally."

The restrictions in place have limited opportunities for face-to-face engagement but the service has continued to develop practice in keeping with the Plan. Work has involved establishing positive working relationships with multiple new partners to ensure we are maximising and highlighting the services and resources available to all families through schools. The health and wellbeing quadrant of the plan has been given most focus to date given the impact of the pandemic.

Communication has been a key focus and the monthly Parent SWAY newsletter has shared our education service news, school improvement information, advertised relevant parent events and signposted a range of wellbeing support for all families. Each edition has been opened at least 12,000 times suggesting that digital newsletters continue to reach parents and carers effectively. This approach will be maintained.

The Wellbeing Toolkit uses evidence-based interventions to support family wellbeing and has been effectively used over school session 21/22. Four courses were completed with 20 parents and 32 children involved. The Pilot evaluation showed an increase in all parents' understanding of their child's emotions, with 85% parents feeling more able to identify their feelings, and 80% more aware of how to support their child with emotions as shown by this feedback from parents:

*"I now have more understanding of how my children think and see things from their side"*

*"The puffer fish breathing technique helped my son calm down"*

*"I learned about the importance of filling my cup, self-compassion"*

*"My awareness is much higher; it did open my eyes in many parenting areas I had no idea of"*

*"My future plans are to apply the tools regularly with my kids"*

Following the successful completion of the Wellbeing Toolkit two parents are currently completing Parenting Matters SCQF Level 5 in Supporting Family Relationships and will be offered a place on Personal and Social Development to continue their Parent Academy Journey. Our engagement with the Wellbeing Toolkit will continue into session 22/23 as we continue to deliver against our PIE Plan.

The Parent Learning Hub website was refreshed using a parent focus group to ensure pages were useful and family friendly. We continue to develop and add accessible new pages as the needs of families change and use website analytics to monitor demand.

The Stronger Families Series (SFS) launched in August 2021 and provides focused learning to support the wellbeing needs of all. The Series has been shaped in collaboration with parents, head teachers, family practitioners and third sector

partners. Key sessions already delivered, or planned for the coming term, include:

- Penumbra – Self Harm
- NHS – Stress, Worry & Loneliness
- Sleep Scotland – Sleep for teenagers
- ACIS – Teenage Brain Development
- 4 Pillars – Supporting Grampian's LGBT+ community
- Emotion Coaching – an introductory session
- ACIS – Working through our worries together
- Priority Families – Peer Relationships/ Peer Pressure

619 parents and carers signed up to five virtual events although rates of attendance have not exceeded one third of those signed up. Feedback shows that 96% of parents who attended the workshop and completed the evaluation believed that their knowledge had increased in the subject area. When asked to score their confidence levels in applying their newfound knowledge the average score was 6.42 across the whole series. (1 = not confident, 8 = extremely confident). When asked how they rated the practical suggestions and advice given during each live event to support their child the average rating was 6.98 across the series. (1 = poor, 8 = excellent). Parents reflected a wide range of personal 'take aways' from the sessions:

*"My normal is not my son's normal. Great advice."*

*"Reassurance that I'm doing the right things and feel confident to keep going"*

*"Tips to encourage a reluctant learner that reading should be relaxed and fun"*

*"Communication and asking how the children feel frequently so that they will know that there is someone who can talk to when they need is very important"*

Those who registered but did not attend were contacted immediately afterwards and sent the recorded session. We look forward to testing a range of approaches to address uptake over session 22/23.

The Educational Psychology Service (EPS) digital hub has a section aimed specifically at parents and carers. It includes information relating to anxiety, self-regulation, parental wellbeing, as well as key education transitions and the Emotion Coaching programme. The EPS created, and posted on the EPS Digital Hub, an introductory Emotion Coaching video for parents. Following positive feedback from schools and families a more in-depth guided training video has been developed which all parents will be able to access from the EPS Digital Hub. The EPS has recently embedded a link onto each page of the digital hub, which takes users to a very brief Microsoft Form with questions designed to gather information about the type of visitor, (parent, teacher etc) what they were looking for and if they found it, the aim being to automate gathering evaluation data to enable the Service to plan and review content and ensure it remains relevant to parents and education staff.

A new partnership has been developed with Save the Children in three Aberdeen schools using proven, evidence-based activities to support and develop parental confidence with learning at home. Families Connect focuses on supporting parents and children to learn together and eight members of staff have been trained to deliver the project. Parents benefit from opportunities to co-design workshops of interest with topics to date covering child development, outdoor learning, and cultural food sessions. The eight-week programme provides a series of activities, techniques, and games that parents can try with their children at home. This co-design approach aims to help parents to support their children's learning in three key areas: literacy and language development, numeracy, and emotional development. The second phase of the project will see each school increase opportunities for parents to engage in children's learning and be more involved in school life. Learning from the three schools will inform next steps.

The easing of restrictions is now allowing an increased focus on the quality of transitions with youth workers supporting primary to secondary transitions over the Easter holiday period and in person transition planned for the summer term. Sadly, work to increase the number of parent volunteers in school has been limited due to the restrictions in place over much of the year.



All Early Learning and Childcare settings have at least one member of staff trained in Parents as Early Education Partners (PEEP). Many settings have been able to deliver sessions for parents but staffing challenges have impacted the universal delivery we had planned for as business continuity was prioritised. We look forward to taking this programme forward over session 2022/23.

In June 2021, the Safer Schools app was launched for pupils, parents/carers and staff and provides relevant and current information on a wide range of safeguarding, wellbeing, and online safety subjects. The app was well received by our parent forum members and our child protection committee as proving a useful resource for all. All schools have signed up to the app, which was shared with all parents via a range of communication channels – direct email, text message and social media. An update to the app will take place in the summer which will provide statistics giving greater insight into usage of the app.

We continue to work to improve the quality of information made available to parents about their child’s progress and achievements. Broad General Education (BGE) tracking using Progress and Achievement is now effectively used across all our Primary Schools and links to the reporting system, reducing bureaucracy. Work has begun on developing this to include BGE in Secondary. Linking to PowerBI will allow us to have predictions for attainment across all schools at 3 tracking periods November, February and May. This will feed into the school profiles and allow greater visibility of the progress being made. There are already indications that this is leading to more consistent data collection.

A senior phase tracking pilot is being run using Robotic Process Automation (RPA) to send monthly attainment updates to learners and parents. Working in this way provides parents and learners with real time information on progress and predicted grades. Plans are to roll this out to all secondary schools from August 2022 if the pilot is successful.

The service has managed to resolve over 73% of complaints on time, under the 75% target set but in advance of most other frontline services. Response times dipped particularly over Term 3 when high numbers of central officers and head teachers and other senior leaders were routinely teaching. The service hopes to improve resolutions times as we move out of our pandemic response.

Progress towards delivering on the Parental Involvement and Engagement Plan has been swift, with the health and wellbeing quadrant the most well developed at this time. Work will continue over the lifetime of the current Plan with a key focus on face-to-face contact with families now that restrictions are lifting.



**Links Hub Case Study**

At Links Nursery and Hub, As part of our curricular offer we have dedicated Fridays to families to establish links at home and Nursery. Family Friendly Fridays provide fun outdoor activities for all children and families in the local community. Through our Family friendly Fridays, we have explored the Coastal Project with Family Learning, Outdoor Learning with Book Bug being our first visitor and PEEP sessions which has been incorporated in our outdoor Learning Sessions. Our families have joined our sessions in all weathers and have expressed how much they enjoy being part of Links Nursery and Hub.

## TOM FOUNDATIONS: Processes

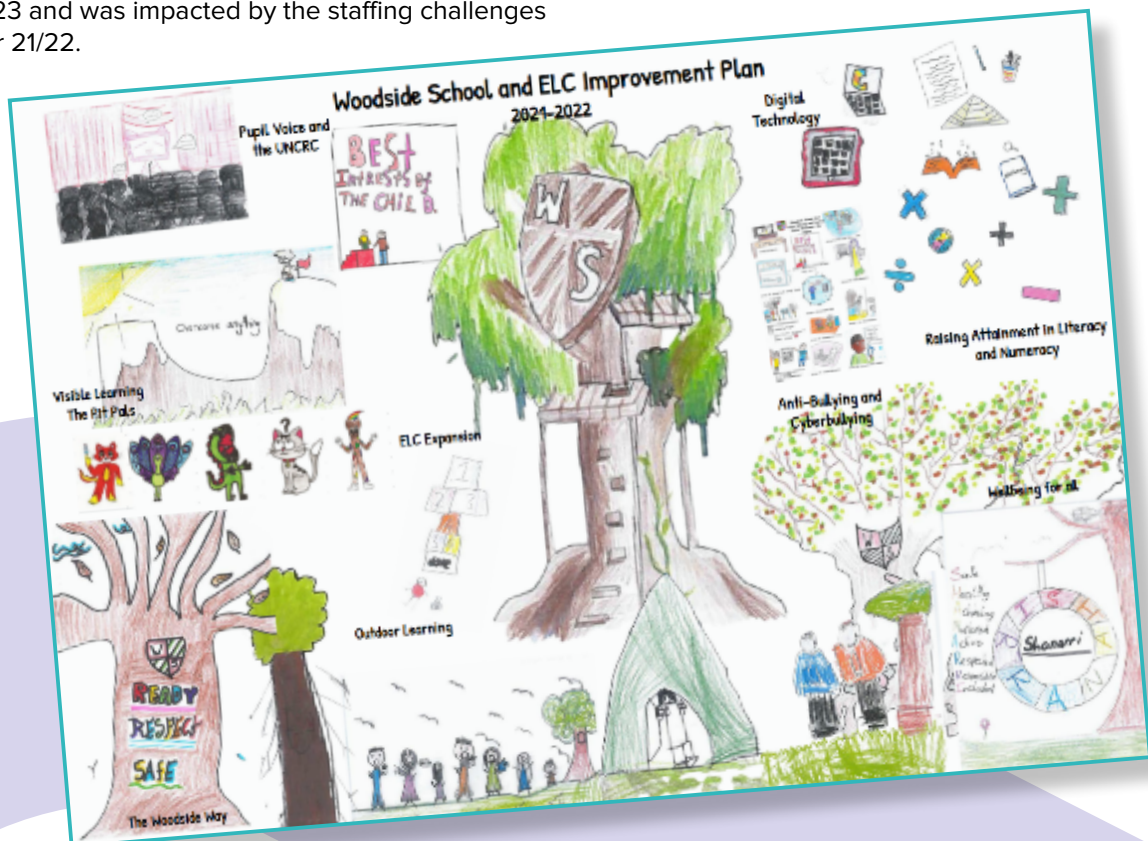
23 additional Quality Assurance and Moderation Support Officers (QAMSOs) have participated in training delivered by Education Scotland over the school session. QAMSOs were recruited from our teaching workforce to help drive moderation and the upholding of standards and provide a good opportunity for practitioners to take a leadership role. Evaluations show that 83% of participants are now confident in organising and supporting moderation activities against a baseline of 53%. Newly trained and existing QAMSOs will be invited to join a North QAMSO network facilitated by Education Scotland. This network will further enhance opportunities to develop moderation across the city and the Northern Alliance.

Work is ongoing to develop a site which provides local exemplification of standards for each level in literacy and numeracy as work had to be paused due to the staffing challenges faced over the session. Developing the site will support moderation across establishments and across the city and newly trained QAMSOs will be asked to support the maintenance of this site. The new QAMSOs will help support the continued development of subject networks to support moderation and practice across the BGE. This work will continue to be developed over session 22/23 and was impacted by the staffing challenges over 21/22.

Work to align statutory education plans has been successful, with responsibilities clearer and the work of the service more cohesive now. This has aided our ability to continue to make good progress whilst balancing unanticipated pressures. Work is now being undertaken to align the structure of wider strategic plans to improve our communication of performance and priorities to the communities we serve.

All School Improvement Plans reference the UNCRC, and all staff participated in mandatory training at the start of the school session. This work will continue through a reviewed Quality Improvement Framework to help ensure our working practices take account of learner voice and help drive the cultural shift required to deliver The Promise.

A few primary school learners have produced child friendly versions of the Standards and Quality Improvement Plan (SQUIP). These help learners to understand what improvements are planned and when they are achieved. Best practice has been shared to support spread.





**TOM FOUNDATIONS: Digital**

The education service is partnering with others in order to positively respond to the many issues Logan found in the national review of the technology ecosystem. This has been prioritised due to digital and technology being a growth area and therefore an area of opportunity for our young people in the longer term.

The service has developed a bank of physical computing resources, focused on primary Computing Science, which can be booked out by schools and demand across all schools is high.



*Dash and Dot Robots with P5 pupils*

Linked to this resource library is a wider programme of training and support. Demand for digital skills training and certification is high with 80.9% of 152 respondents to our training needs survey indicating a wish to progress or consider certified educator training. The favoured delivery for this was “Self-study using online resources with the option of one or two drop-in sessions for support.”

Feedback from training has been extremely positive, for example,

*“The Google for Education webinars and YouTube videos are great. ACC provide a wide range of digital tools for the pupils.”*

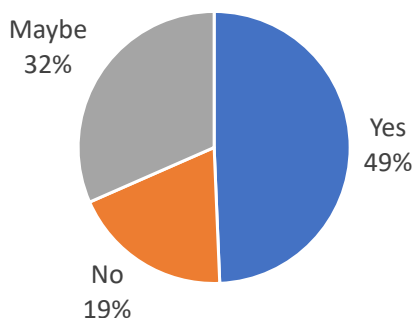
*“I found Mote extremely useful... It allowed me to give more meaningful feedback to the pupils. The fact that it is audio and text was a real bonus for the pupils with dyslexic traits.”*

To maximise our use of digital, we will continue development and support for Google Workspace and the closely integrated suite of tools which work within the platform. This provides our staff and learners with a single education identity and tools with which to build high quality learning experiences such as Adobe Creative Cloud Express, Canva, Mote, TextHelp, Read&Write, ThingLink, Education City and Soundtrap. This model of online digital tools maximises our investment in Chromebooks while also making digital learning available to pupils in any location, home, school, or any other place.

The service partnered with Education Scotland to support the Primary Computing Science national group.

Over £2.75 million has been invested in digital devices for pupils over the last 2 years to support digital learning and computing science in schools and at home. 251 staff from across the service have completed Google educator training at Level 1 and Level 2 and all of our schools have a Digital champion. Support for Digital Champions is ongoing through our Techie Tea breaks and digital learning training platform for educators following feedback from staff on preferred model of delivery for training.

Do you want to work towards Certified Educator?



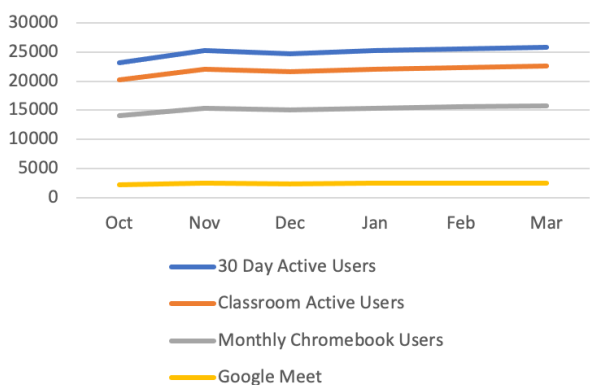
Schools continue to be supported to achieve the Digital Schools Award with 5 schools having achieved this award and 37 working towards accreditation.

The number of Chromebooks deployed to schools for one-to-one use by P6 to S1 and S4 to S6 pupils from August 2021 to April 2022 was 3,125. This added to the 7,142 devices issued to pupils between August 2020 and June 2021. The Scottish Government commitment to all children and young people having access to a free laptop will help us further this provision.

Google Workspace has continued to be extremely effective as our online learning platform. Almost all pupils engage with Google Classroom each month, with most users engaging weekly (typically over 21,000, 86.3% of pupils).

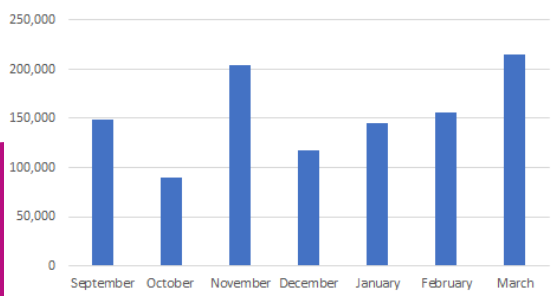
\*Google Workspace usage (note we have 24313 students and 1404 active teachers).

Google Workspace Usage



Monthly engagement has continued at similar levels to during periods of home learning with pupils returning over 1 million assignments between September 2021 and March 2022. A typical pupil in ACC will complete between 40 and 50 online assignments during the school year.

Assignments Completed (Google Classroom)



Prior to the pandemic around one fifth of schools offered extra-curricular computing activities, this now has to be re-established. The Summer and Easter of Play programmes included Code Craft in partnership with North East Scotland College (NESCol) and all available spaces were utilised. We now plan to offer both a primary and secondary focused Coding Competition to reinvigorate coding in schools, involving industry and university sector, to promote Computing Science with a focus on addressing gender stereotypes within the sector.

Digital champions will help us launch a new digital skills framework, aligned to our wider skills framework, and also help support the provision of professional learning in Microbits as part of a funded programme by the Microbit foundation and Scottish Government. We also aim to establish an Esports competition for pupils in line with Esports pilot at the Commonwealth Games 2022.

Work progresses to establish a centre of excellence in a secondary school to promote digital skills and computing science as part of a digital ABZ Campus through our Classroom of the Future.

As we move forward it is important for us to understand some of the perceived barriers to a career in computer science. We will work to establish guidance on the standards of knowledge and skills for Computing Science educators which will provide a framework and professional learning offer to upskill existing staff and students in Initial Teacher Education (ITE) in partnership with Higher Education. We anticipate that this work will include developing greater confidence in secondary staff in areas such as cybersecurity, programming and data science.

We hope to support the university sector to offer Computing Science ITE in Aberdeen, to support recruitment locally and incentivise and explore how the distance learning approach of the University of Highlands and Islands (UHI) could support us in the short term.

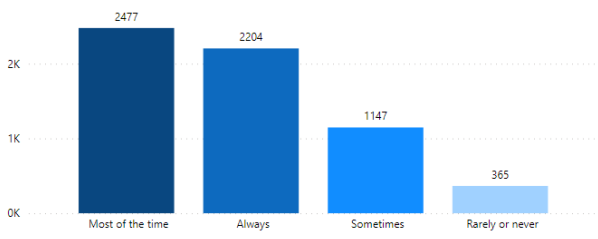


Good practice based on key themes is identified, captured and used as a CLPL opportunity including through the use of Digital Postcards being linked to the Learning, Teaching and Assessment Standard. Each postcard published hits at least 1000 impressions when shared on all social media platforms.

The service continues to build on the positive response to the delivery of a digital curriculum over the period of school closure and this work will be on-going so that our young people can confidently consider this growth sector.

In a recent Health & Wellbeing survey of 6193 learners, 76% (4681) stated that they felt safe online with 36% stating they always feel safe and 40% feeling safe most of the time. Although this looks like a decrease in numbers of children feeling safe online from the Learning at a Distance survey of June 2021 where 92% stating they felt safe online, our most recent survey had a much higher uptake and a focus extending beyond the use of Google Classroom. In real terms 4681 pupils have reported they feel safe online compared to 2909 in 2021. There is some variation however in those who strongly agree with this stating they felt safe always and those who felt safe most of the time.

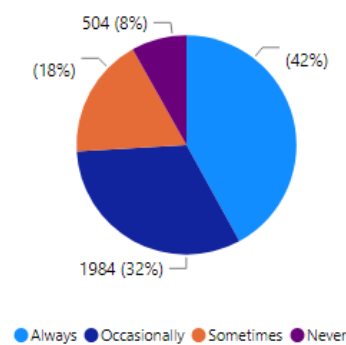
I feel safe online:



There is a need for us to ensure that learners have the resilience and access to appropriate support when faced with more challenging situations online in order to keep themselves safe. It is thought that this development will be taken forward through a review of the Anti-bullying policy in session 22/23 although our approach will be guided by the findings of our focus groups.

The service will balance driving the digital agenda with ensuring that our young people have the skills and knowledge to be safe in a digital environment. These areas will be a key focus over 22/23.

I feel safe and respected



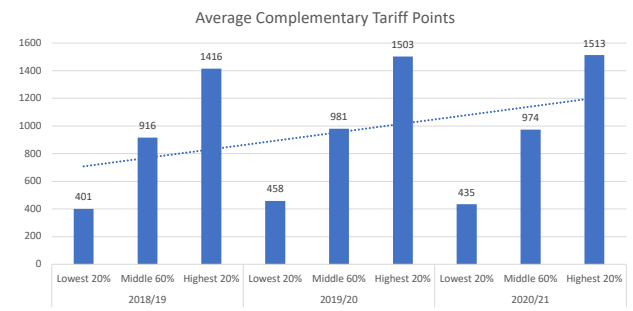
## Summary of progress to date in raising attainment

Staffing disruption over the last year impacted on the quality of provision for children and young people as senior leaders prioritised business continuity. It also impacted on time for some school processes such as tracking and monitoring periods which will have impacted on the quality of tracking data. Live data suggests that tracking data is now largely in line with 18/19 levels.

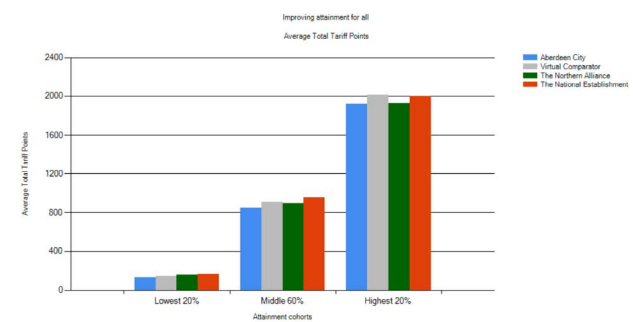
There is evidence that some young learners have gaps in early language skills, and this triggers a need to review our approach to supporting learners to support long term recovery. Work has been successfully undertaken to try and address gaps evident from the last two years in order to resume our work to improve outcomes from pre-pandemic levels. Work to address the needs of those with additional support needs has helped realise an improvement in general ASN performance against pre-pandemic levels although we need to do better for some children with neurodevelopmental needs who have been adversely affected by the changed operating environments of the last two years. This will be progressed through multi-agency work to develop a neurodevelopmental pathway and through focussed work across the service.

The performance of our Looked After Children (and particularly those who are looked after at home) will also be prioritised. Curriculum for Excellence data for Looked After Children continues to show a gap in both literacy and numeracy between those children who are looked after and their peers and this will be keenly focussed upon despite the small numbers in the cohort, which can skew data.

A review of secondary attainment data shows that the quality of grades awarded across the senior phase has significantly improved and there is evidence of steady improvement.



However, there continues to be evidence of narrow curriculum pathways as shown by the number of Average Tariff Points against the national and virtual comparator.



A key priority for session 22/23 will be the establishment of curriculum alignment through the introduction of ABZ Campus for session 2023/24. This will result in a Senior Phase for Aberdeen City Secondary Schools where vocational and academic pathways are co-created with key partners with a focus on local growth sector industries and available across the city. This area is explored in more detail later in this evaluation.

Looking at long term data, there is evidence of sustained improvement. The improvement is helping to improve our position against national data but there is more to do. The restrictions and need to respond to the pandemic have understandably impacted on our work in this area. The service will now fully resume the focus on improving attainment through an ongoing focus on high quality learning, teaching and assessment and broadening the curriculum offer by making effective and improved use of data.

Improvements planned for 22/23 associated with raising attainment include:

- review of the Anti-bullying policy
- continued development of pupil and parental participation
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise, the UNCRC and our Accessibility Plan
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group

- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace and challenge based on more robust tracking data



# • Evaluation of progress against the ACC National Improvement Framework Plan to support positive health and wellbeing

## **TOM FOUNDATIONS: Partnership with children and young people.**

The health and wellbeing of children and young people has been of local and national concern and the service has introduced a range of interventions and approaches to try and mitigate the harms associated with the pandemic. Many of these interventions are still in the pilot stage and will be subject to ongoing review to determine how to spread best practice and build an equitable model of provision. Decisions on the efficacy of our approaches will be fully determined when pupil surveys have been analysed fully to help us determine the strength of our approach to health and wellbeing.

## **Pupil agency**

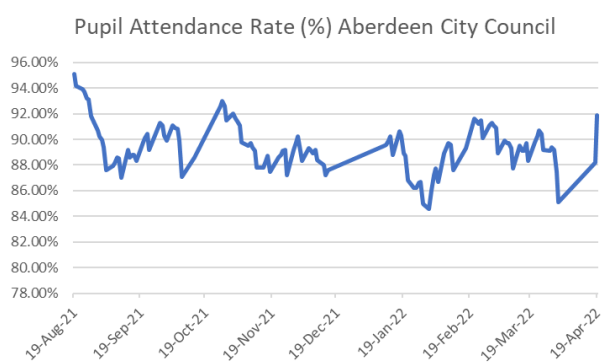
Positive wellbeing is most likely when children and young people have a sense of 'agency'. 33 of our schools already have a Rights Respecting Schools Award and 9 have registered. Despite 66% of schools being engaged with the programme, registration with the scheme does not fully realise the cultural shift required as we look to embed children's rights and deliver on The Promise. In order to reframe the UNCRC in the context of The Promise and Angela Morgan's review, mandatory training was delivered at the start of this school session for staff in all schools. As a result, school staff have developed their use of Pupil Voice over the session with Children's Rights featuring in all School Improvement Plans. There is evidence that some schools are analysing the experience of those with care experience more rigorously than others. There are plans to evaluate the consistency of approaches through the Aberdeen Quality Improvement Framework in session 2022/23 and share best practice around eliciting the voices of those who are Looked After or on the edge of care.

All policies relating to children take account of the UNCRC. A full evaluation of our work to embed the UNCRC and implement The Promise features later in this evaluative report.

## **Delivery of a strong universal offer**

Despite the challenges of the Omicron variant, pupil school attendance remained higher than our virtual comparators although we failed to meet our target of 94.2% attendance with a year-to-date average of 89.5%, a figure that was ahead of the Scotland wide outcome of 88.4%

Within schools the development of strong health and wellbeing curriculum plans provide structure and support for teachers to deliver high quality sessions with a key focus on mental and physical wellbeing. Children and young people are provided with varied learning experiences to increase physical health and are supported and encouraged to talk about feelings, emotions and responses to these. The service has recently launched a [Wellbeing Site for Schools](#) to provide a clear and supportive curriculum overview and signposting to key resources and materials for assisting with the delivery of health & Wellbeing in Schools.



100% of schools report having access to a progressive and appropriate Health & Wellbeing curriculum that meets the needs of all children & young people. The curriculum offer is reviewed on a yearly basis in light of safeguarding data to help ensure that children and young people know how to keep themselves safe. Education Support Officers will work with Health and Wellbeing leads in schools over session 22/23 to help determine the collective strength of the offer being made.

In order to develop a clear understanding of A Good Childhood, as outlined in The Promise, and become more trauma informed, all schools have engaged with the Compassionate and Connected Communities (CCC) programme. Our 61 CCC trainers have led school staff teams to understand the impact on trauma on children and young people and consider how schools can wrap around and support. Almost all of our schools have completed this training over session 2021/22 and we anticipate that all schools will have completed the training by the end of session 2022/23. The positive impact of this programme can be seen in levels of school attendance and the ongoing reduction in exclusion incidents.

Schools across Aberdeen have a variety of personnel available to support and ensure the wellbeing needs of our learners and families are being met. There are currently 90 school staff undertaking training in an accredited Counselling Skills course with Aberdeen University. The programme is ongoing and impact data will be gathered upon completion of the programme.

SAMH (Scottish Association for Mental Health) and Penumbra have worked closely with the Service to provide high quality training on an ongoing basis for staff across the Education Service with a key focus on Self Harm and Suicide Prevention. There has also been a wider City offer of professional learning in this area more recently.

We are working with SHINE (Scottish Health Improvement Research Network) to undertake mental wellbeing surveys with learners from P6-S6 so that we can address any emerging needs within our schools and across the city. Schools also work with individual learners from Nursery – S6 to ensure a regular review of wellbeing is undertaken and this is usually supported using the Wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included - SHANARRI) to identify and support any areas of concern. Teachers, Guidance staff and support staff respond to the outcomes of these through careful planning of appropriate interventions and supports. All schools have completed the SHINE mental wellbeing survey, the results of which will heavily inform work at Local Authority and school level in 22/23. A full analysis of the city-wide data is being undertaken to inform service planning and evaluation of the totality of our approach to supporting wellbeing.







Webinars and practice exemplification have been developed to support staff in the creation of Individualised Education Programmes and Child’s Plans, with a focus on meeting learners’ needs through appropriate and clear SMART targets. As part of the Quality Improvement calendar (QI 3.1), a sample of plans is shared with QIO/QIM teams. Good practice is captured and cascaded. A baseline is being established to inform where additional support is required to ensure greater consistency in this area.

Current data suggests that 1078 children have additional support needs based on ‘family issues’. This is a reduction from the 2020/21 census which recorded 1230 pupils. This suggests that local GIRFEC arrangements are better meeting the needs of families but will continue to be monitored as we develop our Partnership approach to Family Support.

**ASN Need recorded as “Family Issues”**

2019/20 Census	2020-21 Census	Current Data
1151	1230	1078

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 and leading to an increase in reporting, which is welcomed. Every school has been given the opportunity to undertake training and 82% have either participated or signed up as of April 2022. Data suggests that the level of reporting is higher than pre-pandemic levels which suggests that proactive work has been successful in encouraging reporting. 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 support for children and families.



A key measure which indicates that children are thriving in inclusive schools is the level of bullying incidents reported.

	Bullying Incidents	Roll	per 1000
2019/2020	115	23380	4.92
2020/2021	192	23907	8.03
2021/2022	201	24356	8.25

The data identifies that there has been a slight decrease in incidents from pre-pandemic levels (223 incidents in 18/19 compared with 201 over session 21/22).

Further scrutiny of the data has identified changed trends in bullying incidents. Bullying incidents where racism was recorded as the reason have risen slightly from 47 incidents in session 2020/21 to 58 in 2021/22, there is also a slight rise in the number of incidents linked to perceived sexual orientation from 11 in 2020/21 to 13 in 2021/22. There has been a decrease in the number of bullying incidents which refer to body image/ physical appearance from 20 in 2020/21 to 12 in 2021/22 with incidents relating to sexism and gender also decreased.

There is a gender aspect which is evident and identifies that 70% of bullying incidents are raised by girls.

The data highlights that the nature of bullying has changed considerably and that there is a need to review the Anti-bullying policy to ensure that we proactively respond. This will be prioritised over session 22/23.

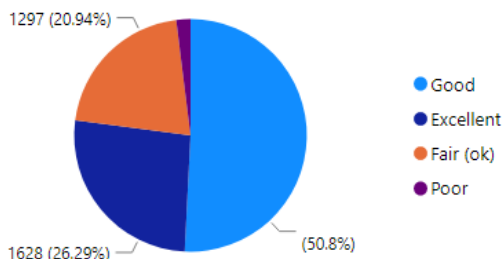
The expansion of Early Learning and Childcare provided an ideal opportunity to consider how services could best wrap around children and families. The Links Hub is a targeted ELC provision delivered in partnership with Health Visitors and Tier 2 colleagues from across the Partnership. The co-location of services has helped the universal services plan to meet the needs of some targeted families together and there is clear evidence of risk being reduced without the need for access to specialist service. We will see this approach spread as Health Visitors start to be located in schools.

Following a review of the strength of our universal health and wellbeing offer, work will progress to determine the efficacy of the targeted offer across all schools. This will help to shape the approach taken by Youth Workers in schools over the coming year, help inform the development of the Partnership Family Support Model and help guide the further co-location of the universal services of health and education.

## Supporting physical health and wellbeing of our people

In our recent Health and Wellbeing Survey out of the 6193 learners who completed it, 1419 learners (22.91%) said their physical health was fair or poor with 507 (8.19%) of learners stating that they did less than 30 mins physical activity on their most active school day and 101 (1.63%) stating that they did none. 1401 (22.62%) of learners undertook 2 hours or more.

In general, how would you say your physical he...

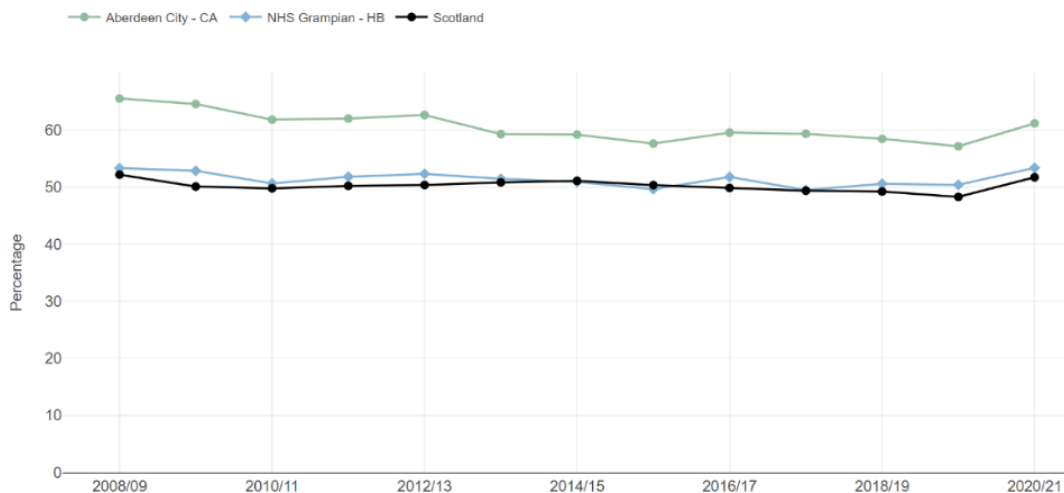


We have built closer partnership working with our colleagues across multiple organisations to develop Aberdeen PEPAS (Physical Education, Physical Activity and Sport) Group. This has provided a platform for colleagues to review and share data in relation to the physical wellbeing of learners within Aberdeen and working collaboratively to identify how to meet the physical needs identified. This joined up approach was established in April 2021 with joint leadership of the group being supported by ACC and Sport Aberdeen representative. The PEPAS group have a clear focus on encouraging schools and families to incorporate physical activity into their everyday routines, developing a shared understanding of needs across the city, considering and developing appropriate professional learning, developing a supportive, clear PE progression, building outdoor, community based physical activities for families to engage with and offering where possible free activity to children and young people. This group will play a key role in helping support the delivery of the Free Bikes initiative over the lifetime of the Scottish Parliament.

Active Schools offered an increased level of support to provide both level 1 and level 2 Bikeability training allowing us to increase the number of P6 and P7 pupils participating in and completing Bikeability certification. We have updated school travel plan guidance and Active travel to school has risen over the last 2 years. This will be maintained with cross organisation work to make travel to school safer, more child-friendly and to reduce vehicle congestion at school gates.

Active travel to school

Percentage



We have worked with Active Schools to develop an Active Schools Recovery Project, focusing on additional resource of Active Schools Assistants, funded from the Recovery Funding. The project aims are to; Positively impact the health and wellbeing of pupils across all schools in the city, support the development and upskilling of school staff in supporting pupils' health and wellbeing and to positively link with and provide additional benefits to existing health and wellbeing programmes and initiatives in schools. Each school will receive support one day per week to deliver and support organised playground activity, enhance confidence of support staff in using sport, working 1-2-1 with pupils or with small groups of pupils that the school has identified require additional support, using sport and physical activity to achieve positive outcomes, delivering Playground Leaders programmes and supporting teaching staff to deliver P.E.

### Health and wellbeing in the early years

1140 hours of ELC was successfully rolled out from August 2021 and this has led to a sharp increase in uptake. Our two fully Outdoor ELC Provisions officially opened in March 2022 and provide scope to offer a nature/nurture provision to targeted families from August 2023 by benefiting from two of our city parks as a context for learning. This approach will ideally benefit some children and the service is working with health to ensure that parents and carers are aware of the opportunities. Uptake of eligible 2 places has risen to the national average and work is on-going to promote this service further. A full evaluation of the expansion is available [here](#).

We have established a funding and application process for all registered childcare settings to deliver free milk and healthy snack (fruit and vegetables) to all children attending an ELC setting for 2 or more hours per day via the Scottish Milk and Healthy Snack Scheme (SMHSS). The Scheme aims to ensure that as many pre-school children as possible will receive a daily serving of milk and healthy snack to contribute towards healthy growth development and the promotion of healthy eating habits for later life. One of the principles of the scheme is that it is provided free of charge and ELC settings must not charge families for this benefit.

To date, a total of 139 registered childcare settings have signed up to deliver the Scheme in the city, with 5426 children receiving a serving of milk and healthy snack on each day they attend their ELC setting. We have also contributed to an evaluation of the first

year of the Scheme which will see an increase in the amount per serving and more flexibility for ELC providers delivering the Scheme from 1 April 2022.

### TOM FOUNDATION: People – Staff wellbeing

There has been an increase in the number of School health and wellbeing leads. 100% of schools have now have an identified member of staff to take on this role in keeping the target we set. This provides a network of colleagues to support the wellbeing of staff within our schools and regular contact beyond the senior leadership team to share and build supports for all staff. Unfortunately, Mental First Aid training was put on hold due to the need for online delivery and the provider was unable to support this approach. We have ensured however, that Mental Health First Aiders who are already trained across ACC have been highlighted to staff through the weekly education newsletter with regular Health & Wellbeing updates being provided.

The Educational Psychology Service have been offering confidential 1:1 coaching sessions to support staff wellbeing, as well as facilitating team support sessions to groups of education staff. Unfortunately take up of both these offers has been limited, despite enquiries being received. The EPS wonder whether staff feel they do not have time to commit regularly to this support, or perhaps upon discussing with a member of the team, have decided it's not what they are looking for. The Service have reflected that the offer could also be advertised more regularly via the Education Newsletter to highlight availability. In addition, the EPS has also contributed to the delivery of online health and wellbeing support sessions for education staff, drawing upon mindfulness skills and positive psychology.

There is also recognition of the wellbeing needs of adults within our services with regular support provided to staff through activities such as wellbeing walks, Multiagency support network providing safe and supported time to debrief, 1-1 and peer coaching sessions led by an Educational Psychologist and signposting to wider opportunities. These opportunities have been highly evaluated.

## Summary of progress to date in improving health and wellbeing

Considerable work has been undertaken to improve the health and wellbeing of children, young people and staff and many data sets around individual interventions and self-evaluation gradings of QI3.1 evidence steady improvement in this area.

There is now a need to look holistically to determine the extent to which the offer made in schools is helping to mitigate risk and this will be undertaken as partnership data sets are merged as part of the Family Support Model. Pupil surveys are currently being analysed to ascertain the extent to which the curriculum offer meets the needs of our learners and our analysis will inform next steps.

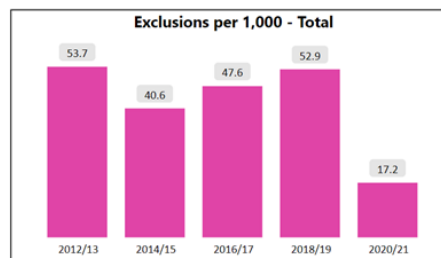
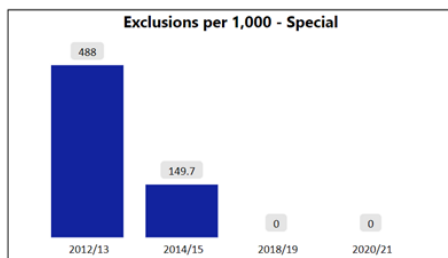
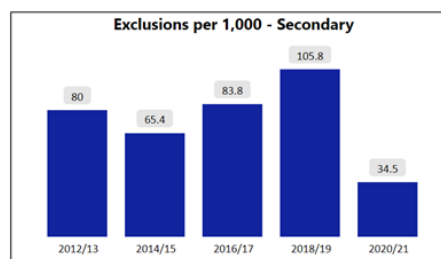
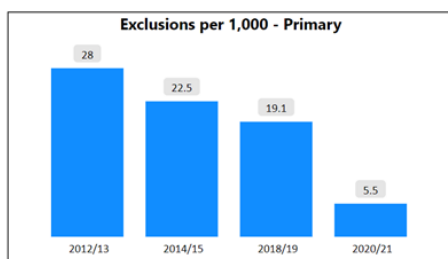
Effective risk assessments have helped maintain levels of pupil attendance at school. Looking at data by group highlights a need to improve attendance for those with additional support needs and for those living in areas of deprivation.

Exclusion rates have considerably reduced from 52.9 per 1000 children in 18/19 to 17.9 per 1000 children in 20/21. There is evidence that these have reduced further over session 21/22. Exclusion rates for Looked After Children and those living in areas of deprivation are higher than the city average and require to be focussed upon. This is thought to be partially due to a lack of flexibility in the curriculum.

The number of children identified as being at risk of exclusion on SEEMiS has dropped from 101 on the census of last year to 92 this year. This represents a reduction of 9% from last year and suggests that the reduction in levels of exclusion will be maintained.

Priorities for improvement to support positive health and wellbeing, based on the findings of this evaluation include:

- a review of the Anti-bullying policy
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- review of the impact of universal and targeted supports for wellbeing in light of pupil surveys and inform the Partnership development of a model of Family Support



## Evaluation of progress against the ACC National Improvement Framework Plan to close the gap (the education service contribution to the Child Poverty Action Plan)

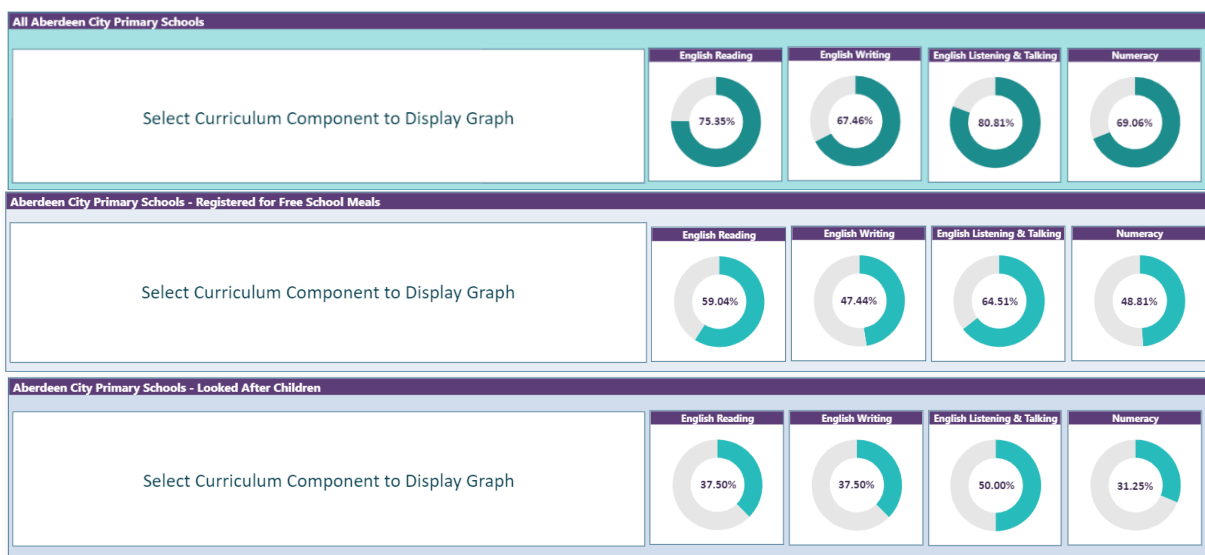
### Work to understand the changing local economy

The downturn in Oil and Gas and COVID-19 pandemic has seen a significant increase in the number of free school meal registrations over the past year and is an indication of the changed economic circumstances facing families across the city. In collaboration with the customer function, the service has made 11,451 COVID Hardship Grants (now the Scottish Child Payment Bridging Payments) available to families and a total of 14,564 chromebooks and 500 MFi connections have been allocated to children and young people.

The service provided supermarket vouchers to parents/carers on low incomes when their children or young people were required to self-isolate. Vouchers were also provided during holiday periods for all families in receipt of free school meals due to low income and this is continuing. In the year to date, vouchers provided were equivalent to the value of 300,570 school meals. We estimate that a further 62,400 meal equivalent vouchers will be issued in the year, bringing the total to 362,970.

Significant work has been undertaken to ensure that schools are better able to identify and support families who are impacted by poverty. School profiles have been overhauled to allow schools to drill down into data sets based on both SIMD quintiles and also into groups such as those who are Looked After in order to establish the improvements required as part of school improvement planning work. Work is currently underway to ensure that live data is also fed into the school profiles to enable school leaders to see the impact of changes in real time. This is critical given that some data sets (such as exclusion) are only validated every two years and will enable us to focus more forensically on understanding the needs of our Looked After children, those on the edge of care in 2022/23 and other groups identified to be at the greatest risk of poverty. This will help schools plan based on more robust data for session 2022/23.

The visuals below give a sense of how schools will be able to view a range of data in the new school profiles.



## Targeting benefits realisation through education recovery

Financial inclusion advisors have been attached to schools as part of our approach to education recovery. Over the period December 2021 to February 2022 the enhanced Financial Inclusion Team's advisors helped families achieve the following:

- Financial Gains of £41,582.59
- Assisted/Assisting 36 households with debt issues
- Helping with total debts of £108,722.68
- 65 households were given full benefit checks only
- Assisted 16 households to claim benefits
- Assisting 3 households to challenge being turned down for benefits



As all Money Advisors have been appointed, become more familiar with the scenarios facing families and as awareness of the service has grown the added value increases. For March 2020 alone (which costs the education service around £13,000 a month to deliver) the Financial Inclusion Money Advisors can evidence:

- Financial Gains of £44,319.42
- Assisted/Assisting 30 households with debt issues
- Helping with total debts of £95,724.44
- 49 households given full benefit checks
- Assisted 10 households to claim benefits
- Assisting 2 households to challenge being turned down for benefits

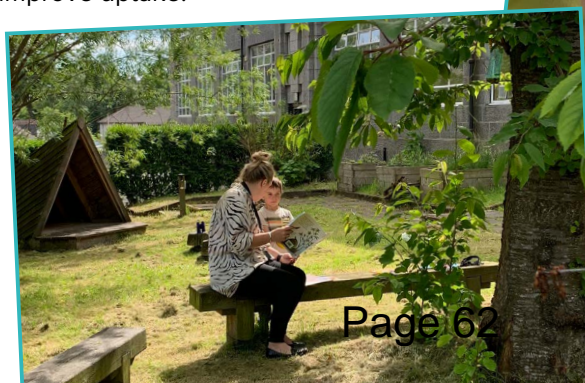
There is now a need to promote this service more widely across the universal services of health and education to further improve uptake.

In addition to maximising the uptake of benefits, time is now being committed to address the root causes of poverty through the strengthened development of skills for life, learning and work by looking at the needs of young people and their families more holistically. This is seeing strengthened partnerships with our City Growth and Early Intervention and Community Empowerment functions. It is hoped that increased provision of learning pathways for young people will be made available from August 2023 by establishing curriculum alignment and looking at how to extend provision to local communities in order to break the poverty cycle.

## Building capacity and capability

The Educational Psychology Service delivered a pilot training project to 5 nurseries within Aberdeen City, focusing on inclusion of, and delivery of, quality ELC provision to 2-year-olds. This pilot involved creation of 3 virtual training sessions which extended and complemented the information in the Ready Steady 2 guidance, based on feedback from Senior Early Years Practitioners. Staffing challenges resulted in only 40% of practitioners within the pilot nurseries able to watch 1 of the virtual training sessions.

The Ready Steady 2 virtual training sessions have now been made available for all Aberdeen City ELC provisions to access and are available on the Educational Psychology Service Digital Hub. The Early Years Team have raised the profile of these training videos through publication in monthly newsletters and through discussions with staff. The videos have been viewed 47 times (Brain Development), 33 times (Social and Emotional Development) and 30 times (Language and Communication) respectively.



## Capitalising on the expansion of early learning and childcare

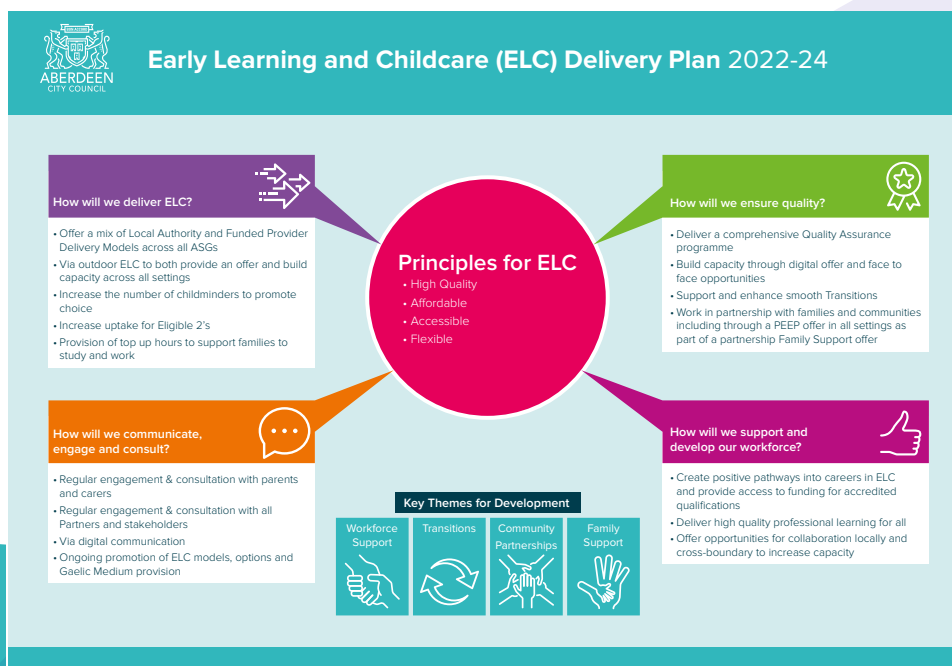
Two of the intended benefits of the expansion of Early Learning and Childcare (ELC) are: to narrow the poverty related attainment gap; and to give more parents and carers the opportunity to be in work, training or study. During our recent ELC consultation (November 2021) we asked parents and carers what impact the expansion of ELC has had on them and their families. 38.7% of respondents suggested more money/disposable income as a positive impact on their family and 28.5% are now considering a return to work or study.

At the heart of the ELC Expansion is increasing family resilience through improved health and wellbeing of children and parents, so as a Local Authority we took the opportunity to put significant resources into the Parents as Early Education Partners (PEEP) ‘Learning Together’ Programme for ELC staff in both our school nurseries and funded provider settings. The programme is designed for practitioners who work with parents and babies/ young children, to contribute to:

- strong parent-child relationships
- increased parental knowledge and confidence in how to support their child’s learning and play in day-to-day life
- children’s personal, social and emotional development, communication and language, early literacy and maths, and health and physical development

Sessions were delivered online via Microsoft Teams over four half day sessions and are ongoing. The practitioners engaged with a small group during the training in order to develop confidence using the PEEP resources and are then introduced to the PEEP Team Network. 106 practitioners from ELC settings in Aberdeen City have completed the programme and are qualified to deliver PEEP as part of our universal family support offer. The delivery of the programme to parents and carers has been hampered by the Covid-19 restrictions, although settings are using remote delivery where possible. We look forward to welcoming families to face to face PEEP sessions as soon as staffing allows.

Proactive planning and the targeting of families by multi-agency partners has helped realise an increase in the percentage of vulnerable 2–4-year-olds accessing early years provision from 12.3% to 16.5%. There have been 2 care experienced parents who have applied for an Eligible 2’s place since this became a new eligibility criterion. Both children are placed and engaging positively. The service will continue to work to identify and place those deemed to be more vulnerable as a priority by working in collaboration with key partners.



## Readiness to learn and the use of Education Recovery Funding

The use of education recovery funding has helped develop collaborative practices more fully, as partners supporting communities have negotiated how best to make the best use of Youth Workers, Family Learning workers and those with financial inclusion expertise to address 'the gap'. There is a considerable body of evidence emerging that the provision of such resources to communities across the city has enabled more targeted and timely interventions to be put in place to support children, young people and families.

School Youth Work pre and post engagement evaluations evidence:

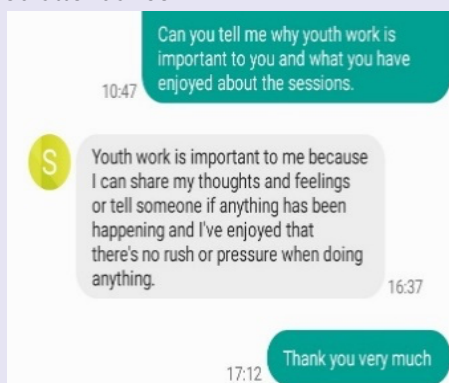
- Primary pupils who are targeted for a youth work intervention see an average gain of 25% across the 4 key measures
- An example of attendance increasing from 54% in August 2021 to 78% in March 2022 for primary pupil A who had high anxiety
- An example of attendance increasing from 69% to 100% for a primary pupil B who was a school refuser
- An example of attendance increasing in a high anxiety secondary pupil from 50% in August 2021 to 94% in February 2022

## Youth Work Case Study

Individual case work with a young person in S3 who found managing social situations in a large secondary school challenging and was very anxious about coming to school and engaging with peers. Referral came through school nurse, supported by the young person's Principal Teacher Pupil Support (PTPS). Youth work engagement started over the summer holidays 2021 with the young person engaged in 3 walk and talk sessions: visits to the art gallery and the science centre. This informal setting allowed the young person and youth worker to build a positive relationship. 1 to 1 support continued in school on a weekly basis. The focus of the work has been to engage in various activities to build confidence, resilience, and coping strategies to relieve anxiety.

The young person's attendance in August 2021 was 50%. In February 2022 it was 94%. Class teachers consistently reported the following when asked to gauge the difference in the young person over the past 7 months, they said:

- Increased confidence
- Engagement in class
- Improved attendance



## Evidence

- Young person's feedback
- Attendance increased – 50% to 94%
- Key case tracker measures indicate improvement
- Feedback from the young person's PTPS
- Feedback from the young person on current progress
- Young person taking part in a Dynamic Youth Award

## Guidance Teacher Feedback

The young person has benefited from Youth Work input. Not only does he seem more confident, sociable, and communicative, but engagement in his subjects has also increased.

The young person is on our key case tracker meaning he is one of the young people we monitor closely each term. His attendance has increased and so has his engagement with learning. In a PTPS check-in email on March 2, 2022, he said:

*"Hello Miss C, thank you, I've been trying to improve my attendance and I'm glad it did improve well. I am doing great and some subjects I find difficult or don't understand but I ask, or the teacher helps me, and it works out so in general school has been going fine."*



Scottish Attainment Challenge and Family Wellbeing Funding will be used to maintain this resource over session 22/23. Considerable time will be invested in analysing the impact of this resource and aligning provision to the Partnership model of Family Support which is currently under development.

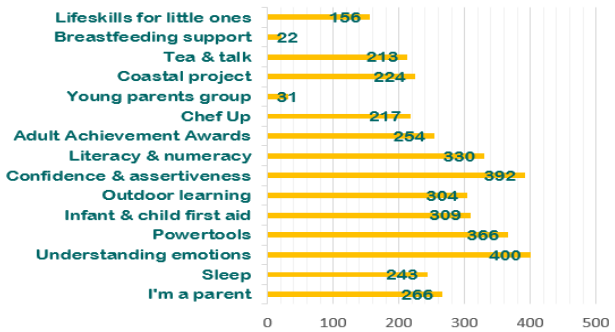
### Family Learning

A recent survey of parents across the city elicited 551 responses and illustrated the growing demand for support from the Family Learning team.

There is considerable appetite from parents across the City to understand their child’s emotions and all Partnership Forums are taking steps to meet this need through the Family Learning team.

Plans for each Partnership Forum are derived from the reported needs of parents and carers. Some communities see a higher levels of requests for 1-2-1’s from parents which will either be allocated, or sign posted to groups depending on the need.

#### Demand for Courses



### Cost of the school day

From August 2022 all costs of the school day were removed, this included removing all costs for Music Instruction and removing all curricular costs for families. The Music service is currently offering tuition to 1774 learners across the city with a waiting list of 1701 which shows an increase in demand for the service which is not unexpected. There are an additional 1509 learners requesting tuition in instruments not currently available in their locality. These figures are being used to look at how allocations will be organised to ensure maximum uptake.

The Closing the Gap Improvement Group developed guidelines for school leaders in order to ensure that costs or lack of equipment did not prohibit access to the curriculum or the participation of children and young people in the life of the school. This has been further developed through the provision of a range of extra-curricular free sporting activities which offer priority placements for those most in need including those who are disabled, or care experienced. Work on this area will continue to ensure that no child misses out on opportunities because of their financial situation.

### Child development

Several Scottish and UK publications acknowledge the impact of the periods of lockdown on our children and young people. Child’s planning support received requests for assistance from 34 non-verbal nursery learners and 442 children are now recorded as having communication support needs compared to 363 last year. Work to address concerns around early language acquisition has developed as planned through delivery of Talkboost, however, it has become clear that consideration of environmental factors and careful consideration of pedagogies would support further improvement alongside the universal roll out of PEEP when staffing is more stable. These areas will be progressed over 22/23.

There are indications that levels of numeracy are improving. This will be consolidated over the coming year.



## Supporting Refugees

In September 2021, given the deteriorating situation in Afghanistan, the Home Office airlifted over 7000 individuals from Kabul airport as part of the Locally Engaged Staff (LES) Scheme. To meet the temporary needs of families before they find permanent accommodation the Home Office procured hotels across the UK including 3 hotels in central Aberdeen to provide bridging accommodation to a sizeable community. Overnight around 30 families with a total of 79 children and young people arrived in the city. Initial contact with families in the hotels was made by education staff shortly after their arrival and two enhanced English as an Additional Language provisions were established in local schools, one primary and one secondary, offering a bespoke introduction to the English language and to the school system for these young people. Following this transitional support, around 80 primary children and young people are now attending city schools.

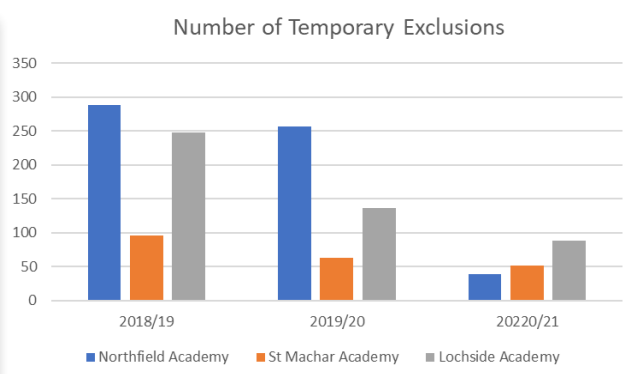
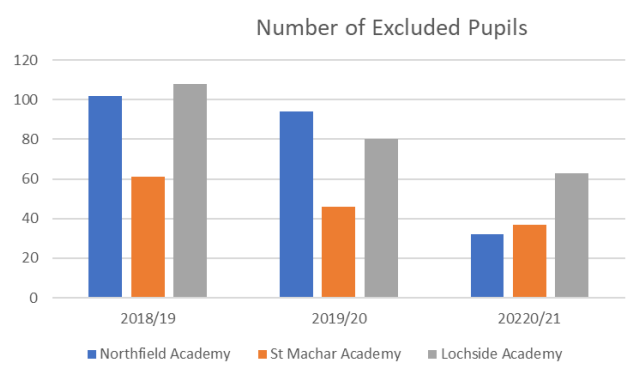
Several hundred Ukrainian families were temporarily housed in the city just prior to the summer holiday period. The education service established and delivered summer play hubs and a bespoke Summer in the City offer to ensure that children and young people had the opportunity to connect in a safe environment and play. These opportunities offered supports to around 50 children and young people per day.

## Reducing Exclusion in our priority areas

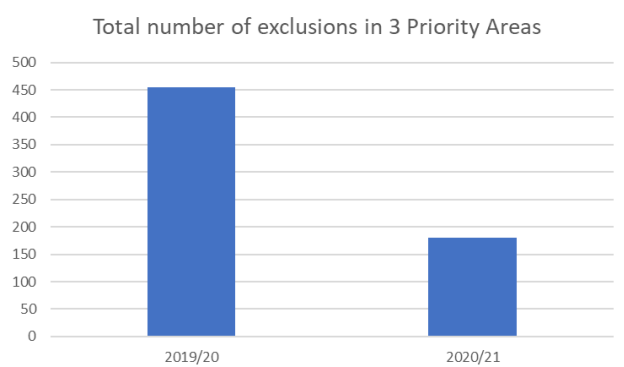
There is a general downward trend in the number of exclusion incidents over the past 3 years in Primary and Secondary and the service has successfully met its target.

Work in schools continues to promote whole school approaches to inclusion and promoting positive relationships, including Compassionate Connected Communities. Schools follow ACC's Staged Intervention Framework and Single Request for Assistance procedure to consider appropriate supports for learners. GIRFEC principles are embedded in our schools and fundamental to this is the partnership approach, which considers the complexity of the lives of some of our learners, to prevent exclusion.

Schools are supported by their QIOs/QIMs to promote inclusion and prevent exclusion. Officers continue to monitor data on a monthly basis to enable earlier discussion with Head Teachers and proactive planning where trends are becoming established. This includes regular, active dialogue to ensure robust Individualised Education Programmes, Child's Plans, Co-ordinated Support Plans and Person Centred Risk Assessment (PCRA) are in place to support individual learners as required, with consideration of relevant supports for individuals.



Total number of exclusions in the 3 priority areas shows a 60% reduction from 2019/20 to 2020/21.



### The Impact of Pupil Equity Funding

City schools have developed or changed their approaches and interventions over the period of funding, particularly in response to challenges around changing learner needs and availability of resource presented by the Covid 19 pandemic. Across schools, funded interventions have continued to have a strong focus on numeracy, literacy and health and wellbeing. Specific interventions around nurture, resilience, mental health and emotional wellbeing have been a common focus, as have areas such as family engagement and outdoor learning.

In some schools targeted interventions have required a change of approach and development of new skills for staff. Schools have responded quickly to change plans when staffing issues have meant partner organisations have been unable to fulfil their commitments. One primary school lost their child and family resource worker and quickly changed the use of this resource to increase Pupil Support Assistant capacity, training these workers in specific interventions to support youngsters who were not on track. This approach was very much data led and, although it is still early days there is already encouraging early evidence of improvements in these learners' wellbeing, resilience, engagement and attainment.

Across the city there is evidence of the wider impacts associated with the additional funding. There has been an increase in collaborative working, both within and across schools and teachers planning and working together has contributed to the development of a more positive and collegiate ethos underpinned by the sharing of practice across individual schools and across Associated School Groups.

The tracking of particular groups has been strengthened over the session and will now be extended to include those identified as being at risk of poverty in keeping with refreshed Scottish Attainment Challenge guidance. This approach will help us work in partnership with colleagues in our Employability Services to support parents and carers from the 6 priority groups into work or to improve their labour market position.

Updated guidance on the use of Scottish Attainment Challenge funding has been used to update the Service Quality Improvement Framework to ensure that addressing poverty is mainstreamed in our school improvement processes. The updated national expectations have also been woven into this evaluation and Plan to ensure a cohesive approach.

The revised national approach to the oversight of Scottish Attainment Challenge funding will help increase visibility of the impact of planned interventions on children and young people.

### Attainment of those living in our priority areas

The events of the last two years have negatively impacted the poverty related attainment gap, with Achievement of Curriculum for Excellence levels (ACEL) data evidencing that the gap increased over school session 20/21. Schools have worked hard to address this over school session 21/22 and Curriculum for Excellence levels have now broadly returned to pre-pandemic levels.

There is evidence of gradual improvement in the number of young people in quintile 1 achieving 5 or more qualifications at both SCQF Levels 5 and 6. There is also clear evidence that the percentage point difference between those in SIMD 1 and 5 has steadily reduced but our progress is not as rapid as some other Local Authorities including our virtual comparators. There is a need to accelerate work planned to broaden the range of SCQF qualifications to ensure that the increased number of young people staying on in school have an appropriate range of learner pathways.

## Summary of progress to date in closing the gap

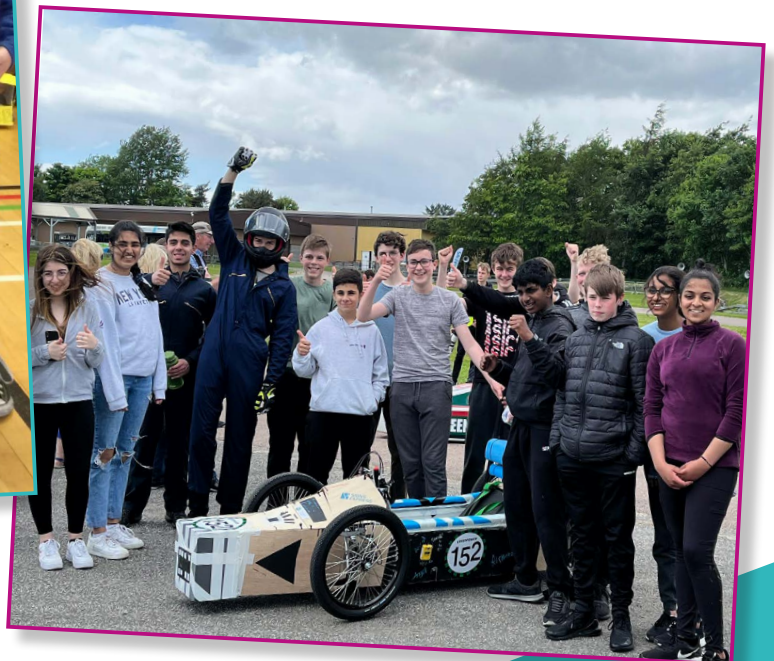
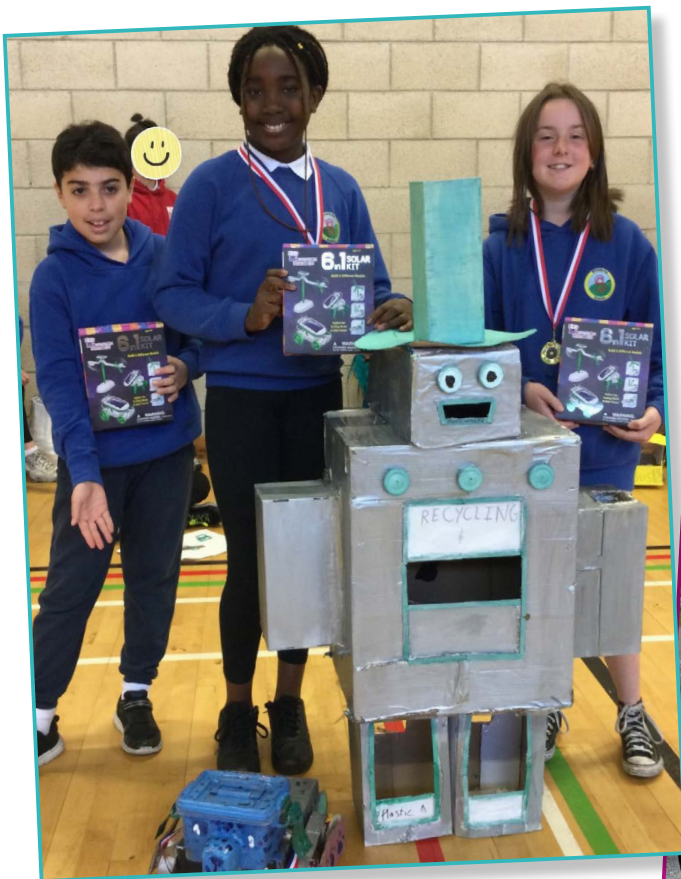
The service now responds more positively in working to prevent families from being adversely impacted by poverty and we now have access to improved school profiles to support a more forensic analysis and tracking of the gap at school level.

Considerable progress has been made in the number of young people who secure a positive initial destination with levels across our priority areas increasing from 82% of our S4-S6 young people in a positive destination in 2019-2020 to 92% in a positive destination in 2020-21.

A review of longer-term data shows steady improvement but highlights how we are not yet overtaking the rate of improvement of others. The considerable re-design of the city campus and extension of the range of qualifications should help to address this from August 2023.

Improvements planned aligned to this aspect of the Service Plan include:

- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- increased scrutiny of the performance of the 6 groups identified in the Child Poverty Action Plan as being impacted by poverty as well as those with protected characteristics and better tracking and sharing of impact data to help spread emerging best practice
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary



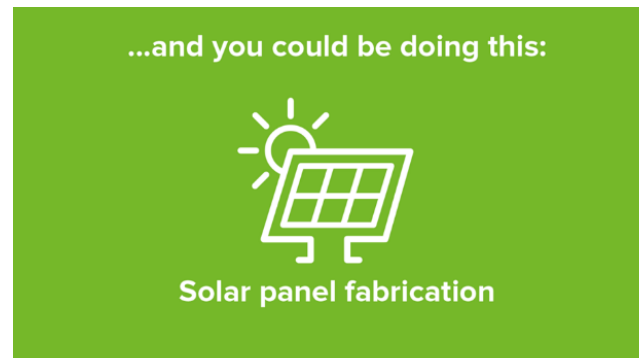
## • Evaluation of progress against the ACC National Improvement Framework Plan to improve Employability and Positive Destinations

### Continued development of ABZ works

Following the successful launch of ABZ works last year, resource has been identified to continue to prioritise its development. [ABZ Works](#) uses a combination of images, text, animations and videos to provide engaging and appealing content with a local context. All storyboards, text and layouts have been tested with industry specialists, young people and career changers to ensure that it is relevant information. Using data from Skills Development Scotland’s Regional Skills Assessment, we have designed highly visual representations to communicate complex information around career pathways and growth sectors. The audience has been clearly defined with graphic elements and animations developed to specifically target each segmented group. [Example of ABZ works development](#)

One of the key functions of the website is to communicate the additional skills that will be required to succeed in any future jobs, including meta-skills or future skills to ensure that young people can thrive within a shifting labour market. Skills like emotional intelligence, the ability to collaborate within a team and critical thinking are even more desirable now and it is important that our learners recognise their value.

Animations, such as the one produced about [transferrable skills](#), aim to communicate how skills like teamwork and problem-solving are highly portable and can be used across industries and sectors.



The planned installation of chatbot technology from March 2022 will increase engagement with our website users and offer a more personalised, interactive experience.



Between the launch of the website in early September 2021 and the 1st of March 2022 there were 3635 website visits to the ABZ Works website. It will be important to ensure that the platform continues to take account of the national economic strategy and local developments such as the potential location of a Green Port to inform content. The Education Service continues to collaborate closely with colleagues in City Growth to ensure alignment.

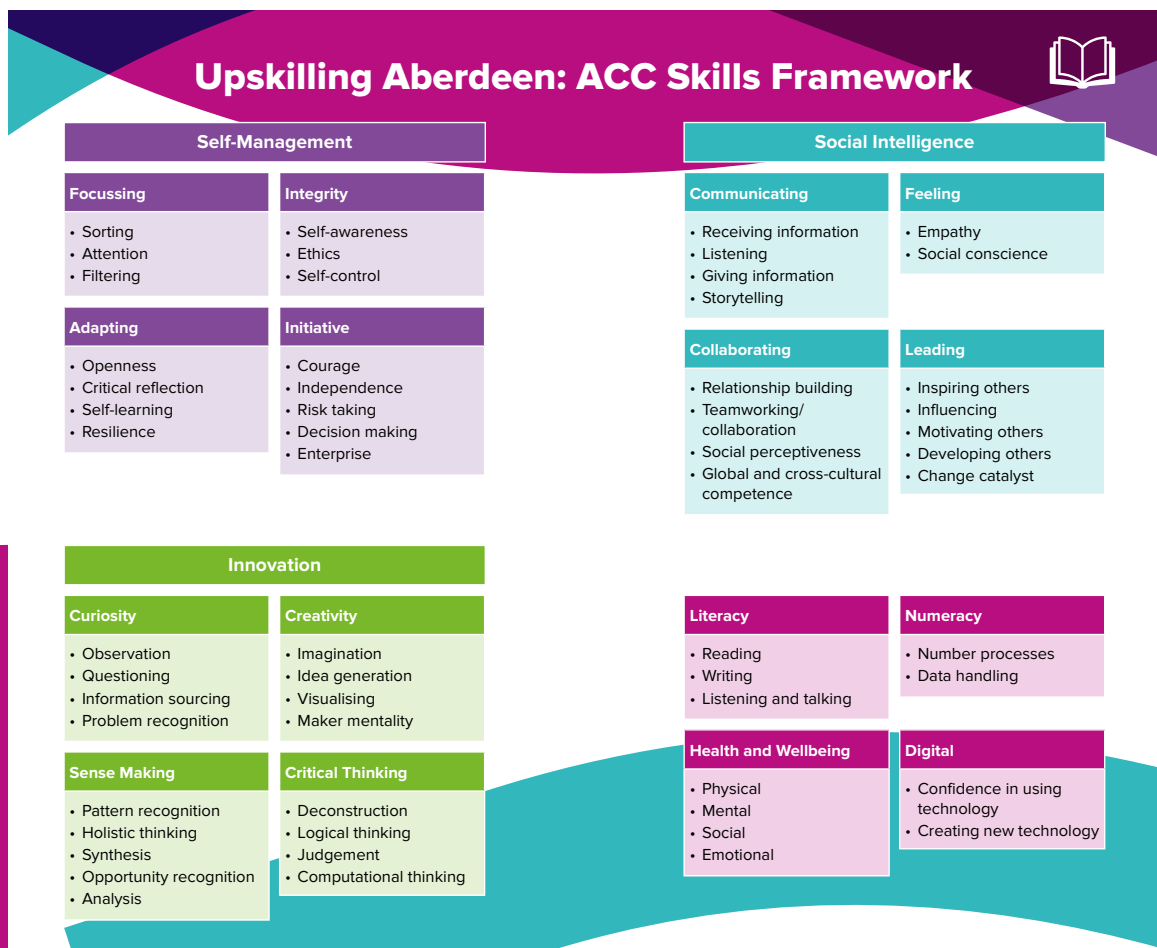
## Understanding and feeding our local economy

One of the areas of focus continues to be increasing the access our young people have to develop skills in taking courses linked to our local growth sector areas (Life Sciences, Digital, Tourism & Hospitality, Early Learning Childcare, Energy, Health & Social Care, Construction). There has been an 8% increase in the courses with growth sector links on offer with anticipated further gains made with the introduction of ABZ Campus in 2023/24.

The Covid-19 pandemic and associated economic impact has demonstrated the vulnerability of our economy and the pandemic has accelerated workplace changes in a speed and manner we could never have envisaged. It is clear the world of work has fundamentally changed and that school leavers will be facing a different workplace in the future. We can anticipate that in addition to job specific skills, young people and adults alike will need to have the ability to learn and update skills throughout their life so that they are able to take their place in an increasingly complex and competitive economic landscape.

It is important that we build capacity and confidence in teaching staff to support pupils to better understand and discuss their skills and know how they can be developed and applied in the world of work. A formal skills framework has been developed to address this need. The draft was shared with Head Teachers in September 2021 and the final version adopted in March 2022. The aim of the framework is to support settings to embed skills across the curriculum, creating a consistent and continuous approach to skills development, including a shared skills language, aligned with local needs. In collaboration with Skills Development Scotland (SDS), 14 schools are engaged in this project and 10 schools have a leadership role on the Steering Group to drive this forward. Work will now progress to develop a digital skills progression to support our response to the Logan Report.

Work continues to develop a tracking system to inform the choices of young people and curricular offer through the use of Seemis Progress and Achievement (P and A) and Power BI. Successful roll out of the system will enable staff to direct young people appropriately to ensure sufficient challenge.



## Accelerate

Four secondary schools within the local authority have joined the Accelerate programme, a community-connected learning initiative supported by the Wood Foundation. This programme has included a collaborate visit to the XP Academy in Doncaster, and a study visit to the Academies of Nashville. An agreed set of outcomes will be derived from these visits to support improvement both in the schools participating in the programme and other secondary schools. The service continues to be grateful for the investment by Wood Foundation in our secondary schools.

## Curricular alignment and the development of ABZ Campus

Secondary Head Teachers began a collaborative review of City Campus provision in March 2022 which has now been in place for 11 years. An early review of data suggests that the provision should be extended to offer a wider range of courses which capture assessment evidence through a broader range of assessment approaches such as National Progression Awards, Skills for Work courses and Foundation Apprenticeships. This work will be progressed over session 2022/23 to form a refreshed City Campus offer to be known as ABZ Campus.

There is agreement that curriculum alignment would help expand the range of learner pathways and secondary colleagues have developed a proposal for implementation from August 2023. Curriculum alignment will help the service ensure a more comprehensive range of learner pathways for young people across all schools with the full spectrum of interests and preferred learning styles catered for the city. It will also allow us to consider our use of digital delivery, enjoy closer collaboration with Further and Higher education partners to help to drive improvement in attainment. This development is aligned with the recommendation of the OECD to drive,

*'collaboration between practitioners for curriculum design and experimentation within and across schools, and collaboration between schools and universities'.*

Greater provision of Foundation Apprenticeships is in place across the city with the number of young people engaging with the model increasing from 161 in 2020-2021 to 179 in 2021-22 in keeping with our target. This is resulting in valuable learning experiences for young people. Responses to these Foundation Apprenticeships include comments such as:

*"It's worth it, it will be good on your CV. It can be difficult at times but you won't regret it" and "it has given me the chance to go and try out the practical support involved with adult social care. The things we have learned in the class have helped us understand why the service users get the support they do and to look at their individual needs."*

More equitable access will be supported through our work on the City Campus.

## Hard to fill specialisms

The service is working with the University of Highlands and Islands (UHI) to secure subject specialists in Home Economics, Design and Technology and Computer Science as an interim measure to address the issues with under provision which limits our ability to adequately prepare young people for growth areas. This partnership with UHI should see an increase in the provision of Home Economics specialists from August 2022 and a partnership delivery model over 2022/23 which will see Design Technology and Computer Science specialists being available from August 2023.

## Transition planning

More effective transition planning is helping us increase the number of positive destinations being achieved by young people. A new pathway planning process was put in place which has added greater rigour and consistency to the process. As a result of the new process, and despite the challenges in the local economy, thanks to the hard work of school staff and partners, positive destinations data for August 2022 increased by 5.1% from last year to 95.1% and is the highest ever recorded by the city.

Third sector organisations Barnardo's, Foyer and Station House Media Unit (SHMU) continue to support the delivery of a programme of support for both winter and summer leavers. Numbers of winter and summer leavers have decreased significantly as more pupils stay on at school. It is thought that the ABZ Campus model across all city schools will provide a greater variety of choice, especially vocational opportunities, for children and young people who remain at school.

A range of mentoring opportunities remain available through Career Ready and MCR pathways for example. Some mentoring providers have experienced considerable recruitment difficulties over the last year and the provisional engagement targets set have not been met.

## Wider achievement

Schools welcomed the opportunity to begin to open up opportunities to children and young people more fully with a small number of residentials undertaken this year. The challenges of staffing residential experiences for young people were significant and we look forward to building up the number further next year. P7 residentials are once again taking place in 2022, along with curricular daytrips and sports team events across all schools. Pupil numbers participating in the Duke of Edinburgh program have returned to pre pandemic levels with 866 pupils currently active across the city.

As part of the digital transformation strategy, ACC have collaborated with Evolve, an existing web based, digital platform for the planning, approval and management of educational visits, sports fixtures and extracurricular activities. The system has reporting capabilities to develop performance analysis of participation and attainment inclusive of wider achievement awards (including Duke of Edinburgh.) Evolve is widely used across Local Authorities and

is currently developing in-system links to secure payment systems, Health and Safety Executive, National libraries, National governing bodies, and other external organisations.

The system is scheduled to go live in August 2022 and will run in parallel with the existing email-based approval system until October 2022 to allow for training and familiarisation. This work will be maintained.

## Attainment and Transitions to Adulthood LOIP Improvement Group

Considerable improvement activity is now undertaken with partners through Improvement Groups associated with the Local Outcome Improvement Plan (LOIP) and associated Children's Services Plan. The education service continues to play a significant role in these groups.

Considerable improvement activity has taken place to reshape our curriculum in response to the local economy. The service has been working with partners to increase the number of accredited courses directly associated with growth areas by 7% by 2023. Early data comparing 2019-20 with 2021-22 suggests an 8% increase already although there is a commitment to look to extend this further given the considerable ongoing changes to the local economy.

Collaboration with the range of partners including the NHS is helping to shape several foundation apprenticeship opportunities for young people at Northfield. Many of the offers will guarantee a work placement and mentor for young people whilst undertaking a Foundation Apprenticeship. Work is progressing to guarantee a Modern Apprenticeship interview upon successful completion of the Foundation Apprenticeship. This approach, which is being heavily supported by colleagues in People and Organisation, presents a unique opportunity for young people to secure their destination whilst still progressing through the senior phase and will see further promotion of apprenticeship opportunities across the organisation and beyond.



A further three courses are to be offered at Northfield Academy in association with NESCOL. Up to 24 young people will be offered the opportunity to be involved in City & Guilds qualifications in Hair and Beauty within the school. Up to 10 young people will also be offered the chance to undertake a Foundation Apprenticeship in Hospitality with elements taking place both at the school and at the NESCOL premises in Altens. This work is now being aligned with a review of the City Campus to broaden the range of curriculum pathways made available to all pupils across the city to ensure our curriculum offer maximises opportunities for all groups whilst taking advantage of relatively short travelling distances between schools. This will see us work towards curricular alignment by June 2023.

Lift off 2 ran on 1st and 2nd June 2022. This now annual event helped raise awareness of growth sectors and inspire young people about the range of opportunities available to them. Improvements were made to the platform used this session thanks to funding from the Developing Young Workforce Board. An evaluation of the event is currently being undertaken. It is proposed that Lift off be extended further in session 2022/23 to include a school leavers fortnight at the end of the exam diet for those who have yet to secure a positive destination to allow young people to experience the workplace and build their skills.

Work across the Community Planning Partnership to increase the number of young people with complex additional support needs who enter a positive destination continues. All leavers in the last academic year have had access to a care manager from the Adult Social Work Learning Disability Team. Planning for each learner includes the setting of relevant targets and experiences suited to their positive destination. An early action systems change project has begun to make connections across partners to explore and consider further appropriate pathways.

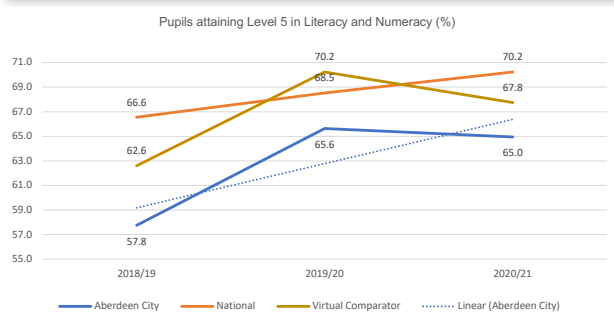
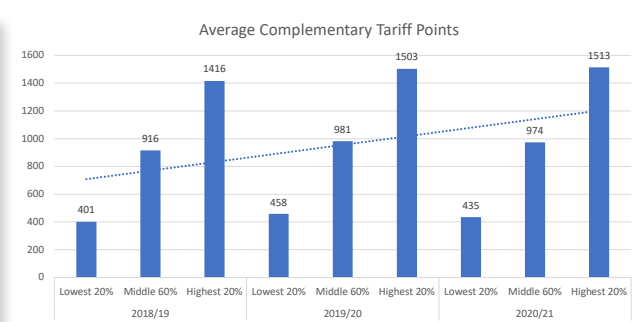
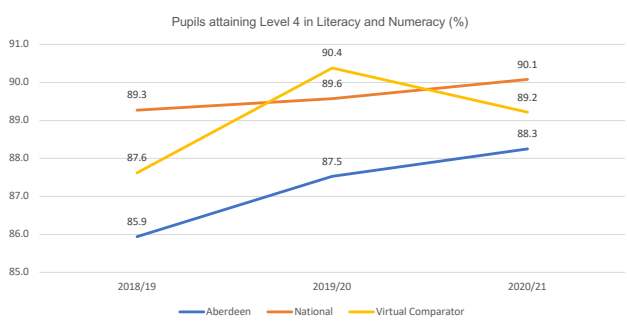
The service will continue to engage with a range of partners to strengthen the offer made to our senior phase pupils.



## Are our changes realising sufficient improvement?

Prior to the pandemic, schools were exploring their curriculum offer at local level. The last two years have seen some curricular changes and improvement in the quality of grades. Care should be taken in making direct comparisons given the changed approaches to certification over the last 2 years. It is clear however, that despite making improvements at pace there is still considerable headroom in attainment which will require a more radical approach to realise.

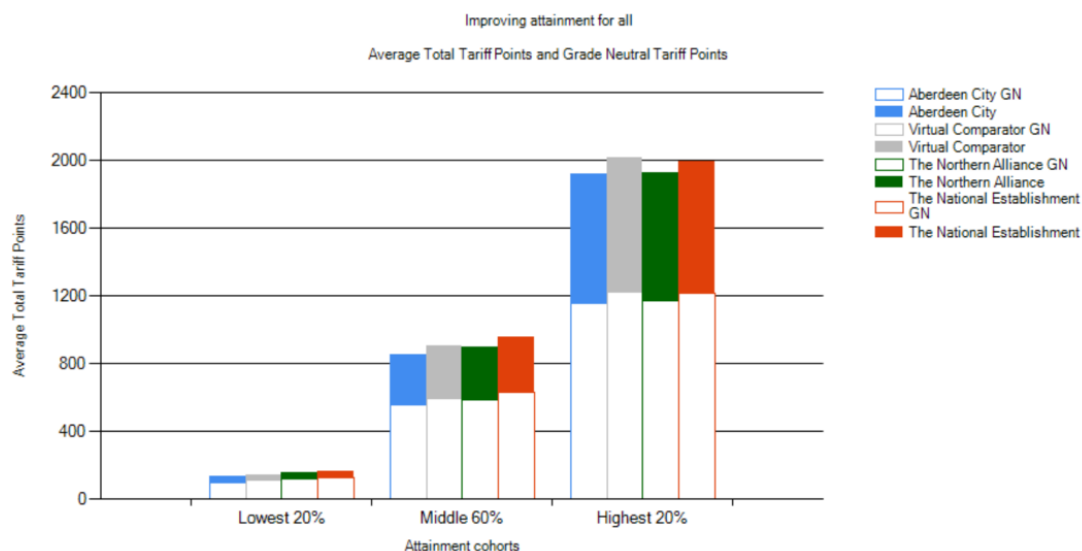
This is further illustrated by a review of complementary tariff scores. At each quintile cohort, (20% Lowest, Middle 60% and Highest 20% of attainers) the city has experienced a rising trend in Average Complementary Tariff Scores across the three-year period (illustrated by the dotted trendline). There 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%.



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

However, a review of national and virtual comparator data shows there is still more to be achieved.

The selected year is 2021



This graph shows that our middle 60% and upper 20% of young people in Aberdeen City secondary schools have performed behind the virtual comparator in 2021 when all attainment data is taken into account. It is believed that one of the key ways in which we can improve this picture is to provide learner pathways (new courses with vocational or clear links to growth industries) that better motivate all of our young people. This is one of the central reasons for the introduction of the new ABZ Campus.

### Positive destinations

The entirety of the work carried out to support young people in Secondary Schools has culminated in an improved picture for Aberdeen City on the number of young people reaching positive destinations. This remains a work in progress with the full impact of the pandemic yet to be realised. However, it is pleasing to see figures for the local authority both increasing on prior years and overtaking the virtual comparator.

Establishment	Year	% of School Leavers in a Positive Destination
Aberdeen City	2020/21	95.38
Virtual Comparator	2020/21	95.2
The Northern Alliance	2020/21	95.32
The National Establishment	2020/21	95.48
Aberdeen City	2019/20	90.29
Virtual Comparator	2019/20	93.65
The Northern Alliance	2019/20	92.99
The National Establishment	2019/20	93.36
Aberdeen City	2018/19	93.74
Virtual Comparator	2018/19	94.82
The Northern Alliance	2018/19	94.98
The National Establishment	2018/19	95.05

### Summary of progress to date

Considerable work has been and continues to be undertaken in this area as schools work to respond to the changing economic landscape. Secondary School Head Teachers are currently responding to the need to;

- review the City Campus model that has been in place for the past ten years
- build in capacity to create new learner pathways, and
- create a more effective way to work with curriculum partners such as NESCol

It is believed that this work could play a critical part in maximising offers being made to young people across Aberdeen City from August 2023 and improve our ability both to meet the needs of all learners and respond to changing economic conditions.

The work involved in gaining such alignment is considerable and this will be the key focus in this area for 22/23 as we continue to work with partners to ensure that young people have the skills they need to move onto education, employment or training in a changing local economy.

Priorities for improvement, based on the findings of this evaluation include:

- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary



## Upholding Children's Rights and keeping The Promise

Given the transformative nature of The Promise, a baseline evaluation has been undertaken to help measure progress against over the coming years to ensure that the Local Authority and wider partnership are strongly positioned to deliver this important national policy.

### Child Friendly Cities

Aberdeen City Council and Community Planning Partners continue to move closer to realising our collective ambition of Aberdeen becoming a UNICEF U.K. accredited 'Child Friendly City' as part of stretch aim 7 in the Local Outcome Improvement Plan. Partners have worked to finalise the Action Plan which was approved by the Community Planning Aberdeen Board (CPA Board) in April 2022. This outlines all planned activity and the corresponding evaluation framework and marks the official conclusion of the planning phase. Community Planning Partners hope to realise accreditation within 3 years.

Keen to build on gathering momentum, a range of training opportunities has been provided to council staff across a range of services and staff within key partner organisations. This will ensure that there is a robust and consistent understanding of children's rights and take full cognisance of them when considering and taking action that directly (or indirectly) affects the lives of the city's children and young people and, where possible, provide opportunities for them to be directly involved in meaningful participation in decision-making. This commitment is demonstrated by the importance placed on children's rights as part of the recently reviewed 'Integrated Impact Assessment' which forms part of our committee processes.

All Council decisions which impact children and young people are now taken following consideration of the impact of such decisions on children and young people as part of the Committee process. This drive to take a rights-based approach to decision making is being extended across the Community Planning Partnership. Our work, and that of partners, is shaped around 6 badges which are led by a team from across the Community Planning Partnership.

**Culture** - The 'vision of childhood', fundamental to a child rights-based approach (CRBA) is understood and promoted because staff know how to effectively practice and embed a child rights-based approach.

**Cooperation & Leadership** - Leaders within and beyond the local authority understand and value the importance of incorporating children's rights, needs and views in decision-making.

**Communications** – Comms staff and local media understand and value a child rights perspective *and* Child Friendly City status is regularly communicated to all members of the community (including children and young people) in a manner that is accessible and appropriate.

**Child Friendly Services** - All services, including health, justice, social services, and others are child friendly.

**Participating** - Children and young people's views are considered in decision making processes and there is clarity about how their participation has made an impact.

**Place** - Urban planning services apply a child rights-based approach (CRBA) to design, development, and provision, this will include participatory research.

This approach, although more complex than that taken by other cities in the programme, who are only looking at their own organisation, will allow our children and young people to claim their rights across the Community Planning Partnership as our young people do not see institutional boundaries.

As partners increasingly value and seek feedback from children and young people, consideration has been given to how to provide a platform to support engagement with young people more directly. This work will see the launch of a webpage on our website linked to various youth groups already established in the city including our Champions Board so that partners can seek feedback directly from our children and young people. We anticipate that this will be an important step in ensuring our young people directly inform decision making across the Community Planning Partnership.

## Peace Pledge

Representatives from each secondary school took on the role of Peace Ambassadors, writing a collaborative peace pledge for all of the children and young people in Aberdeen. By participation in the Peace Fields Project and drawing up their Peace Pledge, young people from schools across the city have come together to speak with one voice. Through the Pledge they have highlighted the importance of having safe and welcoming spaces where young people from different communities and backgrounds can come together and enjoy physical activity in a peaceful way. The council intends to use this project as a catalyst to ensure other areas of the city are just as inclusive, safe and peaceful.

## Children's right to have a say in decisions which affect them

A number of workshops, focus groups and electronic surveys have been established to understand issues of significance to children and young people more fully in order to ensure their views are fully taken into account. An example of this is that children and young people have directly influenced the Beach and City Centre Masterplan through creative workshops which culminated in their views being shared with Council. [Masterplan for Council Meeting](#). On 7th March 2022 Council agreed the Council Delivery Plan which encompasses the Service Standards expected of all functions of the Council.

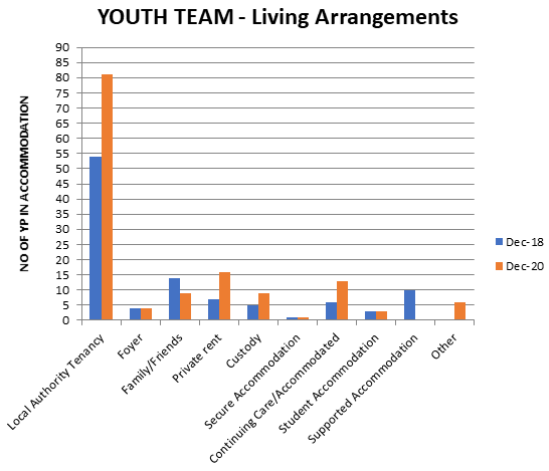
In 2021, Aberdeen City Council's Repairs and Maintenance Team responded to a request from our care experienced young people through the Champions Board and produced video tutorials focusing on basic property maintenance tasks for first-time tenancy holders. This is just one example of how services across the Council are responding positively to requests from our young people.

The Throughcare Housing Protocol recognises the statutory duties toward care experienced young people and the requirement to support access to housing resource, reducing the risk of homelessness and associated vulnerabilities which can be lifelong. In April 2021, a Housing Support Officer became co-located with the Youth Team. This post supports our care experienced young people to navigate Housing systems taking a relational approach and aims to make sure that transitions from care into their first tenancy are as coordinated and transparent as possible. For 2022, the focus will be on developing more resources to support young people and staff to manage these transitions and systems. An evaluation of the role is to be undertaken in 2023.

Throughout 2021, we continued to see a positive trend in care experienced young people accessing and sustaining tenancies (with a decrease in the use of temporary accommodation arrangements) and of those that did terminate their tenancy within 365 days of securing a property, all went on to secure other forms of accommodation.

Ref		Availability	Responsive	Quality	Eligibility	Prescribed	Target
	<b>Customer Feedback / Access to Information</b>						
1.	We will respond to Stage 1 complaints to within 5 working days		✓			Y	75%
2.	We will respond to Stage 2 complaints within 20 working days		✓			Y	75%
3.	We will respond to escalated stage 2 complaints within 20 working days		✓			Y	75%
4.	We will respond to Freedom of Information requests within 20 working days		✓			Y	85%
5.	We will respond to Environmental Information Regulation Requests within 20 working days		✓			Y	85%
6.	We will respond to non complex Subject Access Requests within 1 month We will respond to complex Subject Access Requests within 3 months		✓			Y	80% 70%
7.	We will respond to Access to School Records requests within 15 school days		✓			Y	100%
8.	We will respond to Data Protection Right requests within 1 month		✓			Y	100%
9.	We will respond to Members/MP/MSP enquiries submitted via our online portal within 15 working days (recognising that in some complex cases this standard will not be met)		✓			N	75%
	<b>Children's Rights</b>						
10.	We will meaningfully consult with children and young people about any proposed changes which will directly or indirectly effect them and ensure that our policies and practices comply with the principles of the UN Convention on the Rights of the Child.  <b>Dignity</b> - Each child is a unique person with intrinsic worth and should be respected and valued in all circumstances. <b>Best interests of the child</b> - Determining and doing what is best for a child, with that child, at that time and in that situation. <b>Non-discrimination</b> - Each child is treated fairly and protected from discrimination.		✓	✓		Y	100%

The data indicates the growing numbers of looked after young people remaining in placement on a Continuing Care basis, thus promoting their opportunities for successful transition.



### Keeping The Promise across the education service

In taking forward Plan 21-24, the education service has focussed on building capacity across the five fundamentals of The Promise in order to build the solid base advocated in Plan 21-24.

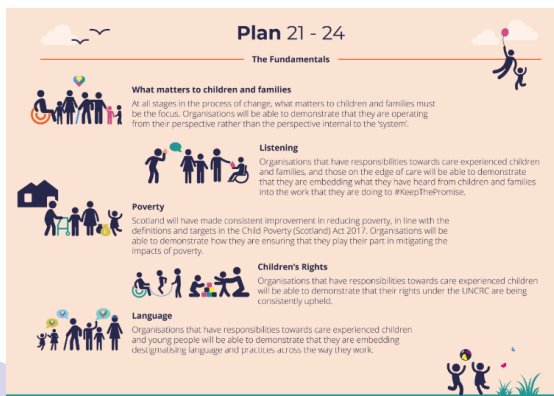
The scope of work in year 1 has been universal in order to support the shift to a more 'customer led' approach to decision making and exemplify the system shift required in keeping The Promise. This scope will be narrowed further in year 2 with expectations of schools outlined in the updated Quality Improvement Framework 2022/23. Taking a universal approach in the first instance should help ensure that all schools and educational services (including those who currently do not support those who are Looked After) keep The Promise together. Our evaluation of the extent to which we are addressing poverty is contained in the previous section on closing the gap.

### Listening

A broader range of mechanisms have been adopted to ensure that children and young people are directly influencing decisions which affect them. In addition to work to ensure children are consistently influencing the supports being afforded to them through the Child's Planning process, practice reviews have been introduced to reflect on multi-agency decision making and practice when a single agency feels that our collective efforts have fallen short of expectations. Although in its infancy, this approach will undoubtedly offer a valuable opportunity to challenge ourselves to ensure that our young people achieve the best possible outcomes.

Work to develop ASN and Outreach services and our Fit Like Hubs (Tier 2 services) has been directly informed by service users. Their voices continue to influence the on-going development of both services.

Programmes such as the Summer and Easter of Play were directly shaped by the voices of all children and young people with resource allocated according to the self-reported needs of children and families. Looked After children and those on the edge of care were given priority access to the summer programme and took advantage of around 4% of all available activities. Evaluations from children and young people averaged 9.5/10.



## What matters to children and young people

Schools and the education service are actively seeking the views of children and young people to inform decision making. This is making sure that children and young people can influence how we prioritise our time and amend systems and approaches based on what is important to our children, young people and families.

Session 2021/22 saw the establishment of the first ever Aberdeen City Climate Change conference for young people. Young people from across the city, under the stewardship of their elected Pupil Climate Change President, explored a range of issues associated with our work to achieve Net Zero. The establishment of a Climate Change Pupil Group comprising young people from all secondary schools will enable our young people to directly inform the decision making of the Council to ensure that decisions take account of what matters to young people most. The Council has committed a budget of £150,000 to the group to further their plans and plans are underway to ensure sufficient linkage with our Champions Board.

Specific services designed to support children who are Looked After or on the edge of care have been further developed over the school session. The Champions Board is co-chaired by a Champion and a Young Person and young people who attend the Champions Board set the agenda, learn leadership skills and advocate on behalf of their peers. There is a real focus on genuine participation to ensure a move from 'doing to' to 'doing with.' The work of the group is driven through the [Champions Board Plan 2021](#).

Young People through the Champions Board requested that information was available for schools to support both staff and pupils to have a greater understanding of 'What it means to be Care Experienced'. The Virtual School Education Support Officer worked alongside a group of Care Experienced young people to create a programme for schools that will deliver on their ask. The programme is being developed to take cognisance of The Promise Change Plan, UNCRC and Angela Morgan's Review. A group of Principal Teachers of Guidance are being consulted throughout the development to ensure the programme will be deliverable in schools.

The Planning for Positive destinations meetings undertaken in all city secondary schools provide an opportunity for proactive planning for young people. The Virtual School Education Support Officer works alongside school staff, the Throughcare and

Aftercare and ACC employability teams to support the transition onto independent living and a positive destination. As of February 2022 there had been an increase of 52% in the number of young people receiving Aftercare Support from the Youth Team. There is also now a planned and structured local residential aftercare programme delivered as part of core local residential children's home support which currently supports 20 young people.

All schools offer a range of mentoring opportunities, with MCR pathways available for all those with care experience across 6 academies. There are some indications that engagement with this helps to increase school attendance and improve long term outcomes.

## Language

Some of the language used to describe incidents and near misses is thought to be at odds with the language of the UNCRC and The Promise. Colleagues across the cluster are working with Health and Safety colleagues to address this whilst still meeting statutory obligations in terms of The Health and Safety Executive. It is hoped that more careful use of the language used to report near misses and incidents will help shift the narrative from 'assault' and 'violence' to trauma, dysregulation and compassion and that trauma informed language will influence reporting to various Committees.

The Education Service has been liaising with colleagues who are part of the Each and Every Child initiative. The Each and Every Child initiative aims to support people at all levels in the community to shift how they communicate when speaking about care experience, and to change how they think, feel and act in order to influence public opinion.

The Write right about Me (WRAM) project is starting to drive a decisive shift in professional writing about children and young people. The Project has listened directly to those with care experience to understand the impact of poorly chosen language on those accessing their records and is driving a change in writing about children and young people across the partnership. Learning from WRAM is being embraced by our local universities who are supporting our teachers, social workers and health staff of tomorrow to be more conscious how they frame their recordings. Plans are in place to roll out training across all schools.



## Children's Rights

The Virtual School has been in place for many years now. It effectively ensures that robust education protocols are in place for Looked After Children (Individual Education Plans, Coordinated Support Plans (CSPs), timely enrolment in appropriate education provision and attendance thereafter and that any trends are identified and addressed). Support for parents, foster carers and kinship carers includes help to navigate the educational landscape, including understanding qualifications, supports and pathways. Having worked to increase the number of Looked After Children considered for a CSP last session, training has been delivered to social work colleagues to support the consideration of a CSP for all Looked After Children in other local authorities. The voice of the child or young person is captured as part of this consideration.

We would want all of our children to make use of key staff in school for support and guidance and these positive relationships are evident in most cases. However, we recognise that there are times when young people may need access to an impartial Officer and our Virtual School undertakes this function. Our Virtual School acts as an advocate for children and young people and enjoys close collaboration with the Children's Rights Service. All children and young people supported by the Right's Service are made aware of the role of the Virtual School so that they know that support is available to them if required. This ensures that the child or young person's views are heard and responded to consistently.

The Virtual School (a Tier 2 service) is central to supporting the multi-agency teams around each child with regard to their education, ensuring effective child centred planning wherever the child or young person attends school. There is evidence that the involvement of the Virtual School reduces the time spent out of education for a number of Looked After Children this year who have transitioned between local authorities and schools. As 222 of our Looked After children are educated in another local authority, this supports their journey into a positive destination. Given this high number we have begun more rigorous quality assurance of Residential Schools, which has been enhanced through the establishment of a Quality Improvement Officer (ASN), and proactive planning to welcome children and young people back to the city where appropriate to do so.

As we work to return many children and young people to the city, we recognise the need to diversify and amend ways of working to support children who are already looked after or on the edge of care. Two workshops held in June 2022 have helped develop two pilots to be implemented over school session 22/23. These two pilots will inform longer term planning and be closely aligned to our developing Family Support Model.



## Keeping The Promise: The 5 priority areas – What the Education Service is doing.

Our care experienced young people are central to our decision making and many of the improvements outlined across all 4 themes within the National Improvement Framework Plan contribute to our work to keep The Promise. Where there is crossover information has not been duplicated.



### Building capacity and Supporting the Workforce

A range of professional learning has been offered to build capacity in the workplace with universal engagement with the Compassionate and Connected Communities (CCC) programme key to our work to deliver on The Promise.

### A Good Childhood

Our work to ensure a good childhood is outlined in our evaluation of health and wellbeing and will be further developed over session 22/23 as we develop a partnership model of Family Support.

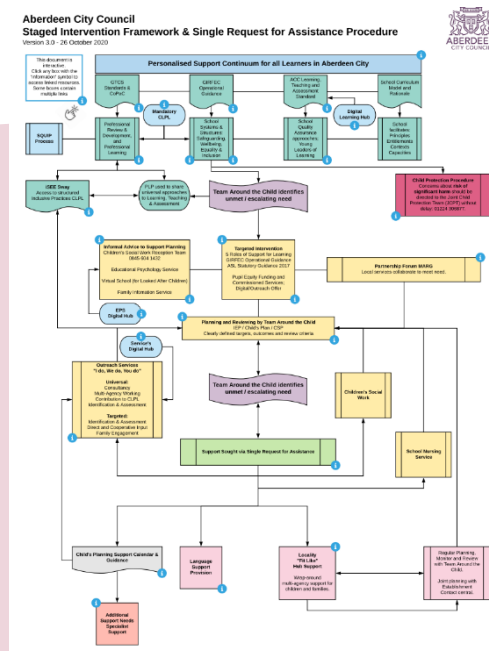
The service continues to consider how the Expansion of Early Learning and Childcare can best support vulnerable groups and improved analysis of data by groups will support our proactive planning in this area.

## Planning

The service routinely monitors key measures such as attendance and exclusion of our Looked After Children and will extend this monitoring to include rigorous tracking at school level for those who are looked after or on the edge of care next session. This approach will complement the work being undertaken across our secondary schools to determine the extent to which young people are reaching their full potential through the provision of effective learning pathways for all groups. We anticipate a far broader range of pathways being in place from August 2023 and more creative and earlier engagement with families. The two pilot projects for those on the edge of care will support longer term planning.

Tracking and monitoring of data at school level is improving but will be further developed following the launch of the live data in school profiles. This will allow a seamless transition from primary to secondary and support achievement of the highest levels of attainment which are a precursor of wellbeing.

The Virtual School works closely with partners to ensure Care Experienced Young People are prioritised, barriers identified and removed. Part of this work involves supporting the planning for positive destinations meetings in the city academies, meeting with local Further Education and Higher Education leads for corporate parenting and being part of a Working group with Working Rite and ABZ works. This has involved a review of the impact of the programme, including identifying further opportunities for wider achievement along with the possible scaling up of the programme.



## Whole Family Support

We recognise that supporting parents is essential and the extensive range of interventions delivered are outlined in previous sections of this evaluation. The need to design and deliver more bespoke packages of support for children and families who are on the edge of care will be taken forward through our two pilots next session.

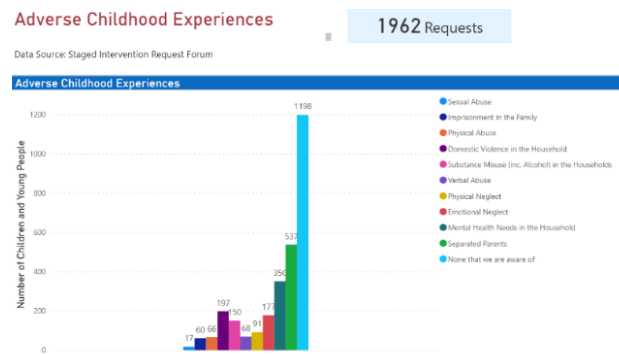
Following analysis of the effectiveness of ASN and Outreach services, the education service began transforming the management and delivery models of ASN and outreach services around 3 years ago. The development of a refreshed Staged Intervention Framework helped clarify expectations of how universal resource available in each school should be utilised prior to seeking additional and more targeted resources.

A generic request for assistance form was developed to function as a single access point for all ASN and Outreach services including the School Nursing Service, Children’s Social Work, Autism Outreach and the virtual school. This form is used by Named Persons in health and education and by partners if they wish to request a service. The data is used at three levels; at whole system level to help us determine the success of our current approaches, at category of need level to help shape thresholds and approaches and at individual pupil level to help inform individual planning for children and young people.

Each request is automatically transferred to the service being requested using an (RfA) which directs each request to a secure channel in the Request for Assistance Portal ensuring only relevant staff have access. Key staff from each service receive an email to inform them of the new request, they then access the channel to process them. This approach ensures that requests are quickly processed and the person making the referral informed of the outcome of their request.

All of the data is fed into one Power BI. Keeping this data in one place helps us to:

- identify where there are high levels of requests which may indicate either a hot spot of need or a less effective universal offer which needs to be addressed
- move resource to areas of high need and reshape internal commissioning
- identify patterns and emerging risks based on pupil or geographical characteristics)
- plan holistically to meet the needs of children and families



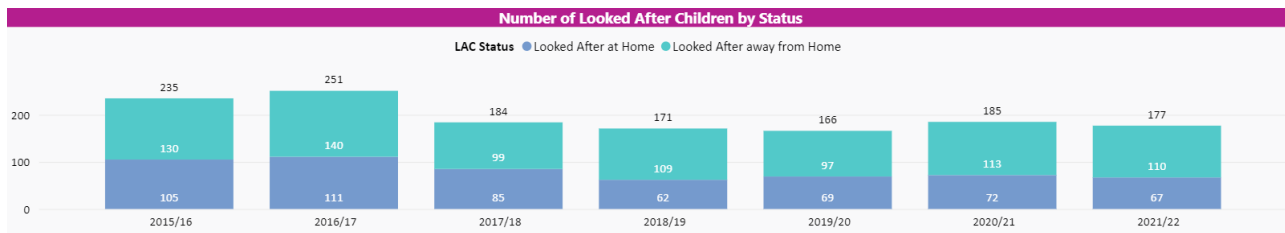
Any known Adverse Childhood Experiences (ACEs) are captured. This approach is proving helpful in identifying emerging risks. You will see in the visual that over a quarter of requests for assistance come from those who live in single parent households. As a result of this, our stronger families series has looked to address this need and the summer and Easter programmes will prioritise those from single parent households.

The system has helped transform working practices, resource allocation and our commissioning of internal services and is now being extended to include all services for children as we design our model of Family Support.



## What does the data tell us about our Looked After Children?

The number of Looked after children attending city schools currently sits at 177. The number has been fairly consistent over the last 5 years.



Our schools and The Virtual School support personalised planning for individuals. As a result of this personalised approach, we have seen an increase in school attendance and reduction in unauthorised absence from school.

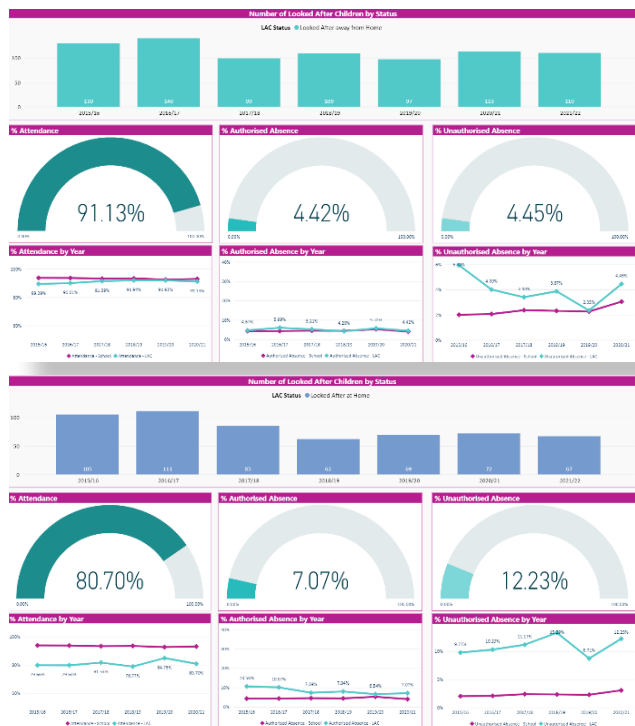
## Attendance

Validated data for 2020/21 shows that children and young people who are care experienced have a mean attendance of 87.17%. This is 5% lower than the average attendance of 92.97%.

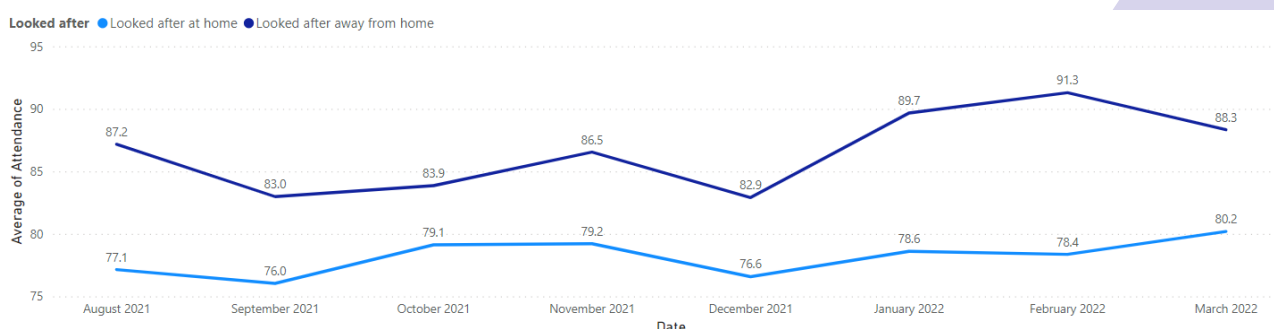
Exploring the data by group, however, highlights a contrasting picture for those who are looked after away from home compared to those who are looked after at home.

Children and young people who are Looked after away from home enjoy school attendance only one percentage point lower than their peers (91%). The attendance of those looked after at home is significantly lower at 81%.

Attendance is tracked monthly and there has been an increased focus on supporting accurate recording of attendance of our Looked After Children, some of whom have a personalised curriculum that involves support by 3rd sector partners and commissioned services. With the return to in school learning, there has been an increased drive to engage young people in the MCR Pathways programme to support attendance in school and this has helped realise an improved trend despite the general reduction in school attendance due to the COVID-19 pandemic.



Live data validates the need to focus on the attendance and achievements of those who are Looked After or in kinship care arrangements over the coming year and ensure that personalised pathways are appropriately meeting individual needs. This learning has informed the establishment of our two pilot projects across Northfield and Lochside Associated Schools Groups.



### Exclusion

Exclusions have reduced steadily over the past 5 years. This is thought to be as a result of a greater focus on wellbeing in schools and of clarifying expectations and legal obligations. A small-scale audit across Education and Children’s Social Work explored in greater detail the circumstances and needs of a small group of young people who had been excluded on multiple occasions, some of whom were on the edge of care. This reinforced the close correlation between ACEs and the emotional presentation/wellbeing of the young people in school and has informed the professional learning offer delivered across the service. Considerable work has been undertaken to support wellbeing in schools but the delivery of some interventions for individuals was compromised due to the staffing shortages due to the need to self-isolate. This is likely to have compromised the impact of some personalised pathways.

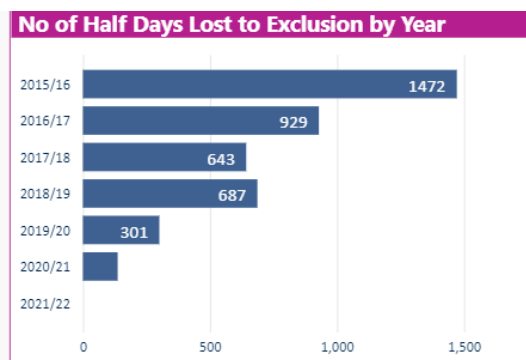
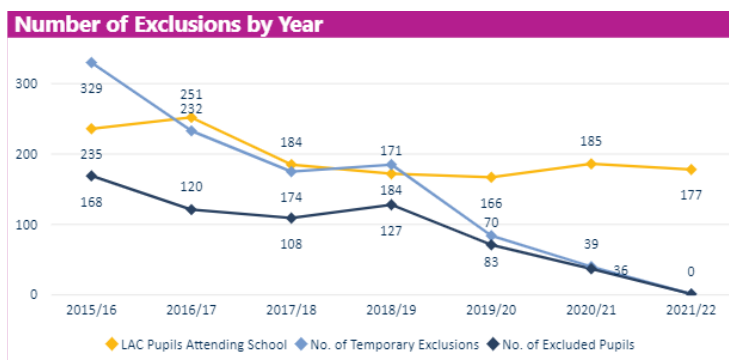
Data shows that exclusion incidents for Looked After children and young people are continuing to fall with the number of exclusion incidents for academic year 2021/22 currently sitting at 27.

The exclusion pattern for those Looked after at home now aligns with that for those who are looked after away from home. When explored further, it is evident that the children and young people had become dysregulated resulting in them presenting

with distressed behaviours that can be challenging for adults around them. It is likely that the staffing shortages in schools as a result of self-isolation have impacted on the supports available for children and young people in schools who become dysregulated.

15 Looked After children have been excluded to date this academic year with 7 of those having repeat exclusions and accounting for 16 of the 27 total incidents. 7 of the children are Looked After away from home and 8 are Looked After at home. Secondary pupils account for 78% of the exclusions. The development of ABZ Campus should help address this.

It was also noted that 11 of the 27 incidents from across the year occurred in March. The build up to the holiday months can be particularly challenging for Looked After Children, there is a need to take proactive action to address this obvious rise in anxiety in future and this will be considered and planned for as we reshape the approach taken by the Virtual School and run two pilots across two Associated Schools Groups to explore new delivery models of the Virtual School. It is hoped that a year round model of delivery will help prevent peaks of dysregulation.



### Attainment at CFE

Curriculum for Excellence levels shows a continued gap in attainment between those with care experience and their peers in keeping with the national picture. The challenge in analysing data for Looked After children remains that there are small numbers in each cohort which means that a single child can have a significant impact on the percentages calculated. To give a sense of the variation in numbers, the number of P1,4 and 7 pupils for whom ACEL data would be collected, has ranged from 29 to 42 over the last two years. Given the small numbers in the cohort, accurate 'value added' can only be effectively calculated every 4 years by looking at the progress of individual children.

In general terms, ACEL data for those with care experience mirrors the wider city trend and saw a decrease over session 2020/21. Levels for 2021/22 looks set to exceed pre-pandemic levels in writing and numeracy. Reading and listening & talking look to be recovering to within <5% of the baseline percentage.

It is well documented that looked after and care experienced young people have a range of needs, strengths and vulnerabilities. Whilst their circumstances vary, most have experienced some form of difficulty in their lives. Many of these young people have experienced multiple, serious adversities, which may include socio-economic disadvantage, parental drug and alcohol misuse, and domestic violence. They can live in chaotic households and may experience more uncertainty

about where and who they live with which may make it difficult to study at home, complete assignments or homework. They are significantly more likely to have physical health conditions, poorer mental health (even when poverty and disadvantage are accounted for), emotional difficulties, and face multiple barriers when it comes to addressing such difficulties, all of which may have an impact on school attendance. Much of this was further impacted upon during the pandemic and it can be seen from the data that for each ACEL area, the trend across the 3 years for Looked After Children reflects the pattern for both those in SIMD 1 and for those with ASN.

Of those who were Looked After at the point of census whose data is captured here, 9% are no longer Looked after and there is recognition that there needs to be an increased focus on our care experienced learners as their needs are enduring beyond their time in care. Moving forward into 2022/23, there will be a broadened focus on supporting those who are previously Looked After to ensure interventions continue to be in place to meet their needs and on those at risk of being accommodated or 'on the edge of care'.

74% of the learners in the cohort attend schools in 3 of the city's Associated School Groups (Northfield, Lochside and St Machar). This data has informed the location of our two pilots which will see changes in working practices for our Virtual School and other colleagues across the Council and wider Community Planning Partnership.

### Senior Phase attainment

Despite city wide initial leaver destinations data for 20/21 being the highest ever recorded in the city, those who are Looked After achieved below the virtual comparator. Although there remains a gap between the percentage of Looked after Children achieving a positive destination in Aberdeen City and the Virtual Comparator, this is the highest percentage achieved over the past 7 years and there is evidence of sustained improvement. There is a need to continue to focus on this area with a range of partners including Further and Higher Education in order to ensure that our looked after children consistently achieve a positive destination.

For the 2020/21 cohort, 4 young people did not move into a positive destination (are Looked after at home and 2 are Looked After away from home). All 4 had a high level of complex need with 2 of the young people continuing to require a high level of support from the Virtual School and internal and external partners.

Although there is evidence of sustained improvement, there is a need to broaden the range of curriculum pathways available to children and young people. This area will be a key focus in 2022/23 through the development of ABZ Campus with a workstream focussed on the needs of those who are care experienced.

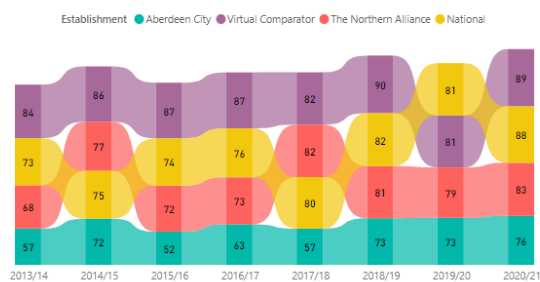
As more children are moved from out of Authority placements to being looked after at home, there is a need to amend our arrangements for supporting those who are Looked After or on the edge of care. All schools will be asked to scrutinise the performance of this group and work collaboratively across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

The percentage gap between Looked After children and the city population achieving 4 or more qualifications at SCQF level 3 has increased in 2020/21. Those Looked After at home have performed better than in the previous years.

In order to ensure our Looked After Children consistently achieve, there needs to be a focus on developing personalised curriculums that meet their needs and provides the opportunity to engage in a breadth of subjects. This will be partially realised by the Virtual School working on-site in two Associated Schools Groups to help work with school staff and multi-agency partners to build the curriculum offer most likely to realise improvement across key measures and partially through our work to develop ABZ Campus. In the short term there is evidence that some personalised pathways could be improved, and the quality assurance of personalised pathways will be undertaken more routinely from August 2022.

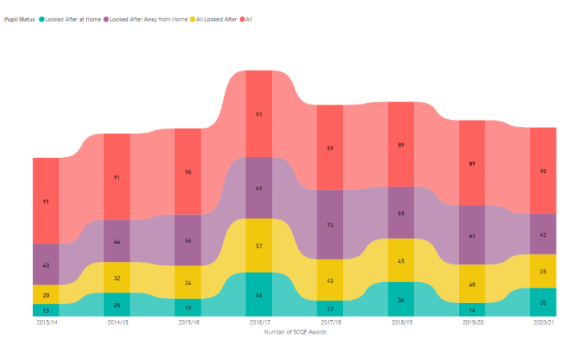
Looked after children, and those on the edge of care, will be a key focus over school session 22/23.

% of All Looked After Leavers in Positive Destinations



For the 2020/21 cohort, 4 young people did not move into a positive destination (are Looked after at home and 2 are Looked After away from home). All 4 had a high level of complex need with 2 of the young people continuing to require a high level of support from the Virtual School and internal and external partners.

% of Leavers Achieving SCQF Awards, Aberdeen City



## Conclusion

The education service continues to help drive the improvements outlined in the Local Outcome Improvement Plan (LOIP), the associated Children's Service Plan, the Child Poverty Action Plan as well as reflecting on the improvements detailed in the Aberdeen City Council National Improvement Framework Plan. As we move back into 'business as usual' there is a need to reduce the number of areas for improvement in order to address some of the issues emerging from the data and accelerate work in these areas in closer collaboration with colleagues in school.

Priorities for improvement, based on the findings of this evaluation include:

- a review of the Anti-bullying policy
- continued development of pupil and parental participation
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) to ensure needs are met in keeping with The Promise, the UNCRC and our Accessibility Plan
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- increased scrutiny of the performance of the 6 groups identified in the Child Poverty Action Plan as being impacted by poverty as well as those with protected characteristics and better tracking and sharing of impact data to help spread emerging best practice
- curriculum alignment and expansion of learning pathways including work to improve computer science with the newly established Aberdeen Computing Collaborative, enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- review of the impact of universal and targeted supports for wellbeing in light of pupil surveys and inform the Partnership development of a model of Family Support
- continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace and challenge based on more robust tracking data





## Raising Attainment Stretch aims and year targets (inclusive of closing the gap measures)

Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

### Core Quality Indicators

Work to develop leadership is on-going and will help us improve evaluations of Q1.3 (leadership of change).

**Stretch Aim** – 85% of all schools will self-evaluate Q1.3 Leadership of Change at good or better by 2026

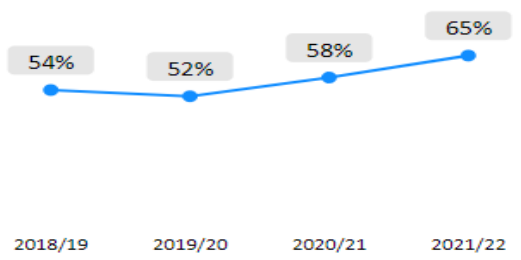
**Target for 2022/23** – 75% of schools will self-evaluate Q1.3 Leadership of Change at good or better by the end of school session 22/23.

The quality of learning, teaching and assessment continues to be an area of focus given the inextricable links between the quality of provision and attainment and participation data. On-going work will help us improve evaluations of QI 2.3 (learning, teaching and assessment)

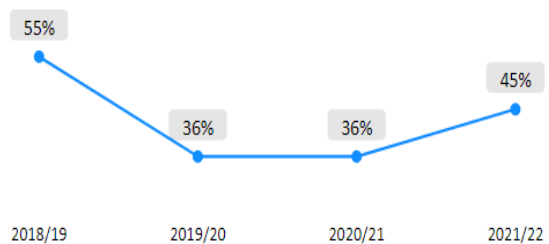
**Stretch Aim** – 80% of our schools will self-evaluate QI2.3 Learning, Teaching and Assessment at good or better by 2026

**Target for 2022/23** – 55% of our schools will self-evaluate QI2.3 Learning, Teaching and Assessment at good or better by the end of school session 22/23

**QI 1.3 - Leadership of Change: % Schools Evaluated at 'Good' or Above**



**QI 2.3 - L, T & A: % Schools Evidencing Good or above**



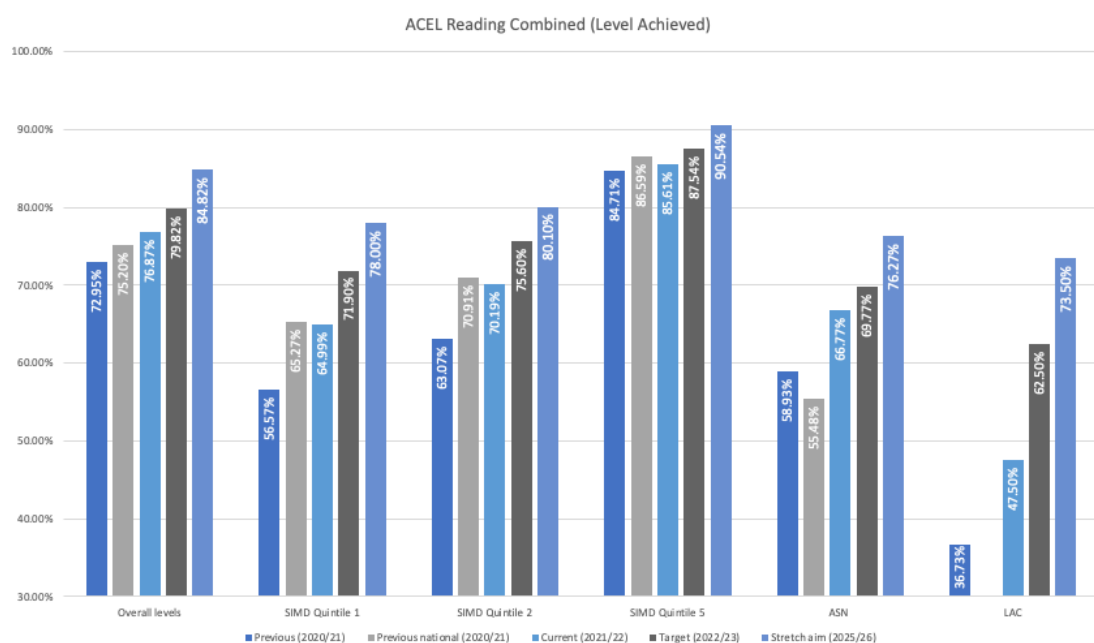
## Curriculum for Excellence data (ACEL)

Tracking data for 20/21 looks to be now largely in keeping with pre-pandemic levels. It is now important to improve from this position as we head into a school session which will more closely resemble pre pandemic school sessions. Stretch aims and targets for individual groups are included in the graphs below.

### ACEL Reading

**Stretch Aim** – 84% of learners will achieve predicted levels by 2026

**Target for 2022/23** – 79% of learners will achieve predicted levels by the end of school session 22/23



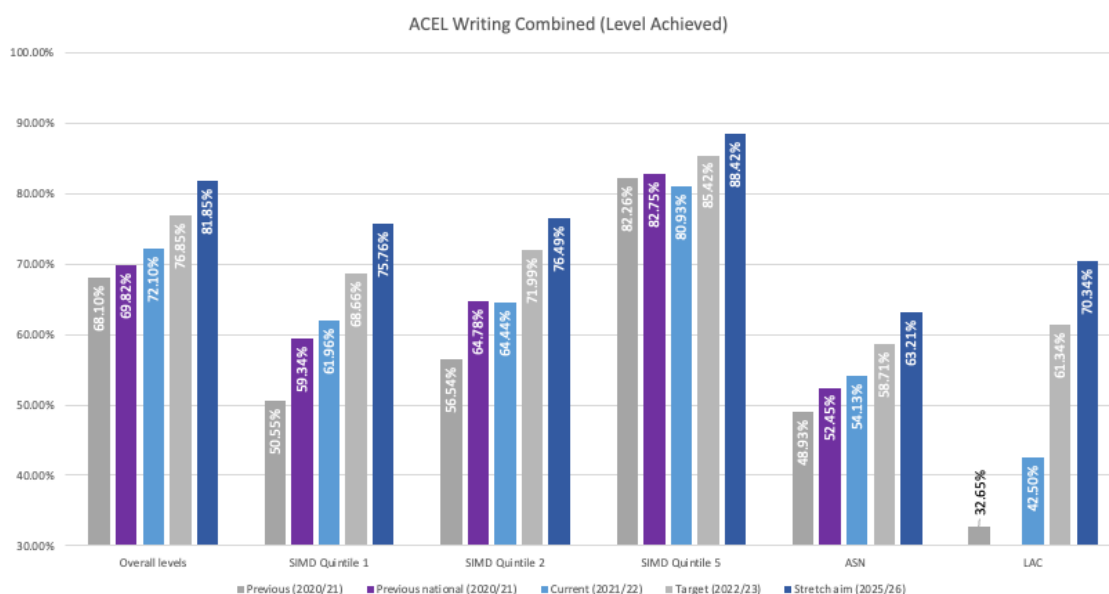
### ACEL P1, P4, P7 Reading Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current level (2020/21)	72.95%	56.57%	63.07%	84.71%	28.14%	58.93%	36.73%
National (2020/21)	75.20%	65.27%	70.91%	86.59%	21.32%	55.48%	
Forecast (2021/22)	76.87%	64.99%	70.19%	85.61%	20.62%	66.77%	47.50%
Target to be achieved over 2022/23	79.82%	71.90%	75.60%	87.54%	15.64%	69.77%	62.50%
Improvement (percentage point) for 22/23	2.95%	6.91%	5.41%	1.93%	-4.98%	3.00%	15.00%
Stretch aim to be achieved by 2025/26	84.82%	78.00%	80.10%	90.54%	12.54%	76.27%	73.50%

## ACEL Writing

**Stretch Aim** – 81% of learners will achieve predicted levels by 2026

**Target for 2022/23** – 76% of learners will achieve predicted levels by the end of school session 22/23



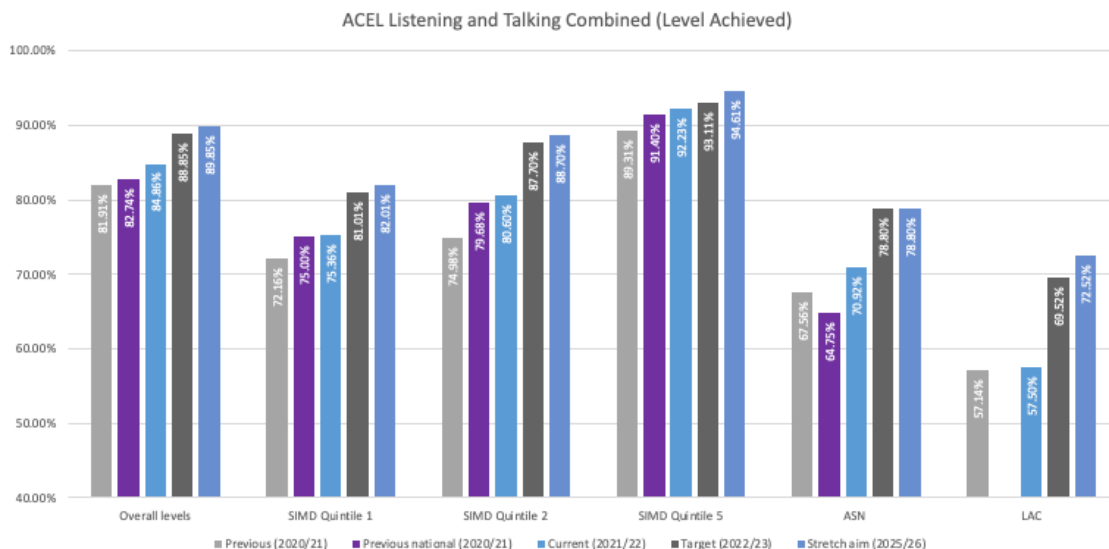
## ACEL P1, P4, P7 Writing Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	68.10%	50.55%	56.54%	82.26%	31.71%	48.93%	32.65%
Current national (2020/21)	69.82%	59.34%	64.78%	82.75%	23.41%	52.45%	
Forecast (2021/22)	72.10%	61.96%	64.44%	80.93%	18.97%	54.13%	42.50%
Target to be achieved 2022/23	76.85%	68.66%	71.99%	85.42%	16.76%	58.71%	61.34%
Improvement (percentage point) for 22/23	4.75%	6.70%	7.55%	4.49%	-2.21%	4.58%	18.84%
Stretch aim to be achieved by 2025/26	81.85%	75.76%	76.49%	88.42%	12.66%	63.21%	70.34%

## ACEL Listening and Talking

Stretch Aim – 89% of learners will achieve predicted levels by 2026

Target for 2022/23 – 88% of learners will achieve predicted levels by the end of school session 22/23



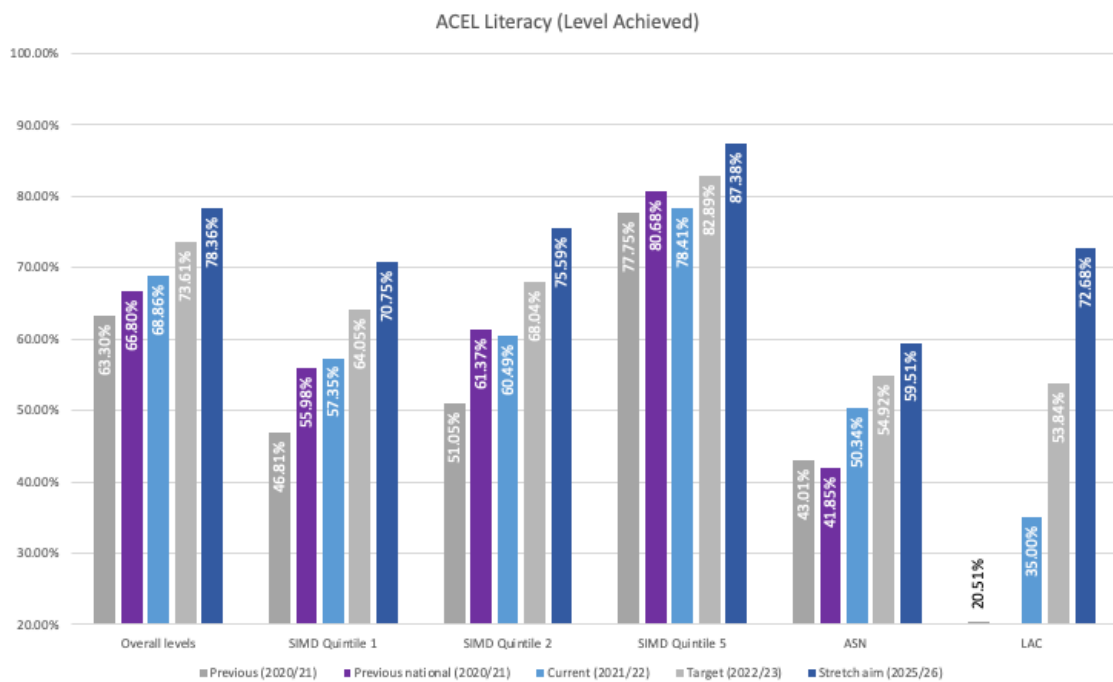
### ACEL P1, P4, P7 Listening and Talking Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	81.91%	72.16%	74.98%	89.31%	17.15%	67.56%	57.14%
Current national (2020/21)	82.74%	75.00%	79.68%	91.40%	16.40%	64.75%	
Forecast (2021/22)	84.86%	75.36%	80.60%	92.23%	16.87%	70.92%	57.50%
Target to be achieved 2022/23	88.85%	81.01%	87.70%	93.11%	12.10%	78.80%	69.52%
Improvement (percentage point) for 22/23	3.99%	5.65%	7.10%	0.88%	-4.77%	7.88%	12.02%
Stretch aim to be achieved by 2025/26	89.85%	82.01%	88.70%	94.61%	9.60%	78.80%	72.52%

### ACEL Literacy Combined

Stretch Aim – 78% of learners will achieve predicted levels by 2026

Target for 2022/23 – 73% of learners will achieve predicted levels by the end of school session 22/23



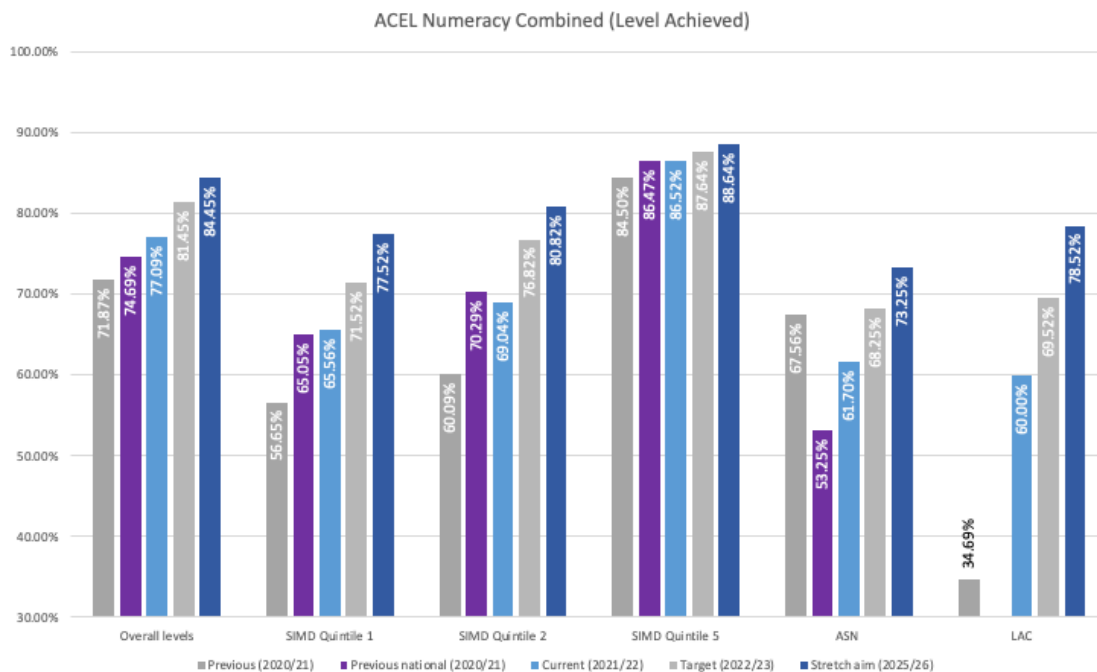
### ACEL P1, P4, P7 Literacy

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Previous (2020/21)	63.30%	46.81%	51.05%	77.75%	30.93%	43.01%	20.51%
Previous national (2020/21)	66.80%	55.98%	61.37%	80.68%	24.70%	41.85%	
Current (2021/22)	68.86%	57.35%	60.49%	78.41%	21.06%	50.34%	35.00%
Target to be achieved 2022/23	73.61%	64.05%	68.04%	82.89%	18.84%	54.92%	53.84%
Improvement (percentage point) for 22/23	4.75%	6.70%	7.55%	4.49%	-2.21%	4.58%	18.84%
Stretch aim to be achieved by 2025/26	78.36%	70.75%	75.59%	87.38%	16.63%	59.51%	72.68%

## ACEL Numeracy

Stretch Aim – 84% of learners will achieve predicted levels by 2026

Target for 2022/23 – 81% of learners will achieve predicted levels by the end of school session 22/23



## ACEL P1, P4, P7 Numeracy Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Previous (2020/21)	71.85%	56.57%	60.03%	84.52%	27.95%	54.13%	34.69%
Previous national (2020/21)	74.69%	65.05%	70.29%	86.47%	21.42%	53.25%	
Current (2021/22)	77.09%	65.56%	69.04%	86.52%	20.96%	61.70%	60.00%
Target be achieved 2022/23	81.45%	71.52%	76.82%	87.64%	16.12%	68.25%	69.52%
Improvement (percentage point)	4.36%	5.96%	7.78%	1.12%	-4.84%	6.55%	9.52%
Stretch aim to be achieved by 2025/26	84.45%	77.52%	80.82%	88.64%	11.12%	73.25%	78.52%

## Health and Wellbeing Stretch aims and year target (inclusive of closing the gap measures)

Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

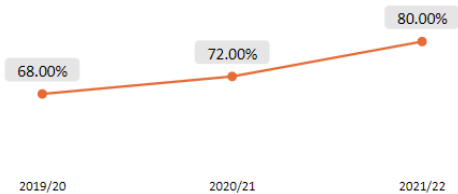
### Core Quality Indicators

Gradings for QI 3.1 have been improving over the last 4 years.

**Stretch Aim** - 100% of schools will evaluate QI 3.1 at good or better by 2026

**Target for 2022/23** - 85% of schools will evaluate QI 3.1 at good or better by the end of school session 22/23

QI 3.1 - Wellbeing, Equality and Inclusion: % Schools Evaluating Good/Very Good



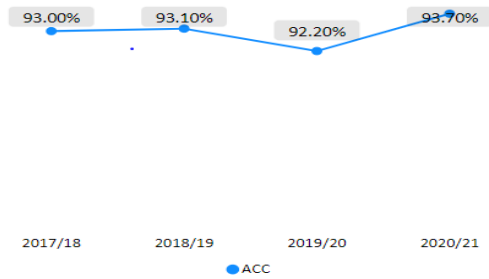
### Attendance and exclusion

Effective risk assessments have helped maintain pupil levels of attendance at school although this could be further improved by focussing on the effectiveness of approaches at school level.

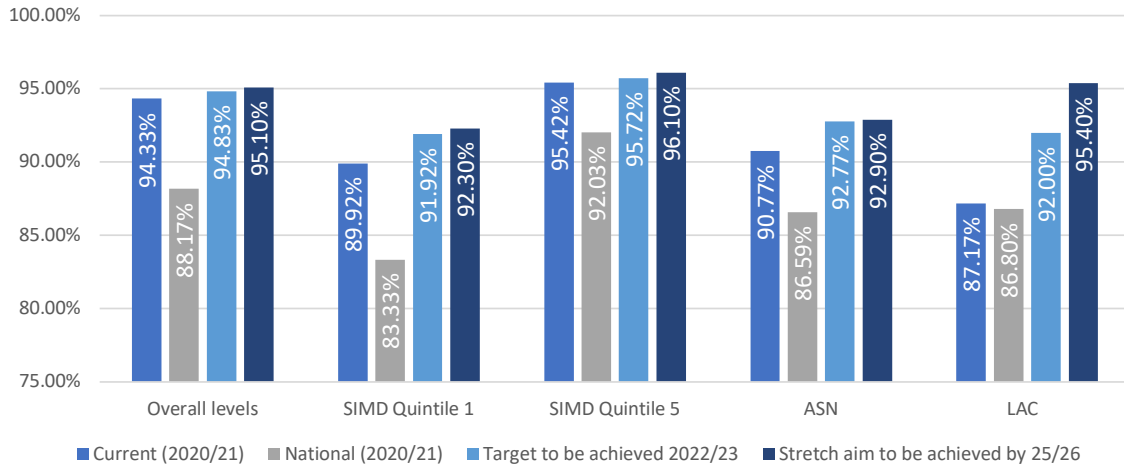
**Stretch Aim** - 95% of all children and young people will attend school regularly by 2026

**Target for 2022/23** - 94.8% of all children and young people will attend school regularly by the end of school session 22/23

Percentage Attendance (citywide) over time



### %Attendance All Schools (schools open)



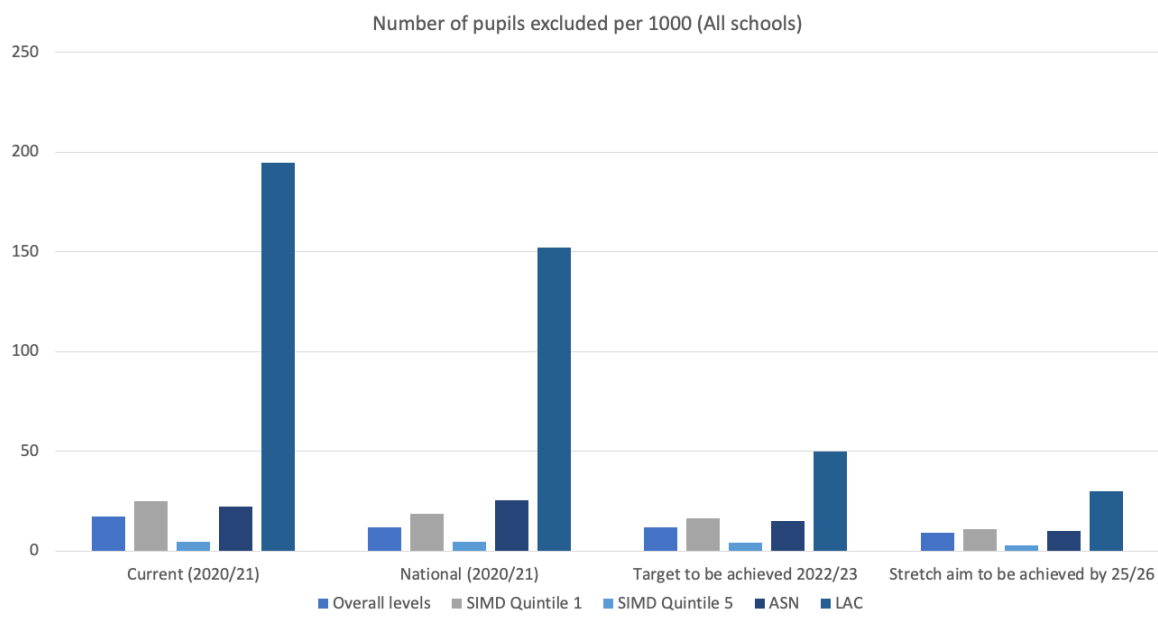
### %Attendance All Schools (schools open)

	Overall levels	SIMD Quintile 1	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	94.33%	89.92%	95.42%	5.50%	90.77%	87.17%
National (2020/21)	88.17%	83.33%	92.03%	8.70%	86.59%	86.8%*
Target to be achieved 2022/23	94.83%	91.92%	95.72%	3.80%	92.77%	92.00%
Improvement (percentage point)	0.50%	2.00%	0.30%	1.70%	2.00%	4.83%
Stretch aim to be achieved by 25/26	95.10%	92.30%	96.10%	3.80%	92.90%	95.40%

\*Most recent national data 2018/2019







Number of pupils excluded per 1000 pupils (all schools)

	Overall levels	SIMD Quintile 1	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	17.2	25.1	4.7	20.4	22.4	194.59
National (2020/21)	11.9	18.8	4.8	14.0	25.5	152.0*
Target to be achieved 2022/23	12	16.5	4	12.5	15	50
Improvement (percentage point)	30%	34%	15%	39%	33%	74%
Stretch aim to be achieved by 25/26	9	11	3	8	10	30

\*Most recent national data 2018/2019

# Positive Destinations Stretch aims and year target (inclusive of closing the gap measures)

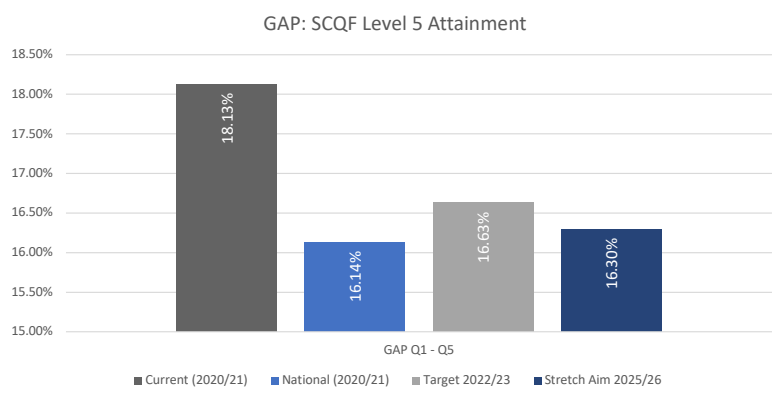
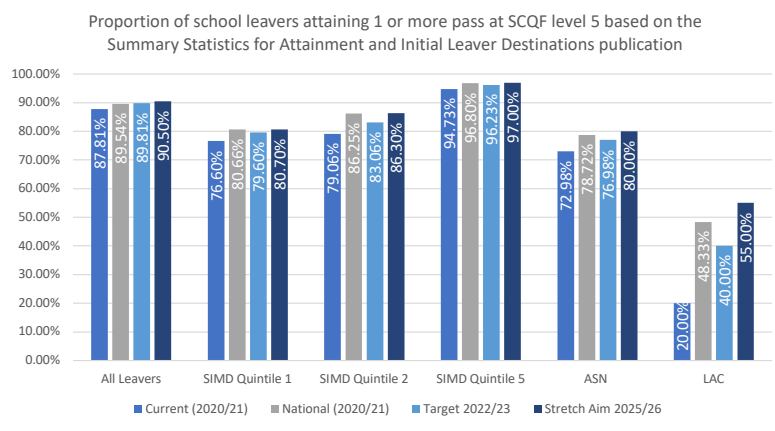
Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

## School Leaver data

**Stretch Aim – 90% of all young people will attain 1 or more pass at SCQF Level 5 by 2026**

**Target for 2022/23 – 89% of young people will attain 1 or more pass at SCQF Level 5 by the end of 22/23.**



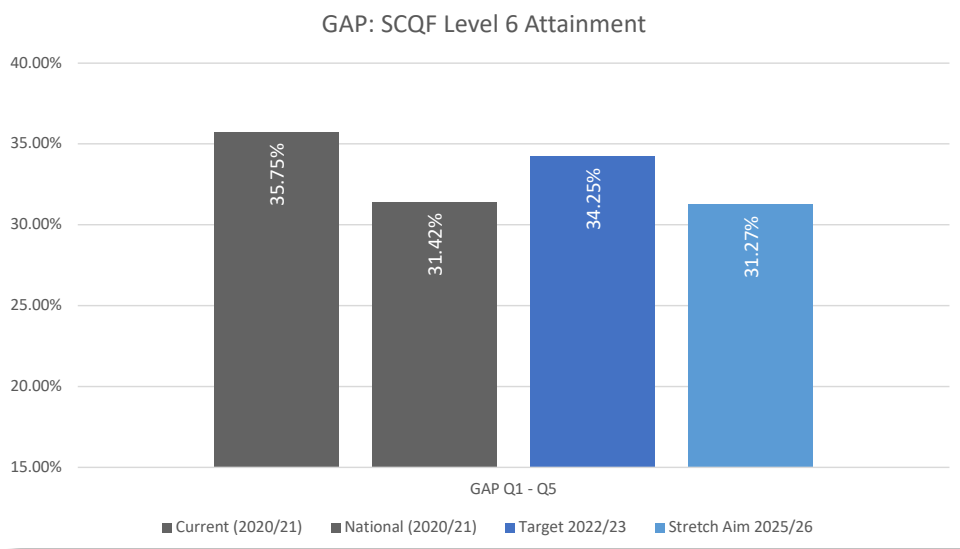
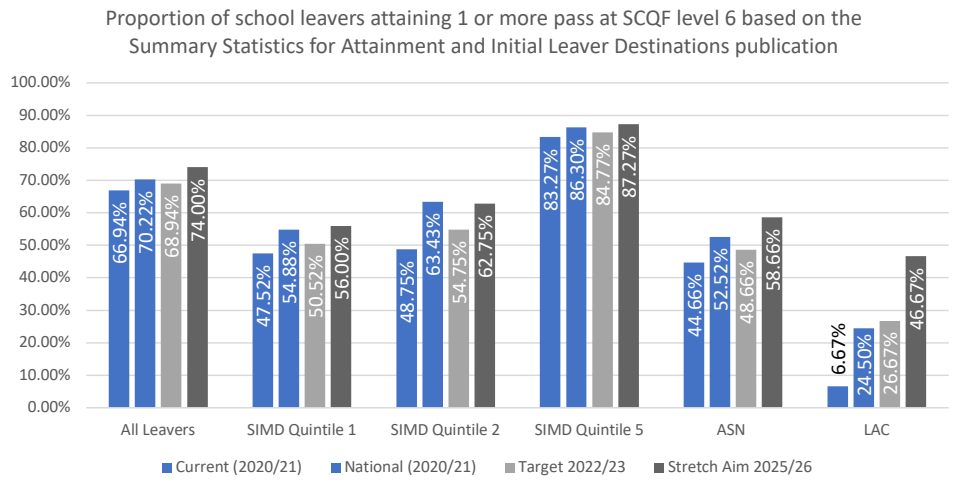
Proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the Summary Statistics for Attainment and Initial Leaver Destinations publication

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC*
Previous (2020/21)	87.81%	76.60%	79.06%	94.73%	18.13%	72.98%	20.00%
National (2020/21)	89.54%	80.66%	86.25%	96.80%	16.14%	78.72%	48.33%
Target to be achieved 2022/23	89.81%	79.60%	83.06%	96.23%	16.63%	76.98%	40.00%
Improvement (percentage points)	2.00%	3.00%	4.00%	1.50%	-1.50%	4.00%	20.00%
Stretch Aim to be achieved by 25/26	90.50%	80.70%	84.50%	97.00%	16.30%	80.00%	55.00%

\*3 looked after children achieved SCQF level 5 in a cohort of 15 leavers.

**Stretch Aim – 74% of all young people will attain 1 or more pass at SCQF Level 6 by 2026**

**Target for 2022/23 – 68% of young people will attain 1 or more pass at SCQF Level 6 by the end of 22/23.**



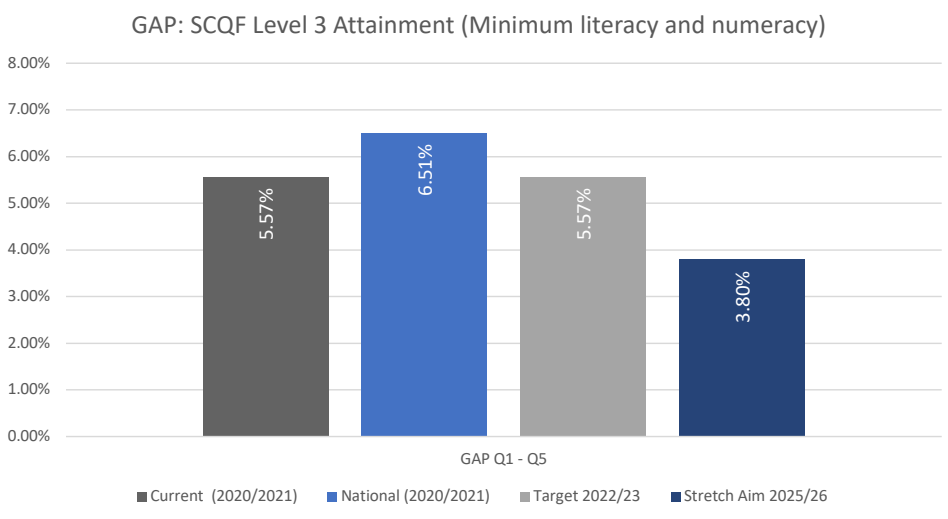
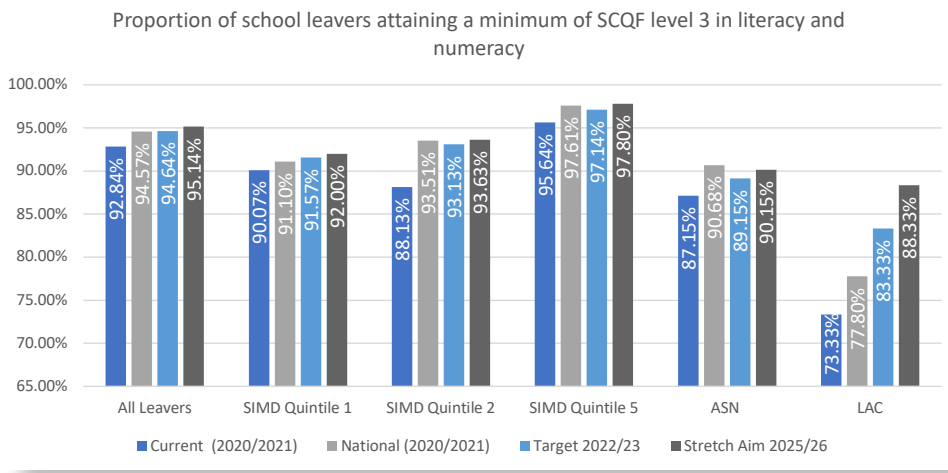
Proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the Summary Statistics for Attainment and Initial Leaver Destinations publication

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC*
Previous (2020/21)	66.94%	47.52%	48.75%	83.27%	35.75%	44.66%	6.67%
National (2020/21)	70.22%	54.88%	63.43%	86.30%	31.42%	52.52%	24.50%
Target to be achieved 2022/23	68.94%	50.52%	54.75%	84.77%	34.25%	48.66%	26.67%
Improvement (percentage points)	2.00%	3.00%	6.00%	1.50%	-1.50%	4.00%	20.00%
Stretch Aim to be achieved by 25/26	74.00%	56.00%	62.75%	87.27%	31.27%	58.66%	46.67%

\*1 looked after child achieved SCQF level 6 in cohort of 15 leavers.

**Stretch Aim** – 95% of all young people will attain a minimum of SCQF Level 3 in literacy and numeracy by 2026

**Target for 2022/23** – 94% of young people will attain a minimum of SCQF Level 3 in literacy and numeracy by the end of school session 22/23

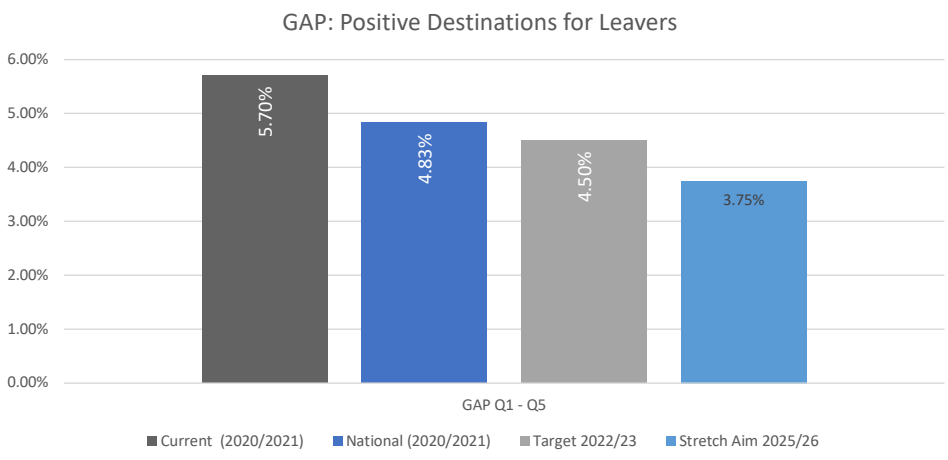
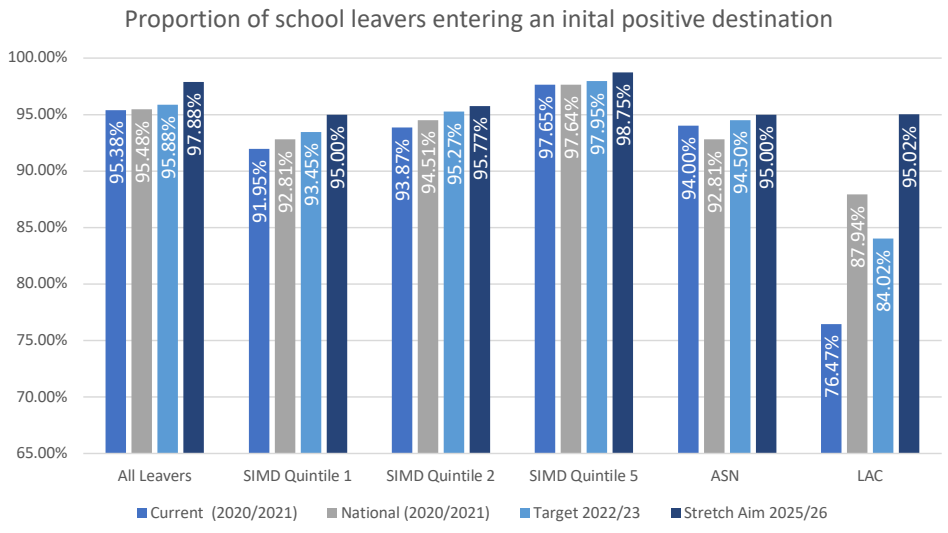


Proportion of school leavers attaining a minimum of SCQF level 3 in literacy and numeracy

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current level (2021/22)	92.84%	90.07%	88.13%	95.64%	5.57%	87.15%	73.33%
National (2021/22)	94.57%	91.10%	93.51%	97.61%	6.51%	90.68%	77.80%
Target 2022/23	94.64%	91.57%	93.13%	97.14%	5.57%	89.15%	83.33%
% Increase	1.80%	1.50%	5.00%	1.50%	0.00%	2.00%	10.00%
Stretch Aim 2025/26	95.14%	92.00%	93.63%	97.80%	3.80%	90.15%	88.33%

**Stretch Aim – 97% of all young people will enter an initial positive destination 2026**

**Target for 2022/23 – 95% of young people will enter an initial positive destination by the end of school session 22/23**



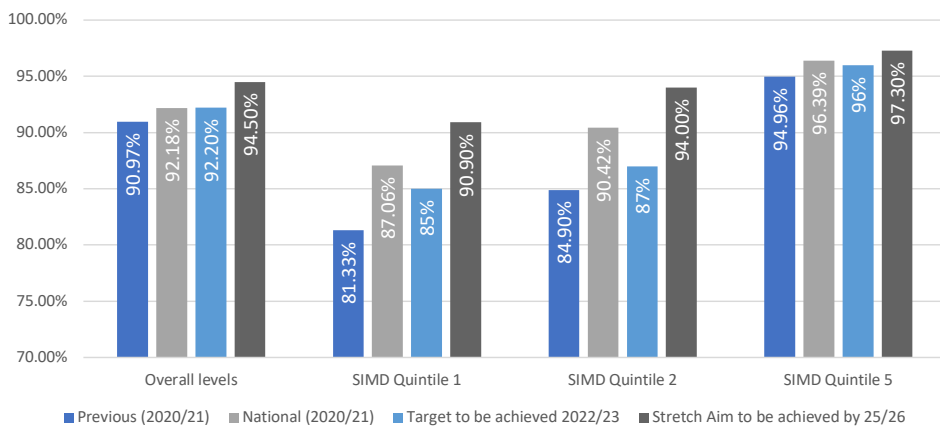
Proportion of school leavers leaving to a positive destination

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/2021)	95.38%	91.95%	93.87%	97.65%	5.70%	94.00%	76.47%
National (2020/2021)	95.48%	92.81%	94.51%	97.64%	4.83%	92.81%	87.94%
Target 2022/23	95.88%	93.45%	95.27%	97.95%	4.50%	94.50%	84.02%
% Increase	0.50%	1.50%	1.40%	0.30%	-1.20%	0.50%	7.55%
Stretch Aim 2025/26	97.88%	95.00%	95.77%	98.75%	3.75%	95.00%	95.02%

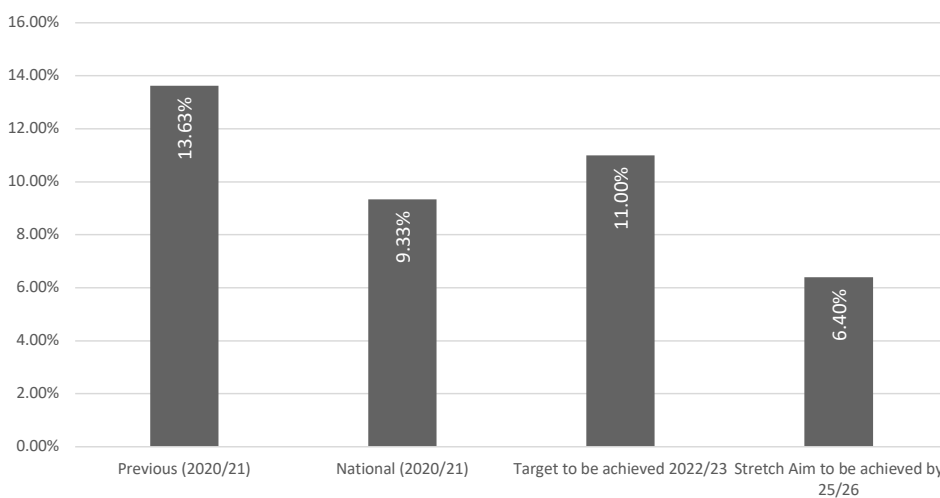
**Stretch Aim** – 94% of all young people will be participating in education, employment or training by 2026.

**Target for 2022/23** – 92% of young people will be participating in education, employment or training by the end of school session 22/23.

Proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland



GAP Q1 - Q5 in Participation



Percentage participation of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland by 2026

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5
Previous (2020/21)	90.97%	81.33%	84.90%	94.96%	13.63%
National (2020/21)	92.18%	87.06%	90.42%	96.39%	9.33%
Target to be achieved 2022/23	92.20%	85%	87%	96%	11.00%
Improvement (percentage points)	1.23%	3.67%	2.10%	1.04%	-2.63%
Stretch Aim to be achieved by 25/26	94.50%	90.90%	94.00%	97.30%	6.40%

# High Level Plan 2022-26

## Excellence

## Equity

### Strategic Priorities

- Improve the leadership of change in schools
- Improve the quality of learning, teaching and assessment in schools
- Continue to improve the quality of universal health and wellbeing supports in response to changes in need
- Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them
- Deliver a broader range of senior phase learner pathways aligned to growth areas
- Improve the delivery of Computer Science from 3-18 and beyond

- Improve the quality of environments/supports for those with additional support needs
- Reshape the Virtual School to ensure that those on the edge of care and those who are care experienced achieve at the highest levels in keeping with The Promise
- Close the poverty related attainment gap
- Prevent families from experiencing poverty wherever possible
- Partnership delivery of the Family Support Model in keeping with The Promise
- Review the Anti-bullying policy

### Strategic Enablers

Workforce	Data	Standards	Partnership
<ul style="list-style-type: none"> <li>• High quality professional learning for all</li> <li>• Senior and Middle Leadership development</li> <li>• Continue to support staff health and wellbeing</li> <li>• Monitor workforce levels to ensure our capacity to deliver for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop School Profiles</li> <li>• Implement improved tracking and reporting</li> <li>• Collaborate with partners to join data sets when beneficial to do so</li> <li>• Increase central oversight of tracking data and PEF impact measures</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations around the Core Quality Indicators</li> <li>• Continually improve central Quality Improvement approaches</li> <li>• Maintain approaches to collaborative improvement across the city</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of Parental Involvement and Engagement Plan</li> <li>• Delivery of neurodevelopmental pathway</li> <li>• More closely align the universal services of health and education</li> </ul>

## Strategic Delivery Plan

### Excellence

#### Stretch Aims and targets for 22/23

- 85% of all schools will self- evaluate QI1.3 at good or better by 2026 (current baseline 65% and target for 22/23 75%)
- 80% of all school will self-evaluate QI2.3 at good or better by 2026 (current baseline 40% and target for 22/23 55%)
- 78.36% of pupils will achieve ACEL Literacy (P1,4 and 7 combined) by 2026 (current baseline 68.86% and target for 22/23 73.61%)
- 84% of pupils will achieve ACEL reading (P1,4 and 7 combined) by 2026 (current baseline 76% and target for 22/23 79%)
- 81% of pupils will achieve ACEL writing (P1, 4 and 7 combined) by 2026 (current baseline 72% and target for 22/23 76%)
- 89% of pupils will achieve ACEL Listening and Talking (P1, 4 and 7 combined) by 2026.(current baseline 84% and target for 22/23 88%)
- 84% of pupils will achieve ACEL Numeracy (P1, 4 and 7 combined) by 2026. Current baseline 77% and target for 22/23 81%)
- Increase the proportion of school leavers attaining 1 or more at SCQF level 5 to 90.5% by 2026. Current baseline 87.8% and target for 22/23 set at 89.9%
- Increase the proportion of school leavers attaining 1 or more at SCQF Level 6 to 74% by 2026. Current baseline 66.9% and target for 22/23 set at 68.9%
- Increase the proportion of school leavers attaining a minimum of SCQF L3 in literacy and numeracy to 95% by 2026. Current baseline 92.8% and target for 22/23 94.6%
- Increase the proportion of school leavers entering an initial positive destination to 97.8% by 2026. Current baseline 95.3% and target for 22/23 set at 95.8%
- Increase the participation of 16-19 year olds in education, employment or training based on Annual Participation Measure to 94.5% by 2026. Current baseline 90.97% and target for 22/23 set at 92.2%

Programme/projects	Lead	From when	Measures
<b>Improve the leadership of change in schools</b>			
Roll out a programme of training associated with the Quality Improvement Framework	QIM, QIO team and AAs	Sept 2022	Improvement in evaluations against QI 1.3
Further develop collaboration across the service through the use of Trios and sharing best practice across schools	QIOs	Oct 2022	Improvement in evaluations against QI 2.3
			Improvement in evaluations against QI 3.1
Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level	QIOs and AAs	November 2022	Improvement in evaluations against QI 3.2



Programme/projects

Lead

From when

Measures

**Improve the quality of learning, teaching and assessment in schools**

Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard

QIO team, Attainment Advisor & Lead Teacher

Sept 2022

Improvement in evaluations against QI 2.3  
Improvement in ACEL data quality

Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities

QIM (Raising Attainment)

October 2022

Improvement in senior phase attainment data

**Continue to improve the quality of universal health and wellbeing supports in response to changes in need**

Work with school health and wellbeing leads to audit the in school provision

QIM (Health and wellbeing) and schools

Sept 2022

Long term improvement in SHINE data

Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps. These are likely to include consideration of:

- Self image
- Mental health

Community Planning Partners and QIM/QIO team

Sept 2022

Improvement in Health and wellbeing survey data

Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people

QIM (health and wellbeing)

On-going

Increase in physical opportunities for children and young people  
Decrease in obesity levels

Continue to deliver holiday programmes in keeping with national guidance and local instructions

Chief Education Officer and Family Information Service

On-going

Evaluation of the effectiveness of programmes in targeting the 6 groups most likely to be impacted by poverty (in keeping with Scottish Government guidance).

**Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them**

Continue to support our Pupil Climate Change Group

Identified QIO

On-going

Delivery of Pupil Plans

Establish a webpage on the ACC site to encourage engagement and participation by children and young people

Identified ESO

Increased access to accessible information for children and young people

Continue to work with community planning partners to become a Child Friendly City.

Identified ESO

Increased opportunities to inform strategic decision making across the organisation

Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps

All education and wider Council staff

Maintain progress towards Child Friendly City accreditation

Lead the Council to ensure full compliance with the UNCRC

Chief Officers (Education and Governance)

Report submitted on time

**Programme/projects**

**Lead**

**From when**

**Measures**

**Deliver a broader range of senior phase learner pathways aligned to growth areas**

<p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p>	<p>Secondary HTs</p>	<p>Dec 2022</p>	<p>Improvement in Senior phase attainment data</p>
<p>Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:</p> <ul style="list-style-type: none"> <li>• HNC</li> <li>• National Qualifications</li> <li>• Foundation Apprenticeships</li> <li>• Employability Courses</li> <li>• Pathways for young people with ASN</li> <li>• Targeted support for care experienced young people</li> </ul>	<p>QIM (Employability and Positive Destinations) and HT (ASG)</p>		<p>Improvement in destinations data</p> <p>Improvement in participation data</p>
<p>Simplify pathways into apprenticeships with the Council post school</p>	<p>Chief Officer People &amp; Organisational Development</p>		
<p>Prepare for Phase 2 and the establishment of Hubs across schools to further improve access</p>	<p>QIM (Employability and Positive Destinations) and HT (ASG) and secondary HT colleagues</p>		

**Improve the delivery of Computer Science from 3-18 and beyond**

<p>Establish Aberdeen Computing Collaborative to bring all key partners together</p>	<p>QIM (Raising Attainment) and QIO Digital</p>	<p>June 2022</p>	<p>Calendar of meetings established and purpose agreed.</p>
<p>Work with Prof Mark Logan to address the issues raised in his report. For year 2022/23 this is likely to include:</p> <ul style="list-style-type: none"> <li>• Upskilling current staff in digital and computer science skills</li> <li>• Increasing pathways into Computer Science teaching</li> <li>• Increasing the number of pathways (aligned with ABZ Campus)</li> </ul>			<p>Improvement in senior phase attainment data</p> <p>Improvement in computer science skills of the workforce</p> <p>Improved access to pathways into careers in Computer Science</p>

## Equity

### Stretch Aims and targets for 22/23

- 100% of schools will evaluate QI3.1 at good or better by 2026. (current baseline 85% and target for 22/23 85%)
- 95% of all children will attend school regularly by 2026. Current baseline 94.3% and target for session 2022/23 94.8%
- Reduce levels of exclusion to 9 per 1000 pupils by 2026. Current baseline 17.2 per 1000 and target for 22/23 set at 12 per 1000.
- Stretch aims and targets by SIMD profile, LAC and those with additional support needs included in earlier graphs.

Programme/projects	Lead	From when	Measures
<b>Improve the quality of environments/supports for those with additional support needs</b>			
Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.	QIM team/ ESOs	Sept 2022	Improvement in all data sets for those who are LAC or with ASNs
Develop guidance on how to meet a range of needs, particularly sensory needs	QIO (ASN)	Oct 2022	Improvement in attendance following transitions
Continue to be responsive in the support being offered by the ASN and outreach service.	HT (ASN and outreach)	On-going	Resource allocation better matched to needs identified through the Request for Assistance process
Work with partners to develop transition planning, including those with disability	QIO team	Aug 2022	Improved transitions reported by focus group of parents and carers
Delivery of the Accessibility Plan	QIO(ASN) and Corporate Landlord	On-going	Successful delivery of the Accessibility Plan
<b>Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise</b>			
Review cases of those who are on the edge of care to inform next steps	Chief Officers (Education and Social Work)	June 2022	Data set of trends established to help shape the pilots
Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention	Education and CSW	June 2022	Skeletal Operating Model determined and resourced
Establish a pilot in two Associated Schools Group to test and improve the model	Chief Education Officer	Aug 2022	Staffing in place with access to LAC and edge of care attainment and achievement data
Continue to work with Further and Higher education to support those who are care experienced into positive destinations	Virtual School	Aug 2022	Improvement in destinations data
Support those least likely to secure a positive destination through a School Leavers fortnight	Chief Officer City Growth	Feb 2022	

Programme/projects

Lead

From when

Measures

**Close the poverty related attainment gap**

QIOS to work with HTs to monitor the impact of PEF interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).	QIO team	Oct 2022	Evidence of changes being made in light of the data
Engagement with Education Scotland	QIM (Closing the gap) and Chief Education Officer	Align with tracking periods	Evidence of a closing of the gap over time.
Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.	QIM (Closing the Gap)	On-going	Improvement in QI 3.2 evaluations in targeted schools and increase in attendance, reduction in exclusion for targeted pupils.
Work with Education Scotland Attainment Adviser to target support to identified schools.	QIM (Closing the Gap)	On-going	Improvement in QI 2.3 evaluations in targeted schools
Maximise uptake of free Musical Instruction	QIM (Raising Attainment)	On-going	Increase in the uptake of free music instruction across the city
Audit the cost of the school day to determine next steps	QIM (Closing the Gap)	Jan 2023	Increase in the number of ensemble opportunities and performances in all localities
Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.	Early Years Team	On-going	Further remove costs of the school day
Universal roll out of PEEP in all ELC settings		Sept 2022	Plan in place for the expansion of ELC to 1 and 2 year olds
			Reduction in demand evident in Request for assistance data

**Prevent families from experiencing poverty wherever possible**

Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: <ul style="list-style-type: none"> <li>• Money advisors</li> <li>• Partnership with Cfine</li> </ul>	QIM (Closing the Gap)	On-going	Increase in the benefits claimed through Money Advisors.
Continue to be responsive to the needs of refugees arriving in the city.			Reduction in the length of time from arrival in the city to the offer of an education service

Programme/projects	Lead	From when	Measures
<b>Partnership Delivery of the Family Support Model</b>			
Continue to work to shape a model of Family Support with Community Planning Partners	QIMs and Chief Education Officer	On-going	Reduction in the number of children who become LAC Reduction in the number of OOA placements
<b>Review the Anti-bullying policy</b>			
Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.	QIO Equalities	Oct 2022	Reduction in incidents in the longer term

## Strategic Enablers

Workforce Programme/projects	Lead	From when	Measures
<b>High quality professional learning for all</b>			
Maintain an agile programme for all school staff to include opportunities for: <ul style="list-style-type: none"> <li>• Probationers</li> <li>• Early stage teachers</li> <li>• Middle leaders</li> <li>• Senior leaders</li> <li>• Supply staff</li> </ul> Re-establish subject networks	QIM (health and wellbeing) and Building capacity team	Aug 2022	Improvement in core QIs
Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries.	Early Years team	Aug 2022	Improvement in Care Inspectorate gradings and HMIE inspections for Early Learning and Childcare Increase in the number of staff gaining additional qualifications
Support staff to gain qualifications in order to realise career progression and promotion	Early Years team		
<b>Senior and Middle Leadership development</b>			
A programme for Middle Leaders to enhance their leadership skills. A focus on those aspiring to Into Headship	QIM (health and wellbeing) and Building capacity team and identified HT	Aug 2022	Improvement in QI 1.3 evaluations Increase in the number of qualify applications for leadership positions
Create a network for Middle Leaders to:- <ul style="list-style-type: none"> <li>• Share practice</li> <li>• Learn from and with each other</li> <li>• Engage with professional learning opportunities to improve leadership capacity.</li> </ul>			

Workforce Programme/projects	Lead	From when	Measures
<b>Support staff health and wellbeing</b>			
Respond positively to the findings of the staff health and wellbeing survey	QIM (health and wellbeing)	Aug 2022	Improvement in survey responses
<b>Monitor workforce to ensure our capacity to deliver for children and families</b>			
Monitor recruitment to ensure swift identification of any issues to be addressed.	QIM (Closing the Gap) and P&O	On-going	Maintain low level of vacancy

Data Programme/projects	Lead	From when	Measures
<b>Continue to develop School Profiles</b>			
Include tracking information collected in November, February and May.	QIM (Raising Attainment)/Data and Analytics	Ongoing	Improved central overview of attainment. Earlier intervention to cohorts or schools where attainment is not as expected  Increased use of profiles to track improvements  Data in profiles matches school requirements. All data sets used to measure school improvement available in the school profiles
Provide overview of individual school targets in relation to agreed stretch aims.		Ongoing	
Continue to evaluate the use of profiles and ensure access for all		Ongoing	
<b>Implement improved tracking and reporting</b>			
Establish common tracking system across BGE and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people.	QIM (Raising Attainment)/ Data and Analytics	On-going	All secondary schools tracking in curriculum organisers  Improved transfer of information across the curriculum to inform transition P7 S1  Improved attainment across all key measures
Develop a range of templates for reporting in BGE at secondary.			
Ensure smooth transfer of tracking in all curricular areas at key transitions and in particular at P7/S1 where data will be mapped to courses in Secondary.			

### Data Programme/projects

### Lead

### From when

### Measures

#### Collaborate with partners to join data sets when beneficial to do so

Monitor uptake of ELC to inform next steps and help offer top up hours to families	Early years Team	On-going	Maintain the number of families receiving their first choice
Work in partnership with others to increase update of ELC for eligible 2s	Early years Team	On-going	Increase in the number of eligible 2s accessing a service

#### Increase central oversight of tracking data and PEF impact measures

Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.	QIO team	November	Improvement in closing of the gap measures
Track PEF interventions and match to attainment to identify impact and inform future PEF spend.			

### Standards Programme/projects

### Lead

### From when

### Measures

#### Clear expectations around the Core Quality Indicators

Evaluate the impact of the Quality Improvement Framework and plan next steps	QIM team	On-going	Improvement in all core QIs
--	----------	----------	-----------------------------

#### Regularly reviewed approaches to central Quality Improvement approaches

Evaluate the impact of each programme of Quality improvement to determine next steps	QIM and QIO team	On-going	Improvement in all core QIs
--	------------------	----------	-----------------------------

#### Maintain approaches to collaborative improvement across the city

Review impact of Trios and plan next steps	QIM and QIO team	Aug '22	Improvement in all core QIs
--	------------------	---------	-----------------------------

### Partnership Programme/projects

### Lead

### From when

### Measures

#### Delivery of Parental Involvement and Engagement Plan

Delivery of the Parental Involvement and Engagement Plan	Identified ESO	On-going	Improvement in: <ul style="list-style-type: none"> <li>• Attainment</li> <li>• Wellbeing</li> <li>• Positive destinations</li> <li>• Closing of the gap</li> </ul>
--	----------------	----------	--

#### Delivery of neurodevelopmental pathway

Establishment of pathway in keeping with the partnership plan	QIM (Health and wellbeing)	On-going	Improved outcomes for those with neurodevelopmental needs
---	----------------------------	----------	---

#### More closely align the universal services of health and education

Capitalise on opportunities for co-location and co-delivery of services for children and families	QIM (health and wellbeing)	On-going	Reduction in number of requests for assistance
---	----------------------------	----------	--

This page is intentionally left blank



# National Improvement Framework Plan for parents and carers Sept '22

Every year the education service reviews a range of data in order to determine how well we are doing. This process helps us to identify a list of priorities for improvement over the following year.

The Coronavirus pandemic has impacted on many of the data sets we usually use and has also brought some challenges, our ELC settings and schools have been impacted by staffing shortages due to self-isolation rules. This has meant that children and young people have faced unfamiliar adults at times over the year and that some of the supports that would usually have been provided have been less available as school leaders and central staff have been working directly with children and young people. The movement of staff across and between teams and schools has enabled all of our schools to remain open to all children and young people but we recognise that it has been far from ideal.

**Despite the challenges of the last year, the education service has successfully:**

- delivered the expansion of Early Learning and Childcare and subsequent [evaluation](#)
- delivered a successful Summer and Easter of Play programme
- delivered study support over the year and an Easter Study offer for some
- sent 32,500 free school meal vouchers to eligible families
- expanded the provision of free school lunches
- successfully restructured of ASN Outreach services under a single head teacher and established a Parent Forum to shape the service
- maintained communication with parents and carers through our digital newsletter

- prepared for delivering a full exam diet again following implementation of the Alternative Certification Model
- reviewed City Campus provision and started shaping the development of ABZ Campus
- removed all costs of the school day for parents and carers
- updated education child protection guidance and training materials in keeping with updated national guidance
- successfully bid to develop a neurodevelopmental pathway with partners
- commissioned Mental Health Aberdeen to offer year round counselling offer for our children and young people
- further developed school profiles
- worked in partnership with health to develop a model of multi-agency support in the Links Hub

Attendance levels have been positive compared to our virtual comparator and levels of exclusion continue to drop. These positive trends will continue to be closely monitored. Health and wellbeing has been a considerable focus in all of our schools and across the service. We now need to take stock to determine next steps in health and wellbeing and work with partners to develop a model of Family Support to ensure that the right supports are available to families at the right time. This will be a major focus over the coming year.

Primary tracking data for session 21/22 highlights a number of gaps (particularly in literacy) which emerged over the two periods of school closure. Live tracking data for session 21/22 suggests that attainment is returning to pre-pandemic levels. Our scrutiny of data will be maintained and enhanced through refined tracking and reporting arrangements over session 22/23 to help raise attainment further.

The pandemic has led to a significant increase in the number of young people choosing to stay on at school. Attainment data suggests that there is an improvement in the quality of grades at the senior phase but a need to offer a broader range of learner pathways for all of the young people in our secondary schools. Secondary School leaders are collaborating to develop an improved City Campus offer which is better aligned with the local economy and provides a greater range of opportunities. Initial destinations for 2021/22 are the highest ever recorded in the city in 21/22 and we will continue to build on this.

Education Recovery funding has been used to increase the provision of Youth Work, Family Learning and Money Advisors in schools. There is a growing body of evidence around the positive impact of this resource and it will be maintained over session 22/23 as we work to close the gap. Data around impact will be gathered over the year to inform next steps.

Our data suggests that children who are Looked After have been disproportionately impacted by the pandemic and there is a need to prioritise work and resource to understand and address need better. This will ensure that we are well placed to #Keep the Promise.

The pandemic has led to a rise in the number of children and young people identified as having additional support needs and higher numbers of children being reported as experiencing delays in communication skills. Some children who are neurodevelopmentally diverse have found the last two years exceptionally challenging. In most cases attainment remains strong for this group but the

curriculum doesn't appear to be sufficiently adapted for others. This will be an area for development over the coming year and will align with the Aberdeen City Accessibility Plan and our work with partners to develop an improved neurodevelopmental pathway.

Levels of bullying have decreased over the last two years but the nature of bullying incidents appear to have changed. We plan to review our Anti-bullying policy to ensure that our policy reflects the changes we are seeing.

There is evidence that leadership and learning, teaching and assessment are improving and our focus on these areas will be maintained next year to realise further improvement.

All schools continue to work to increase pupil participation as they embed a rights based approach. Partnership with parents in keeping with the Parental Involvement and Engagement Plan will continue to be prioritised.



# High Level Plan 2022-26

Page 115

<b>Excellence</b>	<b>Equity</b>
-------------------	---------------

## Strategic Priorities

<ul style="list-style-type: none"> <li>• Improve the leadership of change in schools</li> <li>• Improve the quality of learning, teaching and assessment in schools</li> <li>• Continue to improve the quality of universal health and wellbeing supports in response to changes in need</li> <li>• Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them</li> <li>• Deliver a broader range of senior phase learner pathways aligned to growth areas</li> <li>• Improve the delivery of Computer Science from 3-18 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of environments/supports for those with additional support needs</li> <li>• Reshape the Virtual School to ensure that those on the edge of care and those who are care experienced achieve at the highest levels in keeping with The Promise</li> <li>• Close the poverty related attainment gap</li> <li>• Prevent families from experiencing poverty wherever possible</li> <li>• Partnership delivery of the Family Support Model in keeping with The Promise</li> <li>• Review the Anti-bullying policy</li> </ul>
---	---

## Strategic Enablers

Workforce	Data	Standards	Partnership
<ul style="list-style-type: none"> <li>• High quality professional learning for all</li> <li>• Senior and Middle Leadership development</li> <li>• Continue to support staff health and wellbeing</li> <li>• Monitor workforce levels to ensure our capacity to deliver for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop School Profiles</li> <li>• Implement improved tracking and reporting</li> <li>• Collaborate with partners to join data sets when beneficial to do so</li> <li>• Increase central oversight of tracking data and PEF impact measures</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations around the Core Quality Indicators</li> <li>• Continually improve central Quality Improvement approaches</li> <li>• Maintain approaches to collaborative improvement across the city</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of Parental Involvement and Engagement Plan</li> <li>• Delivery of neurodevelopmental pathway</li> <li>• More closely align the universal services of health and education</li> </ul>

This page is intentionally left blank

# Education Plan for children and young people

## Our Priorities

We will make sure that our schools provide every child and young person in Aberdeen with the best possible learning experience and equal opportunities for success.

What will this look like for you?

### Excellence (making sure that our schools can be as good as they can be)

- Provide you with high quality learning and teaching
- Increase opportunities for you to have your views and opinions listened to about the things that affect you both at school and beyond.
- Give you opportunities to learn and study a broad range of subjects (at secondary school) to provide you with a range of career choices
- Help you to experience good health and wellbeing, making sure there is support for you at times of change in your life
- Increased opportunities to study Computer Science (for all children and young people)



### Equity (Making sure that every child receives what they need to be successful in their learning)

- Making sure that those with additional support needs are well supported and experience a high-quality learning environment
- Make sure that children and young people who are separated from their families do well at school.
- Provide help and support to families who have less money than others
- Help support schools to make sure that no child or young person experiences bullying

### How will we do this?

- ✓ By providing training and support for all school staff
- ✓ By supporting the health and wellbeing of staff and learners
- ✓ By making sure that all schools are fully staffed where we can
- ✓ By using information about each school and its community to help us plan well
- ✓ By working closely with partners, including health
- ✓ By using and sharing helpful information with schools and partners
- ✓ By working closely with families
- ✓ By sharing clear expectations of all schools
- ✓ By schools working together and sharing examples of things that work well
- ✓ By identifying and supporting children and young people with additional support needs

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Family Support Model
<b>REPORT NUMBER</b>	OPE/22/178
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Graeme Simpson
<b>REPORT AUTHOR</b>	Graeme Simpson; Aisling MacQuarrie.
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 The report provides an update to the Committee on the progress of the redesign of Family Support, underpinned by the ten principles set out in the Promise [Plan 21-24].
- 1.2 The report seeks to provide assurance that the development of a Family Support model, will not compromise existing Child Protection systems.

### 2. RECOMMENDATIONS

That Committee:-

- 2.1 note the approach to develop and redesign family support in line with the aspirations of the Promise [Plan 21-24].
- 2.2 note the Child Protection system will be unaffected by the redesign of the Family Support Model; and
- 2.3 instruct the Chief Officer of Integrated Children's and Family Services to report back on progress and learning from the tests of change.

### 3. CURRENT SITUATION

- 3.01 The challenges of the Covid-19 pandemic, increased demand on services and changes in national policy, present an opportunity to rethink how we can best meet the needs of children and families.
- 3.02 The Independent Care Review (ICR) report, The Promise, published in February 2020, made a series of recommendations following an in-depth review of the care system. The Promise [Plan 21-24] is the first of three plans, which sets out the priorities for all corporate parents to deliver upon. The Promise [Plan 21-24] tasks agencies to work together and focus on delivering whole family support with an emphasis on early intervention and prevention. It

sets out ten principles for embedding family support into practice (planning, commissioning, and delivery) for all organisations that support children and their families by 2024. The ten key principles are as follows:

Community based	Holistic and relational
Responsive and timely	Therapeutic
Work with family assets	Non stigmatising
Empowerment and agency	Patient and persistent
Flexible	Underpinned by children’s rights

- 3.03 Against this context and the rise in demand on services, there is a need for multi-agency partners to consider how a different delivery model could most effectively build on existing relationships and expertise to create a strong partnership model of Family Support. Moreover, refreshed Getting it Right for Every Child (GIRFEC) guidance and Child Protection guidance emphasises the continued need for all partners to work together to keep children safe from harm and neglect.
- 3.04 The redesign of Family Support seeks to strengthen the co-ordination of services to children and young people within Aberdeen and is aligned with the aspirations set out in the Promise [Plan 21-24]. The development of Family Support model also seeks to support and speak to the United Nations Convention on the Rights of the Child (UNCRC) to ensure the offer to children and families is of value and shaped by the views of our young people. The redesign of Family Support is a key initiative that will help deliver the objectives of the Target Operating Model (TOM) for children and young people. The purpose of the TOM for children and young people is to transform how multi-agency partners work together to improve the delivery of services to children and young people within Aberdeen and maximise the impact of available resources.
- 3.05 Aberdeen City operates to an agreed three tier continuum of provision, which is designed around the Children and Young People Act, to ensure support is provided to children, young people and families.
- 3.06 As outlined in GIRFEC operational guidance, the three-tier support model is:
- **Primary Intervention (Tier 1)** - Universal Services of health and education work to support children and young people and their families, intervening early to address concerns before they escalate. A Named Person coordinates and monitors any support that the child or young person requires.
  - **Early Intervention (Tier 2)** - Universal Services continue to work to support the child or young person and/or their family. The Universal Services review their own approaches and put in place a higher level of support. Where supports are not generally available or are multi-agency in nature, a Child’s Plan is required to coordinate support. A multi-agency meeting will confirm who is best placed to assume the Lead Professional responsibility.



At an early intervention level, the involvement of Tier 2 community-based supports will frame the support offer to families. The aim will always be to enable families to resolve the aspects of concern and revert back to being supported at Tier 1. It is however recognised that for some families due to a range of factors this support can be enduring or can escalate to require Tier 3 services.

- **Specialist intervention (Tier 3)** - the supports or concerns are such that the child or young person will require specialist support from at least two agencies to address their wellbeing and welfare needs. The Lead Professional in most cases will be a social worker, but there may be occasions when another professional is best placed to take on this role. Many of the children and young people will be “on the edge of care.” If there is a Child Protection Plan in place or a statutory order (child is Looked After) then Social Work will always be the Lead Professional. A comprehensive multi-agency assessment will be completed to inform the planning of supports to meet identified need. The expectation is that this intervention will be for a finite period of time.

- 3.07 All agencies have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement.
- 3.08 The aforementioned national policy drivers, post-pandemic impact and the shift to ‘family support’ necessitates an assessment of the extent to which the present continuum meets the current and future needs of the children, young people and families of Aberdeen. In January and February 2022, multi-agency partners participated in a series of workshops that adopted a whole system lens to consider how partners could design and deliver a more effective continuum of services and support at all tiers. A set of problem statements were developed and agreed by partners and approved by the Aberdeen City Executive Group for Public Protection. The problem statements attached in the appendix of this report set out a number of challenges and learning goals that the local authority in collaboration with multi-agency partners will seek to address in the redesign of Family Support.
- 3.09 In response to the challenges set out in the problem statements the Family Support model seeks to develop a more responsive and agile system. To improve our responsiveness to emerging risks by sharing responsibility for the leadership, delivery, and accountability of Family Support across Tiers 2 and 3 partners within a more coherent and strategic and operational framework for Tier 2 early intervention. Tier 1 universal services will be shaped and informed by demand with a focus on primary prevention.
- 3.10 The learning from the workshops highlighted the appetite from all partners to think differently about how services are delivered – how to develop a model that is responsive, encourages collective leadership and builds capacity. It is an opportunity to adopt a common approach to planning, commissioning, and evaluation of services across the three tiers. In turn, this will support a more

coherent approach to commissioned services and achieve better outcomes for children, young people and families. The workshops also highlighted the need to adopt a co-design approach with children and families and consider how to empower communities with the local model. Crucially, learning from the workshops demonstrated the need for the family support model to be agile – rather than overly centralised – and there is a clear interface with Locality Plans.

3.11 An analysis of demand data suggests there are four thematic / categories of risk for the redesign of family support model to focus upon:

- **Children on the edge of care**

Children and young people for whom there is significant professional concerns and elevated risk factors. Without social work intervention coordinating a multi-agency plan for the child and family there is a high likelihood these children/young people would either be placed on the child protection register and/or become looked after/ accommodated.

- **Children with disabilities**

This group of children/young people will have a medically assessed disability or enduring and complex health needs. The children will predominantly attend Orchard Brae School or the ASN provisions at Mile End Primary School or Bucksburn Academy. They will also be open to Community Child Health services. Most/all of the children will transition to adult services at 18 years of age recognising their needs are lifelong. Advances in medical science means this is a growing group of children.

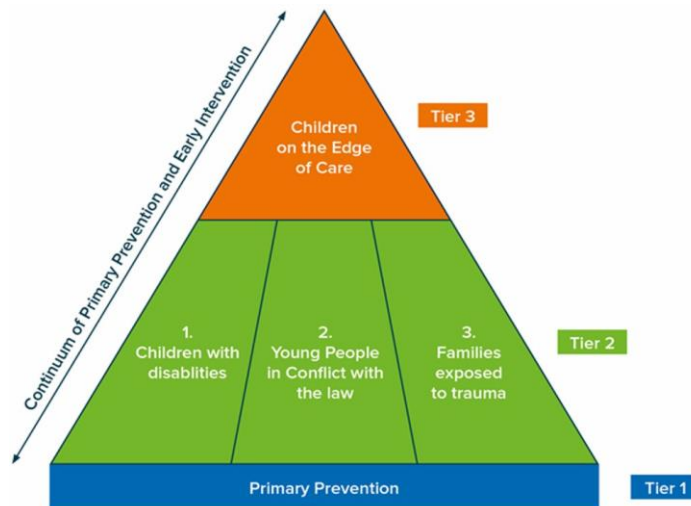
- **Children in conflict with the law**

Young people who as a result of their behaviours have brought them into contact with Police Scotland.

- **Children and young people exposed to the risk of trauma**

Young people who experience loving relationships with their parents but where their parents have needs which is affecting their parenting capacity. The children are not experiencing actual harm but there is vulnerability to their circumstances which without support could escalate to cause them harm.

3.12 The diagram below outlines the thematic areas in the Family Support model and the demonstrates the understanding that some families will move up and down this continuum.



3.13 The high-level deliverables of the Family Support model are the following:

- Develop and implement an agile and data informed continuum in keeping with the principles of The Promise
- Improve our collection and use of data to help manage demand
- Strengthened partnership governance by establishing a partnership system leadership approach to oversee development and delivery
- More specialist resource to the prevention agenda
- Exploit interdependences to maximise the use of resources and remove duplication
- Build capacity across the partnership workforce to help prevent risk from escalating and thereby reduce demand at Tier 3

### 3.2 Roles and Responsibilities

3.2.1 To facilitate the introduction of this new Family Support model within a more coherent approach to early intervention and prevention, a strategic group of senior officers from across the partnership provides governance. This group is the System Leadership Group (SLG). SLG has oversight of data and a quality assurance function to enable an agile approach to the design and development of the partnership Family Support model. This approach will contribute to embedding a culture of collective responsibility and continue to strengthen multi-agency partnership working.

3.2.2 A lead for each of the thematic areas will lead the development of the Family Support model for their designated group and will also participate in the SLG, to ensure a whole system approach is being adopted and interdependencies between the thematic areas identified. The thematic groups and leads are outlined below:

Thematic Group	Lead
Children on the edge of care	Chief Social Work Officer, Aberdeen City Council

Children with disabilities	Lead Allied Health Professional, Royal Aberdeen Children's Hospital, NHS Grampian
Children in conflict with law	Superintendent, Partnerships, Prevention & Interventions, North East Division, Police Scotland;  Group Commander Aberdeen City, Scottish Fire and Rescue Service
Children at risk of being exposed to trauma	Lead Nurse, Aberdeen City Health and Social Care Partnership

3.2.3 By enhancing and improving early intervention and prevention offer, the family support model seeks to prevent harm from occurring and concerns escalating to the level where child protection measures are required.

3.2.4 The SLG recognises that existing child protection measures are well embedded and evidenced. Case reviews and audits show that the partnership response well when harm is known to have occurred, and the appropriate care and protection measures are put in place. The redesign of Family Support does not seek to disrupt the current child protection systems in place.

3.2.5 The Family Support model programme governance arrangements that are in place are robust. The arrangements allow focus on the development of the new model, where decision making delegated to the SLG and reporting to, and oversight by, the Multi-Agency Transformation Management Group (MATMG) and the Aberdeen City Executive Group for Public Protection.–The assurance role played in the Child Protection system by the Child Protection Committee (CPC) and Aberdeen City Executive Group for Public Protection remains separate and unaffected by the development of the new model.

3.2.7 Continuity through all governance arrangements is provided by the independent Chair of the Child Protection Committee, who is a member of the SLG as well as the COG. The SLG is developing a strong understanding of the interdependencies across the current and developing Family Support model, building on the problem statements attached to the appendix of this report. This understanding is evidenced through a risk and issues log, which is reviewed on a fortnightly basis to ensure it remains current and risks of issues can be escalated as required.

### 3.3 Commissioning

3.3.1 There is a range of support services available across the whole system to children, young people and families. Identifying the services available and people working across and within the whole multi-agency system is complex for both professionals and families. Work has begun to identify all those services (160 services approximately) commissioned across the partnership. This work is being undertaken by the Task and Finish group to identify the following: the commissioning organisation; categorisation whether a service is targeted at Tier 1, 2,3 or spans multiple tiers; the data source; the referral route; the value, impact and effectiveness. The outcome of this analysis is to

establish a comprehensive understanding of the available services and whether there is the opportunity to start commissioning differently as part of the Family Support Model redesign.

- 3.3.2 There is evidence that the current system generates demand (excess or co-dependent), which needs to be addressed if we are seeking to build an efficient family model. Furthermore, there is a lack of cohesion across Tier 2 interventions and it is challenging to determine if there is adequate or over provision. A lack of shared governance and an overarching evaluation framework limits our ability to effectively evaluate the impact of individual services and our system as a whole against a range of contextual factors.
- 3.3.3 Despite the range of support operating at Tier 2, there is a lack of cohesion across all interventions and it is impossible to determine if there is adequate or over provision. A lack of shared governance and an overarching evaluation framework limits our ability to effectively evaluate the impact of individual services and our system as a whole against a range of contextual factors.
- 3.3.4 Some Tier 2 supports, due to the lack of coherent governance, can operate with limited regard to the role (and at times limitations) of the named person. This makes it challenging for named persons to retain a live awareness of vulnerability, knowing where to escalate concerns to or having an appreciation of the capacity of Tier 2 services to hold risk and vulnerability.
- 3.3.5 Many interventions independently set access criteria and have developed their own approach to evaluation and review. This makes it very difficult to gain a view on the suitability and sustainability of provision and supports a siloed approach to the provision of Family Support which is unhelpful to our collective responsibilities.
- 3.3.6 Moreover, system wide data does not currently inform the design and delivery of each of the supports and services available at Tier 2. As a result, services are not fully integrated and there is some silo working. Individual services do not adapt and amend their arrangements based on emerging demand. The analysis of the Task and Finish group will contribute to establishing a holistic view of services available across the partnership: what data is available, the quality of data and what are the decision points (e.g. data triggers). This will also assist in identifying duplication, overlap or gaps in provision. It is an opportunity for us to use data more effectively in monitoring demand and emerging trends.

#### **3.4 Engagement**

- 3.4.1 The SLG and the thematic groups seek to ensure there is engagement across the multi-agency partnership, and that all appropriate partners are aware of the development of the Family Support Model and have the opportunity to challenge and support. There are cross cutting links between the Family Support model and other local strategies from the Children's Services Plan to the Child Friendly City status. The Family Support model also links with and contributes to the Community Planning Partnership (CPP) and the delivery of the refreshed Local Outcomes Improvement Plan (2016-2026). The work

carried forward by this redesign of Family Support seeks to add value and build on the collaboration already in place.

- 3.4.2 To this end, a communications strategy has been developed to raise awareness of the Family Support model and the aspirations of the Promise relative to whole family support. The intention is to highlight the work of the programme, the thematic areas and ensure there is an opportunity for all stakeholders to feedback and shape the development of that offer. This will be an iterative process as we gather views from all stakeholders such as CPP, the wider workforce, 3<sup>rd</sup> sector colleagues, community groups and crucially, children, young people and families.
- 3.4.3 The voice of children and families is integral to ensuring the redesign meets the needs of service users, and that the model is relational, accessible and ultimately effective in changing the patterns of risk. Meaningful engagement takes time and this is a potential challenge when set against the pace of the programme. The thematic groups are identifying tools that will facilitate the co-design of the model with young people and families. The groups will draw from the principles outlined in the Promise design school and Scottish Approach to Service Design to inform their engagement approach. We will also look to build on existing stakeholder networks and youth participation groups to ensure their needs and experiences are understood as we develop a Family Support model for and with services users.
- 3.4.4 Regular engagement sessions have been held with 3<sup>rd</sup> sector colleagues. The purpose of which is to share up to date information; the expectations of the Promise Plan 21-24 and address any questions colleagues may wish to discuss. It is the programme's intention to also meet with community groups as part of our engagement strategy. More recently, at the start of July 2022, a pre-mortem workshop was held with a range of colleagues from across the multi-agency partnership and the national Promise team. The workshop considered the risks and vulnerabilities of the model by imaging what might cause it to fail. The workshop produced valuable learning and feedback, which will be used as a frame of reference for test of change proposals developed by the thematic groups. The success of the workshop was founded on the willingness of partners to collaborate, connect and commit to the need to re-think how we can best meet the needs of children and families (post pandemic).

### **3.5 Tests of Change**

- 3.5.1 Thematic workgroups are mapping out existing services and current change activity in the development of tests of change. To this end, thematic workgroups have held exploratory workshops relative to their thematic area as part of the design and development stage. The first challenge for the groups is to ensure that the interdependencies between each thematic area are captured; data arrangements are also progressed (as described above) and cognisance is taken of work occurring elsewhere across the partnership. The SLG will have a holistic view of the programme to ensure that data needs, commissioning intentions, interdependencies and any negative unintended consequences are captured. At the same time, groups will work with service

users and feed in qualitative data from stakeholders into their proposals and planning. A plan-study-do-act methodology will be applied to tests of change and will inform the redesign of our offer to young people and families.

- 3.5.2 A workforce development subgroup has been established by the SLG to support workforce involvement in the design of the Family Support model. This subgroup will focus on engagement, building capacity within the workforce and crucially, the skills required to enable the upstream of early intervention and prevention across the multi-agency workforce. This is in recognition of the significant transformation and cultural shift the Promise heralds.

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

- 4.1 The Scottish Government has committing to investing £500m of the Whole Family Wellbeing Fund (WFWF) to support to scale innovative family practice and build capacity across the system. The central aspiration of the fund is to ensure that the aims of the Promise are met to ensure that families receive the right help, at the right time and in the right place.
- 4.2 In 2022/23 £50m will be distributed. This includes £32m to support local Children Service Planning Partnerships (CSPPs) to build capacity for whole system change and to scale up and drive holistic whole family support services.
- 4.3 The Scottish Government have confirmed that the £32m is a multi-year commitment up to 2025/26. Aberdeen City Council's share of this funding is £1.025m per year. The funding is to be spent and delivered according to the collective agreement and direction of the local CSPP with accountability resting with the Children's Services Board.

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

- 5.1 There are no direct legal implications arising from the recommendations of this report.
- 5.2 However, while the Promise is not currently legislated for, it is beneficial that we are aligned to and deliver on the aspirations of the Promise [Plan 21-24] and subsequent Promise plans, to enable the local authority is in a position to keep the Promise.

#### **6. ENVIRONMENTAL IMPLICATIONS**

- 6.1 There are no direct environmental implications arising from the recommendations of 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>	Not improving outcomes for children, young people and families:	<p>Robust governance arrangements are in place in the form of the Systems Leadership Group and oversight provided by the Multi-Agency Transformation Management Group - monitoring risks and issues.</p> <p>Holistic approach adopted from across the multi-agency partnership to enable us to deliver a more joined up approach to early intervention and prevention. This will prevent the escalation of need.</p> <p>Programme will make better use of data to develop a system that is agile and responsive.</p>	L	Yes
<b>Compliance</b>	Non compliance with The Promise would place the local authority in a vulnerable position with potential further legislation.	<p>Mitigated by the Family Support Model programme. The changes to service delivery will strengthen our approach to early intervention and prevention and whole family support.</p> <p>The redesign of family support will be codesigned with</p>	L	Yes



		children, young people and families to ensure we are meeting the needs of families and aspirations of the Promise.		
<b>Operational</b>	Continued impact of Covid on capacity to deliver Family Support Model	<p>A workforce development group, with representation from across the multi-agency group, is to be established to support the necessary cultural shift to greater collaborative working; build capacity amongst the workforce and share good practice.</p> <p>Robust governance arrangements are in place in the form of the Systems Leadership Group and oversight provided by the Multi-Agency Transformation Management Group - monitoring risks and issues.</p> <p>An effective communications strategy has been developed to engage the workforce and ensure the aims and rationale of the Family Support Model are clearly articulated and championed.</p>	L	Yes
<b>Financial</b>	Long term outcomes are not realised: early intervention and prevention approaches (strengthening Tier 1	<p>Mitigated by redesign being informed by tests of change and new ways of working to de-escalate risks from expensive specialist services.</p> <p>Moreover, robust governance</p>	M	Yes

	universal services and 2 early intervention and prevention) does not impact on reducing demand at Tier 3 (specialist service)	programme arrangements in place: System Leadership Group level, fortnightly reporting and monitoring of progress, issues and risks. The Multi-Agency Transformation Management Group (MATMG) has oversight of the programme with programme highlight reports submitted regularly.		
<b>Reputational</b>	Failure to meet the aspirations and expectations of the Promise in the delivery of whole family support.	<p>Communications strategy developed to ensure all stakeholders have the opportunity to shape the redesign of Family Support and ensure that services meet the needs of children and families.</p> <p>Robust governance arrangements in place: System Leadership Group level, fortnightly reporting and monitoring of progress, issues and risks. The Multi-Agency Transformation Management Group (MATMG) has oversight of the programme with programme highlight reports submitted regularly.</p>	L	Yes
<b>Environment / Climate</b>	N/A	No significant risks identified.	N/A	N/A

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>	<p>The proposals within this report support the delivery of the following:-</p> <ul style="list-style-type: none"> <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.</li> </ul>
<b><u>Aberdeen City Local Outcome Improvement Plan</u></b>	
<p>Prosperous People Stretch Outcomes</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>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>	<ul style="list-style-type: none"> <li>• The detail within this report supports the delivery of Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following projects:</li> <li>• 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.</li> <li>• Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</li> <li>• Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023.</li> <li>• 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.</li> <li>• Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023</li> <li>• Supporting attainment of balance of care where children are able to remain more often at home and or with kin.</li> <li>• Ensuring that children and young people receive accessible information and opportunities to engage and participate in decision making.</li> <li>• Increase by 50% the number of communications which are accessible to children and young people by 2023.</li> <li>• By 2023 increase to 100% the number of multiagency governance arrangements which</li> </ul>

<p>Increasing children’s knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p> <p>Child friendly city where all decisions which impact on children and young people are informed by them by 2026.</p> <p>The voice of children and young people is central to shaping the re-design of family support. The programme will provide opportunities to build and draw from existing participation networks and also open up new areas of engagement.</p> <p>30% fewer young people (under 18) charged with an offence by 2026.</p> <p>The children in conflict in the law group will bring together multi-agency expertise to understand how as a partnership we can reduce the number of children coming into contact with the Police.</p>	<p>impact on children on young people that include their participation and engagement.</p> <ul style="list-style-type: none"> <li>• Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</li> </ul>
<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>The development of the Family Support Model outlined in this report is fully aligned the Prevention Strategy and will form a critical part of the Children’s Services Plan.</p>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Required.
Data Protection Impact Assessment	Not required.
Other	N/A

## 10. BACKGROUND PAPERS

- 10.1 The Promise [Plan 21-24]  
Weblink: <https://thepromise.scot/plan-21-24-pdf-spread.pdf>

## 11. APPENDICES

- 11.1 Appendix 1: Problem statements

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Graeme Simpson
<b>Title</b>	Chief Officer Integrated Children's and Family Services and Chief Social Work Officer
<b>Email Address</b>	gsimpson@aberdeencity.gov.uk
<b>Tel</b>	01224 523496

<b>Name</b>	Aisling MacQuarrie
<b>Title</b>	Programme Manager
<b>Email Address</b>	amacquarrie@aberdeencity.gov.uk
<b>Tel</b>	01224 523204

This page is intentionally left blank

## Appendix 1: Family Support Model: Problem Statements

### Challenges Facing Universal Support Services

	<b>Assessment of need (Analyse)</b>	<b>Planning the design of services (Plan)</b>	<b>Delivery of services (Do)</b>	<b>(Review)</b>
<b>Primary prevention (Tier 1)</b>	<p>How do we measure the comparative strength of school /community based supports to help inform commissioning and quality assurance arrangements?</p> <p>How do children's and adult services undertake a shared analysis of need against contextual factors to help inform the design of appropriate family support?</p> <p>How do we capture all therapeutic interventions universally available and improve visibility of them?</p> <p>How do we ensure that the workforce understand how supporting the family can help improve outcomes for children and young people?</p>	<p>How do we escalate emerging risks against contextual factors to provide an early warning of changing demand across the whole system?</p> <p>How do we identify and influence all funding streams to create a coherent focus on primary prevention and early intervention?</p> <p>How do we work to ensure that children's and adult services have a clear and shared understanding of the offer at each stage of the Tiered Intervention Framework and jointly quality assure it?</p>	<p>How do we ensure that commissioned services remain agile and able to respond quickly? What does this mean for our contract management and leadership?</p> <p>How do we ensure families and individuals have an appropriate single point of contact when support is predominantly focussed on supporting the family?</p> <p>How do we ensure that parents and carers can access information that enables them to 'self-serve' where appropriate?</p> <p>How do we ensure that Named Persons have sight and can access provision at Tier 2?</p>	<p>How do we ensure commissioned services deliver the desired outcomes?</p> <p>How do we identify the value that specific commissioned services have brought to the outcomes achieved?</p> <p>How do we check that interventions at Tier 1 help reduce risk from escalating to Tiers 2 and 3?</p> <p>How do we establish overarching governance to impartially evaluate the impact of all Tier 1 services?</p>

## Challenges Facing Targeted Services

	<b>Assessment of need (Analyse)</b>	<b>Planning the design of services (Plan)</b>	<b>Delivery of services (Do)</b>	<b>(Review)</b>
<b>Early intervention (Tier 2)</b>	<p>How do we effectively measure the impact of Tier 2 services to accurately evaluate the impact of individual services on long term outcomes?</p> <p>How do we develop a common evaluation framework to inform a joint commissioning approach based on reducing risk and contextual factors?</p> <p>How do children's and adult services undertake a shared analysis of need to help inform the design of appropriate family support?</p> <p>How do we build capacity to ensure that the Tier 2 workforce understand how supporting the family can help improve outcomes for children and young people?</p> <p>How do we prevent escalation from Tier 1 to 3 due to a lack of certainty around Tier 2 provision and ownership?</p>	<p>How do we ensure that commissioned services remain agile and able to respond to changes in demand at pace?</p> <p>How do we ensure that the Hubs are focussed on outcomes and understand their role if we adopt a joint commissioning approach?</p> <p>How do we commission at a community level through Locality Partnerships and other funding streams to ensure sustainability?</p> <p>How do we drive closer collaboration across the partnership given our shared responsibilities?</p> <p>How do we establish partnership leadership to ensure cohesion across the continuum?</p> <p>How do we ensure that risks are not passed back to the named person when families do not fit the criteria set a single intervention?</p>	<p>How do we simplify entry points into Tier 2 services?</p> <p>How do we use referrals to help identify demand?</p> <p>How do we retain agile eligibility criteria to enable the system to respond to changing risks?</p> <p>How do we ensure that commissioned services are able to respond to changing needs quickly?</p> <p>How do we ensure families and individuals have a Lead Professional best placed to support the team around the child/family?</p>	<p>How do we monitor the performance of commissioned services across all Tiers to be assured that the whole system is effectively reducing risk and delivering against agreed outcomes?</p> <p>How do we know that services in the Early Intervention Tier are effectively reducing risk based on a shared partnership understanding?</p> <p>How do we check that we are reducing escalations to Tier 3 and being informed by intelligence from Tier 1?</p> <p>How do we establish overarching governance to impartially evaluate the impact of our continuum?</p> <p>How do we identify and address duplication against contextual factors?</p>



## Challenges Facing Targeted Services

	<b>Assessment of need (Analyse)</b>	<b>Planning the design of services (Plan)</b>	<b>Delivery of services (Do)</b>	<b>(Review)</b>
<b>Specialist intervention (Tier 3)</b>	<p>How do we use specialist expertise to help understand the changes that could be made to reduce risk at Tiers 1 and 2?</p> <p>How do we support partners to hold appropriate risk without escalating to specialist services?</p> <p>How do emerging risks inform on-going service delivery and re-design?</p> <p>How do partners deliver family support aligned to the principles set out in The Promise?</p> <p>How do partners embed the UNCRC to give effect to empowerment and agency to children and families?</p> <p>How do we strengthen our analysis by inviting challenge from partners?</p>	<p>How do we reduce caseloads to help move specialist resource into more preventative work in keeping with The Promise &amp; Christie recommendations?</p> <p>How do we track the escalation of cases between the three tiers to identify gaps in provision or under performance?</p> <p>How do we improve collaboration across children and adults services in terms of the delivery of Whole Family Support?</p> <p>How do we improve collaboration across children and adults services to ensure effective transitions?</p>	<p>How do we ensure that internal and external commissioned services are agile and able to respond quickly?</p> <p>How do we ensure families and individuals have an appropriate single point of contact/Lead Professional?</p> <p>How do we ensure that we make efficient use of specialist expertise by maximising the use of community-based resources where safe to do so?</p> <p>How do we ensure that the funding of commissioned services reduces demand in the longer term?</p>	<p>How do we ensure internal and externally commissioned services manage risk effectively and reduce the number of OOA placements?</p> <p>How do we identify the value that specific commissioned services have brought to the outcomes achieved?</p> <p>How do we evidence that our provision of Family Support is reducing escalation to Tier 3?</p> <p>How do we ensure commissioned services across all Tiers deliver the totality of the desired outcomes and a strong Family Support offer?</p> <p>How do we reduce resource at Tier 3 as Tiers 1 and 2 are strengthened?</p> <p>How do we establish overarching governance to evaluate the impact of Tier 3 services?</p>

**Data Problem Statements**

	<b>Assessment of need</b>	<b>Planning the design of services</b>	<b>Delivery of services</b>	<b>Review</b>
<b>Primary Prevention (Tier 1)</b>	<p>How do we make live data available to inform evaluation from the universal services?</p> <p>How do we ensure Named Persons have access to reliable and timely information to inform decision making around individual children and families?</p>	<p>How do we escalate emerging risks to inform Tier 2 provision and universal service planning?</p> <p>How do primary prevention commissioners access timely reporting and analysis which clearly identifies emerging risks from tier 1 and 2?</p>	<p>How do leaders across the universal services assess the impact of changes made in real time?</p> <p>How do we ensure that decision makers are informed by best local practice based on local data?</p>	<p>How do we ensure that data collected is adequate to review the effectiveness of interventions on outcomes?</p> <p>How do primary prevention commissioners understand the impact of primary prevention at geographical and community levels?</p>

**Data Problem Statements**

	<b>Assessment of need</b>	<b>Planning the design of services</b>	<b>Delivery of services</b>	<b>Review</b>
<b>Early intervention (Tier 2)</b>	How do we understand the needs of the individual, family, community?	How do we understand existing provision and design reprovision?  How do commissioners understand emerging risks at Tiers 1 & 3?	How do Service Leads adapt provision to meet changing need?  How do Lead Professionals access information to inform judgement and action?	How do we use data to review the effectiveness of interventions?  How do we understand the impact of intervention at individual, family and community levels?

**Data Problem Statements**

	<b>Assessment of need</b>	<b>Planning the design of services</b>	<b>Delivery of services</b>	<b>Review</b>
<b>Specialist Intervention (Tier 3)</b>	<p>How do we develop a clear understanding of the information and data needs of Named Person and Lead Professional?</p> <p>How do we make data and information available in a timely way whilst ensuring this use is lawful and ethical?</p>	<p>How do we use data to escalate emerging risks at Tier 1 and Tier 2 to inform specialist provision?</p> <p>How do we use data to shift resource to build capacity at Tier 2 while continuing to meet the needs of families who require specialist services?</p>	<p>How do we develop multi-agency workforce understanding of holistic risks and use of data to inform risk assessment and decision making?</p>	<p>How do we support critical assessment post specialist multi-agency intervention, to review and redesign?</p> <p>How do we ensure identified system failures, learning from QA and Case Review activity, is embedded?</p>



# Data Problem Statements

	Assessment of need	Planning the design of services	Delivery of services	Review
<b>Early intervention (Tier 2)</b>	How do we understand the needs of the individual, family, community?	<p>How do we understand existing provision and design reprovision?</p> <p>How do commissioners understand emerging risks at Tiers 1 &amp; 3?</p>	<p>How do Service Leads adapt provision to meet changing need?</p> <p>How do Lead Professionals access information to inform judgement and action?</p>	<p>How do we use data to review the effectiveness of interventions?</p> <p>How do understand the impact of intervention at individual, family and community levels?</p>

# Data Problem Statements

	Assessment of need	Planning the design of services	Delivery of services	Review
<b>Specialist Intervention (Tier 3)</b>	<p>How do we develop a clear understanding of the information and data needs of Named Person and Lead Professional?</p> <p>How do we make data and information available in a timely way whilst ensuring this use is lawful and ethical?</p>	<p>How do we use data to escalate emerging risks at Tier 1 and Tier 2 to inform specialist provision?</p> <p>How do we use data to shift resource to build capacity at Tier 2 while continuing to meet the needs of families who require specialist services?</p>	<p>How do we develop multi-agency workforce understanding of holistic risks and use of data to inform risk assessment and decision making?</p>	<p>How do we support critical assessment post specialist multi-agency intervention, to review and redesign?</p> <p>How do we ensure identified system failures, learning from QA and Case Review activity is embedded?</p>

This page is intentionally left blank



## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Edge of Care Pilot
<b>REPORT NUMBER</b>	OPE/22/156
<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 seeks to update Members on work being undertaken to strengthen our approach to improving the attainment and achievement of Looked After Children and those known or thought to be on the edge of care.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the proposed approach to develop a more robust approach to supporting children and young people who are Looked After or on the edge of care; and
- 2.2 instructs the Chief Education Officer and Chief Social Work Officer to report back on the learning from the pilot and any plans to scale up approaches before the end of the 2022/23 school session.

### 3. CURRENT SITUATION

- 3.1 In February 2020 The Independent Care Review published The Promise. The Promise lays out 80 calls to action which are presented as an ambitious set of promises for children and young people who have experience of the care system. The Promise aims to help re-set services around prevention and early intervention and avoid the deficit model currently in operation nationally. This wide ranging policy has considerable implications for the Council and other key partners as we work together to improve the long term outcomes of those who are Care Experienced and reduce the number of children who are subject to statutory measures.
- 3.2 Given the transformation required to fully deliver on The Promise, a series of shorter Plans are being published to help the system make the necessary changes. The current Plan is called Plan 21-24 (Appendix A).
- 3.3 The Promise is organised across 5 priority areas. The priority areas are:
- A good childhood

- Whole family support
  - Planning
  - Supporting the workforce
  - Building capacity
- 3.4 These priority areas are supported by 5 fundamentals. The fundamentals are:
- What matters to children and young people
  - Listening
  - Poverty
  - Children's rights
  - Language
- 3.5 Consideration of the 5 priority areas and the 5 fundamentals are critical in helping partners shape services for children and families. These key areas were central to the design and delivery of workshops held in June 2022.

### **Re-design workshops**

- 3.6 Colleagues from across Integrated Children and Family Services, Early Intervention & Community Empowerment and City Growth came together to explore the art of the possible over two workshops in June 2022 (slides available in Appendix B).
- 3.7 The workshop participants explored key national and local data and heard the voices of children, young people and parents and carers during the discovery phase of the workshops.
- 3.8 The 40 attendees then followed a series of incremental steps to collectively define the issues they thought the pilots could seek to address. The output from the first workshop was a set of 5 agreed problem statements to be addressed through pilots at both Northfield and Lochside Associated Schools Groups (ASGs). The two ASGs were chosen due to the proportionately high number of children and young people who require statutory measures of protection. The 5 agreed problem statements are:
1. How do we organise ourselves differently to build stronger relationships with each other?
  2. How can we improve our shared use of data to identify and track those at greatest risk to inform decision making and this pilot?
  3. How can we remove rigid thresholds and have a clearer understanding of the needs of children and families and swifter access to available resources?
  4. How do we ensure greater continuity of staffing and support the wellbeing of those consistent staff more effectively?
  5. How do we improve our collective ability to hear the voices of children, young people and families more clearly and share information more effectively with each other?
- 3.9 The second of the two workshops encouraged attendees to explore potential solutions to the problem statements defined at the earlier workshop. Attendees were encouraged to candidly explore all options in order to develop their prototype, weigh the potential impact and gain consensus on a direction

of travel. Attendees all engaged positively and appreciated the time to explore new approaches together and all made a valuable contribution.

### **Guiding principles agreed**

- 3.10 A number of strong and clear messages were relayed by attendees and it was agreed that these guiding principles should drive the two pilots.
- Multi-disciplinary teams should be established and based in both ASGs (based at the Academies) who are trusted and empowered to test and refine the operating model over the lifetime of the pilot.
  - That the focus of the pilot should be on children, young people and families and not narrowly focus on children and young people.
  - That families should be empowered to tell their stories and their voices should strongly guide the development and evaluation of the operating models.
  - That the pilots should progress independently of each other but with regular opportunities to share and learn from each other
  - That all members of the team are equal partners and any attempt to constrain should be challenged by any member of the team
  - That direct support for children and families should be available at the location that best meets the needs of the child or family
  - That the model should be year round and not impacted by school holiday periods

### **The Prototype**

- 3.11 Bases have been established at Northfield and Lochside Academies. The base will not be viewed as an education space but one that welcomes the multi-disciplinary team as equal partners. Attendance of the full team will be expected at core times in order to plan for children and families and evaluate progress but attendees felt strongly that the support should be afforded to children and families in a location that works best for children, young people and families.
- 3.12 The core staff team will be drawn from across the Council with Scottish Attainment Challenge Care Experienced funding being used to recruit additional staff where required. The teams will include:
- Education (Virtual School staff as a minimum with one based in each school). Schools may choose to supplement the core team through the use of Pupil Equity Funding.
  - Children's social work (children's practitioner as a minimum)
  - Family Learning staff
  - Youth Workers (2 in each ASG)
  - Health representation
  - Employability
- 3.13 A teams site has been established with Child's Plans being collated to inform the work of the new teams from August 2022. The staff will be afforded time to meet and understand the needs of the children and families they will be supporting. This understanding of the baseline will enable a clear set of measures to be identified and proposed to the Chief Social Work Officer and Chief Education Officer in order to measure the impact of the pilot over time.

Agility will be encouraged, there was a strong feeling that if approaches are not having the desired effect they should be changed.

- 3.14 Fortnightly half hour meetings are to be established to help remove blocks and barriers to the pilots and provide general support and guidance to the core staff teams.
- 3.15 It is proposed that an evaluation of the impact of the pilots be reported back to the Education and Children’s Services Committee before the end of the school session. This approach will enable the learning from the pilots to be shared and support timely decision making in advance of school session 2023/24.

#### 4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from this report. The costs of all improvement actions will be undertaken within existing budgets and from the use of Scottish Attainment Challenge funding.

#### 5. LEGAL IMPLICATIONS

- 5.1 Although The Promise is currently not statutory, it is advantageous for children, young people and families that we keep pace with the series of Plans to ensure that we are strongly placed to keep The Promise.

#### 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 No environmental implications 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	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.	L	Yes
<b>Compliance</b>	Non-compliance with The Promise would place us in a	Mitigated by services being	L	Yes

	vulnerable position with potential further legislation	re-designed to prevent escalation of need.		
<b>Operational</b>	Staff feel unable to access the support required by some children and young people.	Mitigated by basing a multi-disciplinary team around the child and the family	L	Yes
<b>Financial</b>	Risk of not having sufficient resource.	Mitigated by re-designing to test new ways of working to de-escalate risks from expensive specialist services.	L	yes
<b>Reputational</b>	Risk that poor quality of provision will present a reputational risk to the Council	Will be mitigated through the establishment of a set of measures to track impact over the lifetime of the pilot.	L	Yes
<b>Environment / Climate</b>	None			

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
<b>Impact of Report</b>	
<p><b>Aberdeen City Council Policy Statement</b></p> <p>UNICEF Child Friendly accreditation.</p>	<p>The proposals within this report support the delivery of Child Friendly City accreditation as children and young people will be directly involved in shaping the service.</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>Mitigating the causes of immediate and acute poverty</p>	<p>The detail within this report supports the delivery of Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed Local Outcome Improvement Plan. This includes the following projects:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</li> <li>• Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023.</li> <li>• Increase the number of young people who leave school with a minimum of Scottish Vocational Qualification 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</li> <li>• Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023</li> </ul>
<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>The pilots will be aligned fully with the Prevention Strategy and will form a critical part of the Children’s Services Plan.</p> <p>This pilot features in the Aberdeen City National Improvement Framework Plan for 2022/23</p>

## 9. IMPACT ASSESSMENTS

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

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

Appendix A – Plan 2021-24

Appendix B – Workshop slides

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Eleanor Sheppard
<b>Title</b>	Chief Education Officer
<b>Email Address</b>	esheppard@aberdeencity.gov.uk
<b>Tel</b>	01224 522707

This page is intentionally left blank



# Plan 21-24



# Contents

3	<b>The Vision</b>
6	<b>Plan 21-24: In Summary</b>
7	<b>Plan 21-24: The Detail</b>
11	<b>Plan 21-24: The Fundamentals</b>
12	What Matters to Children and Families
13	Listening
14	Poverty
16	Children's Rights
17	Language
18	<b>Plan 21-24: Priority Areas</b>
19	A Good Childhood
23	Whole Family Support
26	Supporting the Workforce
29	Planning
32	Building Capacity
37	<b>Plan 21-24: The Context</b>
38	Plan 21-24: The impact of the pandemic
43	Plan 21-24: How it was devised
47	Plan 21-24: Measuring Change and Monitoring Progress
49	Plan 21-24: The role of The Promise Scotland

# The Vision

On 5th February 2020, a promise was made to Scotland's infants, children, young people, adults and families.

By 2030, it must be kept.

**For Scotland to #KeepThePromise it will mean that love is no longer the casualty of the 'care system,' but the value around which it operates.** There will be deliberate, persistent attention to upholding safe, loving relationships that are important to children and young people.

**Wherever safe to do so, Scotland will make sure children stay with their families and families will be actively supported to stay together.** The wider structural and social inequalities that impact families' abilities to stay together and to thrive will be tackled so that no child or family in Scotland is left behind.

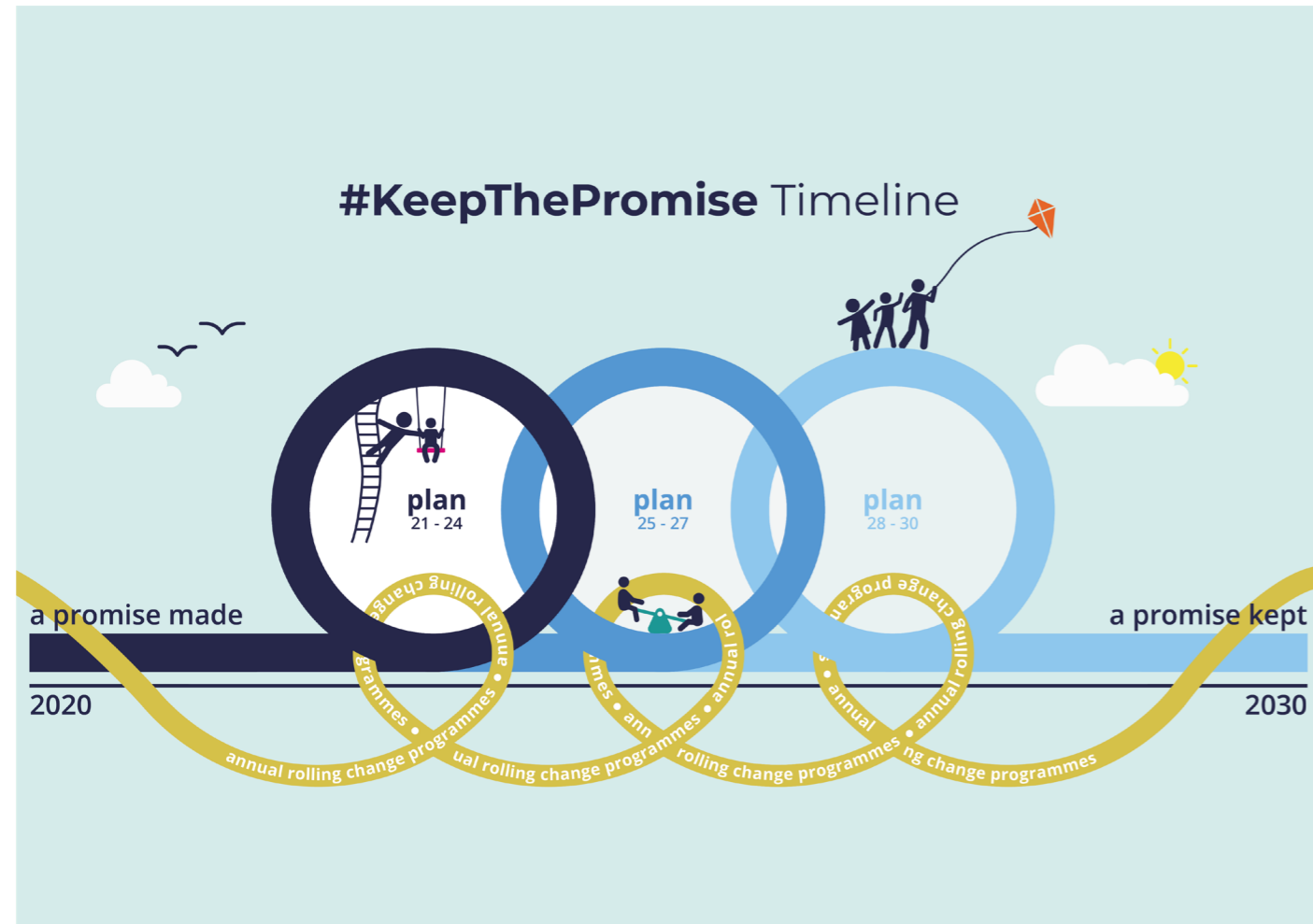
**Children, young people and their families will be listened to, respected, involved and heard in every decision that affects them.** Where children and families need additional or intensive support, it will be given in timescales which meet the needs of the child. The workforce will be supported to provide the support children and their families need to flourish. Care will be re-orientated and (the 'system') decluttered to create a sustainable approach, that upholds and cherishes relationships.

**This is immediate and urgent work - what can change now must change now. It also needs broad and deep work that engenders long lasting change, so that there is never a need for another Care Review. For all that change to be made and importantly felt and kept, it will be done within the remaining nine-year timeline.**

**Year One, the transition year, is now complete.**



## The Vision



Work to #KeepThePromise between 2021 and 2030 will be shaped by a series of three Plans, each lasting for three years and outlining the priorities and action across that period.

Each Plan will build on the progress made by the one before it to make sure transformational change happens across all the Care Review's conclusions.

**Plan 21-24** focuses on the period from 1 April 2021 until 31 March 2024. It outlines a set of outcomes that should be concluded by 2024. Shorter-term targets associated with those outcomes will be articulated within **The Change Programme**.

In late 2023, The Promise Scotland team will embark on the work to develop **Plan 25-27** to cover the second three-year phase before **Plan 28-30** is laid out to finalise Scotland's commitment. By which time, the Promise will have been kept.

## The Vision

The outcomes outlined in **Plan 21-24** are intentionally ambitious but no less than what children and families deserve and what Scotland has already committed to through its National Performance Framework, that children and young people:

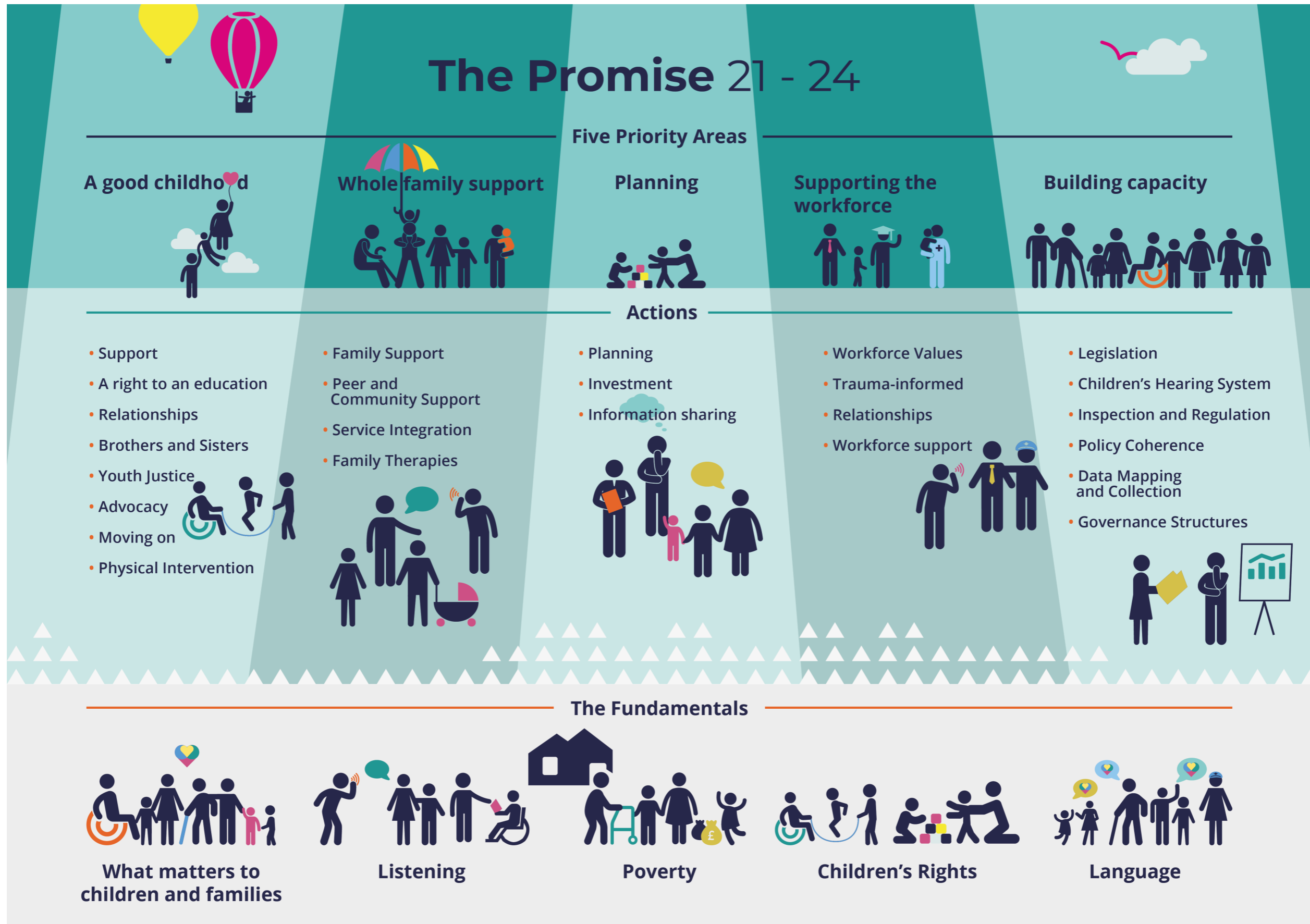
**“grow up loved, safe and respected so we can realise our full potential.”**

The [Independent Care Review](#) carefully listened, for over three years, to thousands of infants, children, young people and families, many of whom did not feel loved, were not kept safe, were not respected, and were not supported to achieve their potential.

On 5th February 2020, Scotland listened to the [Independent Care Review](#) conclusions and all political parties in Scotland promised to implement them in full.

**Now Scotland must act to keep that promise.**

To make sure that happens, **Plan 21-24** outlines Scotland's route map, providing key priorities and areas of focus under which organisations will work to achieve the required change over the next three years.



# Plan 21-24: The Detail

The Care Review showed that the 'care system' is not a system.

“The current 'care system' operates within complex legislative frameworks, is bureaucratic and expensive, and does not operate as a single entity. It does not universally uphold the rights of children and does not provide the context for loving relationships to flourish.”

the promise, page 26

“For services to work for children and families, they must be shaped around children and families instead of around policy areas, budgets, legislation or monitoring.”

Scotland must facilitate a conversation that ensures wider appetite for change and take the lead through practical legislation, policy and practice change. The landscape is cluttered, complex and does not provide a clear frame to support children, families, decision makers and service providers.”

the promise, page 26

# Plan 21-24: The Detail



The intention is not to build a new system.

Rather, Scotland must work to **build a country that cares, made up of services that work** to meet the needs of children and families and that stand ready to be accessed where they are needed, when they are needed. The system, the scaffolding around services, policy, budgets and legislation are secondary, and must shift to facilitate what children and families need and reflect what they have said matters at every level.

**Plan 21-24** focuses on the first three years of this change. By following the route map it provides, Scotland will have worked to transform its services and to shift its landscape by 2024. It will be ready to continue this work and bring all the various parts of it together to build a Scotland that cares, and will continue to care, as soon as possible by 2030 and beyond.

This began with the Independent Care Review's conclusions, all of which have been translated into key areas of change.

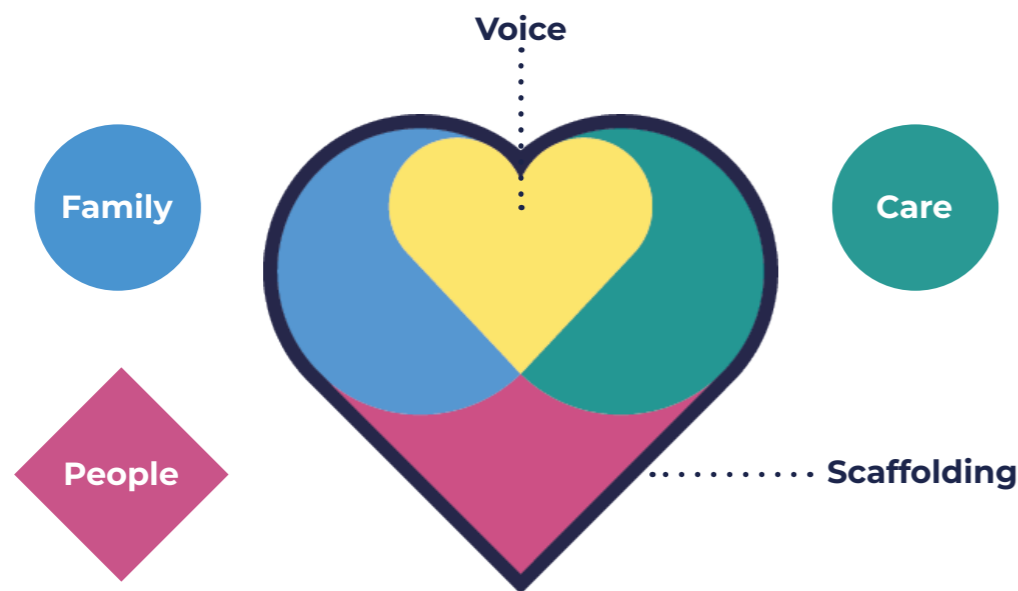
**In February 2020, The Promise outlined the five foundations on which the work of change must be grounded:**

- **Voice:** Children must be listened to, and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring decision-making culture focused on children and those they trust.
- **Family:** Where children are safe in their families and feel loved they must stay – and families must be given support together to nurture that love and overcome the difficulties which get in the way.
- **Care:** Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying there for as long as needed.
- **People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.
- **Scaffolding:** Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

**These foundations gave Scotland a clear and simple starting point: where children are safe in their families and feel loved they must stay – and families must be given support together, to nurture that love and overcome the difficulties they encounter.**

Everything else, national, or local, must seek to enable this at every level. Children staying where they feel loved and are safe must become the standard while the ways in which families are supported, and children are cared for, is re-calibrated. Only once this option has been exhausted can it be determined that it is not possible for children to live with their families. If this is determined, it must be done in a time frame which meets children’s needs for safe, loving care. Children must feel they belong in a loving home, stay with their brothers and sisters where safe to do so, feel loved by their carers or adoptive parents, and be given all the support they need to thrive.

**The ordering of the Care Review’s conclusions, as detailed in The Promise across the five foundations, have been translated into five priority areas of change for Plan 21-24.**



## Plan 21 - 24

### The Fundamentals



#### What matters to children and families

At all stages in the process of change, what matters to children and families must be the focus. Organisations will be able to demonstrate that they are operating from their perspective rather than the perspective internal to the 'system'.



#### Listening

Organisations that have responsibilities towards care experienced children and families, and those on the edge of care will be able to demonstrate that they are embedding what they have heard from children and families into the work that they are doing to #KeepThePromise.



#### Poverty

Scotland will have made consistent improvement in reducing poverty, in line with the definitions and targets in the Child Poverty (Scotland) Act 2017. Organisations will be able to demonstrate how they are ensuring that they play their part in mitigating the impacts of poverty.



#### Children's Rights

Organisations that have responsibilities towards care experienced children will be able to demonstrate that their rights under the UNCRC are being consistently upheld.



#### Language

Organisations that have responsibilities towards care experienced children and young people will be able to demonstrate that they are embedding destigmatising language and practices across the way they work.



There are parts of the ‘care system’ that must contract, parts that must expand, some aspects that need a complete overhaul while others must be protected and preserved, with the following FIVE fundamentals embedded into all.

Whatever work organisations are doing in relation to care experienced children and families, these 5 fundamentals must form a solid core around which everything operates.

### What matters to children and families

For too long, and still today, systems and services prioritise the system rather than the people for whom services are set up to serve.

At its core, Plan 21-24 will see a recalibration of support so that what matters to children and families is the highest priority and the cornerstone of how services operate.

“For Scotland to truly to be the best place in the world for children to grow up, a fundamental shift is required in how decisions are made about children and families.”

the promise, page 7

#### What matters to children and families:

At all stages in the process of change, what matters to children and families must be the focus. Organisations will be able to demonstrate that they are operating from their perspective rather than the perspective internal to the ‘system’.

### Listening

Listening to and, crucially, making sense of what is heard from children and families will be embedded into all practices and processes that engage with children and families to ensure their voices are heard and they are involved in every decision that affects them.

Where support is required for children and families to have their voices heard and to participate in decision making, this will be identified and provided immediately, with the support remaining for as long as it is needed.

Regardless of how children and family’s voices are heard, there must be a full and considered exploration of how listening, shared sense-making and shared decision-making will be embedded into practice and mechanisms to actively use what is heard, must be put in place.

“Scotland must listen to, and keep listening to, its children. It must never again be necessary to conduct a Care Review of this scale because, as a nation, Scotland will continuously listen, reflect and act upon what children are saying.”

the promise, page 30

#### Listening:

Organisations that have responsibilities towards care experienced children and families, and those on the edge of care will be able to demonstrate that they are embedding what they have heard from children and families into the work that they are doing to #KeepThePromise.



## Poverty

Children live in families who, in turn, live in communities, and thus are impacted and affected by more than just their experiences of care. There are myriad social, structural and economic factors that directly contribute to the experiences and outcomes of children and their families.

The impact of poverty is felt throughout Scotland’s ‘care system’. The ability to make significant improvements to family support, and to families’ abilities to thrive, is linked to the economic health and wellbeing of Scotland’s communities and families. It is not possible to separate the two. To make change, Scotland must focus on up levelling family income, with an ongoing commitment to alleviating the impacts of poverty. Furthermore, those who care for children in any context in Scotland must become champions for those children and do everything in their power to reject stigmatising attitudes, words, and stories about poverty. Scotland can no longer be complicit in the distorting narratives that blame individual people’s supposed failings for their circumstances, rather than changing the system that fails those individuals.

The accountability for poverty reduction is already held by [Poverty and Inequality Commission](#), however the interconnections between poverty and interaction with the care system are so profound that poverty must be a core principle throughout [Plan 21-24](#).



“Children growing up in poverty are over-represented on the child protection register and are more likely to be removed from their families...”

the promise, page 17

“There must be significant, ongoing and persistent commitment to ending poverty and mitigating its impacts for Scotland’s children, families and communities...”

the promise, page 18

### Poverty:

Scotland will have made consistent improvement in reducing poverty, in line with the definitions and targets in the Child Poverty (Scotland) Act 2017. Organisations will be able to demonstrate how they are ensuring that they play their part in mitigating the impacts of poverty.

## Children’s Rights

**Plan 21-24** is for all children in or on the edge of care, no matter their setting of care or their legal status. It is imperative that Scotland does not divide the population to specific minority groups. This does not mean ignoring the huge diversity of experiences that are represented within the ‘care community’. Rather, it means that careful attention must be paid to the experiences of every child and care experienced adult. This must not be done in a way that is tokenistic or that creates more categories, processes and criteria for support. In 2021, the UNCRC will become law. Through its people and services, Scotland will take a child rights-based approach for every child in or on the edge of care, and **Plan 21-24** will support how this is made the reality.

**“Scotland must respect, uphold, champion and defend the rights of children and recognise that their rights are most often realised through relationships with loving, attentive caregivers. Scotland must fully incorporate and uphold the UNCRC.**

**Scotland must recognise children’s status as human beings with a distinct set of rights. Children are not passive recipients of care. The system must revolve around the rights of the child so their health, education and right to play (for example) are never compromised by contact with the ‘care system’. The system must uphold their rights at every turn.”**

the promise, page 27

### Children’s Rights:

Organisations that have responsibilities towards care experienced children will be able to demonstrate that their rights under the UNCRC are being consistently upheld.

## Language

The people that care for Scotland’s children will be able to evidence that the language they use subscribes to an underpinning values base that does not stigmatise children and families. Children and young people will be supported to ensure professionals use the terms, names and words that the child or young person prefers, when describing issues that relate to their lives and experiences. There will be times where the statutory framework requires certain terms to be used, but this should be done sparingly, with the aim of the reduction of stigmatising language at every opportunity.

As examples:

- ▶ When The Promise Scotland refers to ‘data’ it means ‘information about children and their families’.
- ▶ When The Promise Scotland refers to children and families who are ‘under supported’, it means children and families who are often referred to by others as ‘vulnerable’ but is recognising that this is not part of their identity. Rather, it is often the ‘system’ that makes children and families vulnerable through its lack of adequate support.
- ▶ When The Promise Scotland talks about ‘families’, it means all families including families of origin, kinship families, foster families and adoptive families.

**“Scotland must change the language of care. Language must be easily understood, be positive and must not create or compound stigma...”**

the promise, page 87

### Language

Organisations that have responsibilities towards care experienced children and young people will be able to demonstrate that they are embedding destigmatising language and practices across the way they work.

# Plan 21-24: Priority Areas



There are five priority areas that make up Plan 21-24.

These priority areas are to focus on making significant and substantive changes to the lives of care experienced children, families, and young people across Scotland.

The priority areas also lay the groundwork for ongoing change that will be built upon in Plan 25-27. To ensure that the scaffolding that surrounds the lives of children, families and young people is there to facilitate their rights and ensure that what matters to them is what matters to those organisations with responsibilities towards them: there needs to be a significant programme of redesign.

Design will happen in 21-24 with substantive structural change taking place in 25-27.

# Plan 21-24: A Good Childhood



“Care experienced children and young adults have told the Care Review that their time looked after by the state often felt cold, overly professionalised, stigmatising and uncaring.

Scotland should be a good parent to the children it has responsibility for. That means carers and workers must act, speak and behave like a family so that Scotland can be the best parent it can be. Scotland must stop stigmatising the children it cares for.”

the promise, page 87

“Secure attachments, based on loving, consistent relationships, must be the bedrock of every decision made about children. This principle must not operate only at a strategic level but be part of the everyday practice of the workforce and family-based carers.

The way Scotland cares must be underpinned by the guiding principle of attachment and must be informed, responsive and reflective about the nature and impact of trauma. Every care setting must facilitate a relationship-based approach, the workforce must be trained and supported to attune to children’s physical and emotional states. This practice of ‘tuning in’ to how children are feeling, enables a process of co-regulation and stability where children can learn to manage stress and anxiety. The workforce must be supported to be present and emotionally available to the children in their care.”

the promise, page 73

Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood.

Ensuring that children in Scotland's 'care system' feel loved, their needs are met, and their rights are upheld is a priority for 21-24. This change is urgent, it must be a focus for all organisations that have responsibility towards care experienced children and young people.

● **By 2024**

● **Support**

Every child that is 'in care' in Scotland will have access to intensive support that ensures their educational and health needs are fully met.

Local Authorities and Health Boards will take active responsibility towards care experienced children and young people, whatever their setting of care, so they have what they need to thrive.

**see the promise, pages 51 and 89**

● **Right to education**

Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils.

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Care experienced young people will be actively participating in all subjects and extra-curricular activities in schools.

The formal and informal exclusion of care experienced children from education will end.

Schools will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment.

**see the promise, pages 71 to 72**

● **Relationships**

All children living in and around Scotland's 'care system' will be maintaining safe, loving relationships that are important to them.

There will be no barriers to 'contact' and children will be supported to have time with people they care about.

**see the promise, page 63**

● **Brothers and Sisters**

Scotland will stop the practice of separating brothers and sisters, unless for reasons of safety.

Relationships between brothers and sisters will be cherished and protected across decision making and through the culture and values of the people who care for them.

**see the promise, page 62**

● **Youth Justice**

The disproportionate criminalisation of care experienced children and young people will end.

16- and 17-year-olds will no longer be placed in Young Offenders Institutes for sentence or on remand.

There will be sufficient community-based alternatives so that detention is a last resort.

Children who do need to have their liberty restricted will be cared for in small, secure, safe, trauma-informed environments that uphold their rights.

**see the promise, pages 89 to 91**

## Advocacy

All care experienced children and their families will have access to independent advocacy at all stages of their experience of care.

Advocacy provision will follow the principles set out in the promise.

Care experienced children and young people will be able to easily access child centred legal advice and representation.

see the promise, pages 114 to 116

## Moving on

Decisions about transitions for young care experienced people who move onto independent living or need to return to a caring environment, will be made based on individual need.

Each young care experienced adult will experience their transition as consistent, caring, integrated and focussed on their needs, not on 'age of services' criteria.

Housing pathways for care experienced young people will include a range of affordable options that are specifically tailored to their needs and preferences. Youth homelessness will be eradicated.

see the promise, pages 68 and 92 to 93

## Physical Intervention

All care experienced children, wherever they live, will be protected from violence and experience the safeguard of equal protection legislation.

Restraint will always be pain free, will be used rarely, and only when required to keep a child safe.

There will be well communicated and understood guidance in place that upholds children's rights and reflects equal protection legislation.

The workforce will feel supported to respond to behaviour in a trauma informed way that reflects a deep understanding of the children in their care.

see the promise, pages 85 to 86

# Plan 21-24: Whole Family Support



“Where children are safe in their families and feel loved they must stay – and families must be given support together to nurture that love and overcome the difficulties which get in the way. Scotland must listen to and absorb the overwhelming evidence of the lasting pain that removal has caused children, families and communities. This must result in a fundamental shift of thinking about when a child should be removed from their family.”

the promise, page 16

“Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying there for as long as needed. There will always be some children who cannot stay with their families. Some will need to be away from their family for a short time, others will never live with their family again while many return later and as young adults.”

the promise, page 19

All families need support at different times of their lives and family support is a crucial emphasis for 21-24. The United Nation Convention on the Rights of the Child recognises family as the fundamental group in society and the natural environment for growth and wellbeing. Supporting families is a children’s rights imperative.

‘Families’ means all families including families of origin, kinship, foster and adoptive families. Support will not be predicated on the setting of care.

Supporting families to stay together and thrive was an imperative before the pandemic and is of even greater import now.

● **By 2024**

● **Family Support**

The 10 principles of intensive family support will be embedded into the practice (planning, commissioning and delivery) of all organisations that support children and their families, directly or indirectly.

- ▶ Holistic and relational
- ▶ Therapeutic
- ▶ Non-stigmatising
- ▶ Patient and persistent
- ▶ Underpinned by children’s rights
- ▶ Community Based
- ▶ Responsive and timely
- ▶ Work with family assets
- ▶ Empowerment and agency
- ▶ Flexible

see the promise, pages 57 to 58

● **Peer and community support**

There will be a consistent, national approach to ensure there are places in every community for parents of young children to meet other local parents, to stay and play with their children, and get support and advice.

see the promise, page 49

● **Service Integration**

Scotland’s family support services will feel and be experienced as integrated to those who use them.

see the promise, chapter 3 and chapter 6

● **Family therapies**

All families will have direct and clear access to family therapies and specific support across a range of issues, so that accessing support is seen as something that a range of families may need throughout life.

see the promise chapter 3

# Plan 21-24: Supporting the Workforce



“The workforce needs support, time and care to develop and maintain relationships. Scotland must hold the hands of those who hold the hand of the child.

Scotland must place trust in its workforce to develop and nurture relationships, enable their capacity to care and love and provide support to make this part of daily life.

As well as access to advice and networks, carers must be given time to focus on developing relationships, and to reflect on whether these are delivering what the child needs. The boundaries and barriers that prevent nurturing relationships developing and lasting, such as not allowing friendships between residential workers and children after they have moved on, must be removed.”

the promise, page 21

## Plan 21-24: Supporting the Workforce

Children experience the ‘care system’ through people. Over **Plan 21-24**, support for people who care and continue to care if times get tough, will improve. There will be consistency of approach, values and understanding across Scotland’s workforce.

### ● By 2024

#### ● Workforce Values

There will be a national values-based recruitment and workforce development framework in place and adhered to by all organisations and professions involved in supporting children and their families.

see the promise chapter 5

#### ● Trauma-informed

Organisations that have responsibilities towards care experienced children and families and those on the edge of care will be able to demonstrate that they are embedding trauma informed practice across their work and within their workforce.

see the promise chapter 5

## Ongoing Relationships

There will be no blanket policies or guidance that prevent the maintenance of relationships between young people and those who care for them. Settings of care will be able to facilitate the protection of relationships that are important to children and young people.

see the promise chapter 5 and page 79

## Workforce support

A new framework of support will be in place to ensure people involved in the care of care experienced children and young people feel valued, encouraged and have supportive relationships for reflection with high quality supervision and environmental conditions.

see the promise, pages 107 to 108

## Plan 21-24: Planning



“Scotland must avoid the monetisation of the care of children and prevent the marketisation of care.

There must be strategic, needs based planning for children so that they are provided with warm, relational, therapeutic, safe, loving environments when they are required.

Scotland must make sure that its most vulnerable children are not profited from. The application of that principle must be delivered in a way that does not impact the current delivery of good, important services for children.

Follow the Money and The Money demonstrates that Scotland needs to take a different approach to how it invests in its children and families. There is no place for profiting in how Scotland cares for its children.”

the promise, page 112



There needs to be a different approach to investment and planning.

National partners have a significant role to play in ensuring a new context for funding, investment and planning.

Children and families live in local communities and use local services. It is important that their experiences and outcomes are not determined simply by which local community they live in or local service they use. Planning and investment should be nationally coordinated to ensure that children and families get what they need.

Whilst the majority of the promise relates to matters which are reserved to The Scottish Parliament, the [English Independent Review of Children’s Social Care](#) has relevance in respect of cross-jurisdiction issues.

● **By 2024**

● **Planning**

Scotland will have a national, strategic planning process in place that ensures that children who are cared for away from their family of origin ‘belong to a loving home.’

The planning process will reflect the needs of Scotland’s children and young people whilst operating with the expectation that more children will remain with their families.

It will reflect the principles of the promise ensuring:

- ▶ Scotland’s most vulnerable children are not profited from (page 111)
- ▶ Standards of care are consistent (page 111)
- ▶ End to the selling of care placements to Local Authorities outside Scotland (page 110)
- ▶ Acute and crisis services are phased out to promote early intervention and prevention (page 111)

**see the promise chapter 6**

● **Investment**

Investment in the lives of children and families will be considered strategically and holistically in the context of their experiences.

The Human and Economic Cost modelling that underpinned Follow the Money and The Money reports will be embedded into organisational and budgeting processes across Scotland. That process will have involved organisations working together to spread investment and align budgets.

**see The Promise, Chapter 6; The Money; Follow The Money**

● **Information Sharing**

Organisations with responsibilities towards children and families will be confident about when, where, why and how to share information with partners.

Information sharing will not be a barrier to supporting children and families.

**see the promise, page 36**



“Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

The current ‘care system’ does not operate as a system. At its worst, it can perpetuate and worsen the trauma that many children have already experienced. At present, the ‘care system’ and its associated elements does not enable children to feel loved, safe and respected. Scotland must facilitate a conversation that ensures wider appetite for change and take the lead through practical legislation, policy and practice change. The landscape is cluttered, complex and does not provide a clear frame to support children, families, decision makers and service providers.”

“The current ‘care system’ operates within complex legislative frameworks, is bureaucratic and expensive, and does not operate as a single entity. It does not universally uphold the rights of children and does not provide the context for loving relationships to flourish.

Scotland must create an approach to care where maintaining, sustaining and protecting loving relationships is possible and much more probable.

In order to make the change required, the scaffolding of the future approach to care must be re-orientated to protect and promote loving, long lasting relationships. This must be done with the expectation that the approach is safe, upholds rights and is open to scrutiny.”

the promise, page 25

Over the next 3 year, there will be a focus on work that ensures that the structural underpinning of the 'care system' is orientated to the needs of children and families. This work to build capacity and coherence reflects the planned obsolescence of The Promise Scotland. It will not always be there to provide oversight and accountability and the structures need to move to ensure that the scaffolding around the 'care system' facilitates and upholds children's rights.

● **By 2024**

● **Legislation**

Over the course of the next Parliamentary term, there will be identifiable progress made towards ensuring Scotland's legislative framework around the breadth of the 'care system' is coherent and cohesive, upholds the conclusions of the Independent Care Review and is compliant with the UNCRC.

see the promise, page 112

● **Children's Hearing System**

The Children's Hearing System will have gone through a redesign process.

That redesign process will bring together children and families, and organisations that hold the responsibility, to rethink the structures, processes and legislation that underpin the hearing system.

The aim will be to ensure there are coherent, cohesive and collaborative proposals on an operating framework for The Children's Hearings System that has been designed with children and families.

That redesign process will be underpinned by:

- ▶ giving effect to the promise;
- ▶ ensuring compliance with the UNCRC,
- ▶ upholding the original intention of The Kilbrandon Review that children involved in offending need care and protection; and
- ▶ ensuring The Children's Hearing System and The Courts can facilitate child friendly justice that upholds children's rights and enables their effective participation.

see the promise, pages 39 to 44

● **Inspection and Regulation**

A new, holistic framework for inspection and regulation that values what children and family's value, will have been scoped and developed.

It will understand the necessary legislative change required to focus on children's experiences and will be underpinned by the principles set out in the promise and give full effect to the secure care pathway and standards.

see the promise, pages 119 to 120

● **Policy Coherence**

There will be cohesive alignment in the policy initiatives and frameworks across Scotland. Policy development across Scotland will reflect the realities of people's lives and create a coherent policy environment.

The focus of the 21-24 period will be on implementation and alignment not inquiries and reviews.

see the promise, page 25

## Data Mapping and Collection

Scotland will have a cohesive central picture of all data on the processes and systems that directly and indirectly impact on children and their families, including wider socio-structural factors.

The data picture will have been used to fully align data systems, collection and analysis methodologies to what matters to children and families, and the needs of those who take decisions on how best to support children and their families.

[see the promise, page 114](#)

## Governance Structures

All public appointments to any of Scotland's Boards and Public Bodies which have an impact on the 'care system' will ensure that the values of the promise are embedded in recruitment frameworks.

The governance landscape around the various Boards, networks and groups that sit around the 'care system' will be rationalised to enable effective and accountable shared working around the lives of children and families.

[see the promise chapter 6](#)

# Plan 21-24: The Context

## In this chapter:

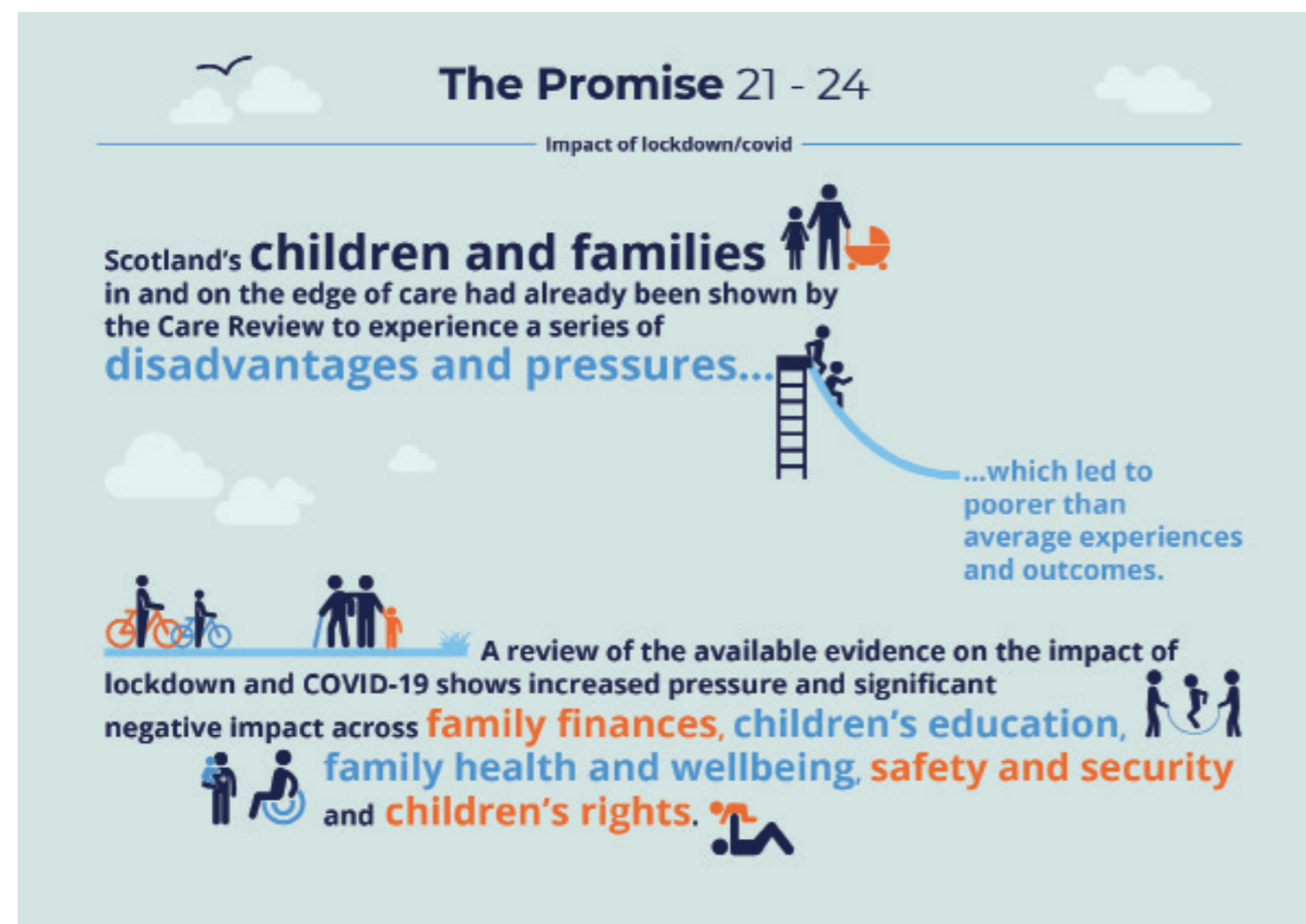
- 33** Plan 21-24: The impact of the pandemic
- 37** Plan 21-24: How it was devised
- 40** Plan 21-24: Measuring Change and Monitoring Progress
- 44** Plan 21-24: The role of The Promise Scotland

# Plan 21-24: The impact of the pandemic

In March 2020, just five weeks after the acceptance and endorsement of the Independent Care Review's conclusions by all political parties in Scotland, Scotland went into 'lockdown' in response to COVID-19. Work that was already in place to support those with responsibility to #KeepThePromise, and understand their place and role to change, was paused as Scotland's public services responded to the pandemic.

From the very beginning of the initial lockdown phase, there were concerns about the negative effects of increased isolation on children and their wellbeing - from not seeing their friends, to schools being closed, and not seeing trusted adults. There was recognition of the deeper impact of restrictions on Scotland's children and families in and on the edges of care. The Scottish Government recognised that the restrictions may make some children need more support, including some children who were not previously considered to be at risk.

Page 173



# Plan 21-24: The impact of the pandemic

Scotland's children and families in and on the edge of care had already been shown by the Care Review to experience a series of disadvantages and pressures which led to poorer than average experiences and outcomes. A review of the available evidence on the impact of lockdown and COVID-19 showed increased pressure and significant negative impact across family finances, children's education, family health and wellbeing, safety and security and children's rights.

Data collection and the reviewing of evidence about the effects of the COVID-19 pandemic is ongoing, with initial analysis showing these concerns to be well founded.



## Plan 21-24: The impact of the pandemic

Data collected shows that there are 9% fewer children 'in care' in Scotland in 2020 than there were in 2019. There were 39% fewer children 'entering care' between April and July 2020, the first full months of the pandemic, than there were between April and July 2019. The weekly data collected on the number of children 'entering care' to track the impact of the pandemic show that the numbers have remained consistently lower than in previous years<sup>1</sup>.

Taken together, this shows that the experiences of children and families and the impacts of the pandemic on their lives have been immediate and enduring, but it is partial information.

There are fewer children entering the 'care system' in 2020 than in 2019 and this is a trend that is continuing. Given the reported impacts of the pandemic on children and families it is plausible that this is a further impact, but it is not possible to determine what this means in reality. What support are families receiving? Does that support mean they are able to stay together therefore the reduction is positive? Or does it mean that families are at greater risk with less support?

The impacts reported by children and their families provide an understanding of their experiences throughout the pandemic. The numbers show that things have changed from previous years, but neither tell the whole story on their own. At the moment, Scotland does not have effective data and information collection and analysis mechanisms to understand the realities of families' lives.

Evidence of the impact of COVID-19 also reinforced that public services are not 'fit-for-purpose' in a crisis. New ways of working were quickly adopted and systems were circumvented as attempts were made to mitigate the effects of the pandemic on service delivery.

**The service response across Scotland throughout the pandemic has familiar underpinnings and yet there is reason for fresh hope.**

<sup>1</sup> Chief Officer Group weekly vulnerable children monitoring data

## Plan 21-24: The impact of the pandemic

Children and families are most likely to come into contact with care at a time of profound personal crisis. The public services exposed by COVID-19 as not fit-for-purpose are the ones that have been used to support families in crisis situations for decades. The evidence pulled together by the Care Review repeatedly showed that all too often this can result in greater crisis, placing pressure on families who are already struggling and pressure on a system that cannot cope with the job it needs to do. The way in which organisations have responded to make changes throughout the pandemic that might otherwise have taken years, shows that where there is a will, massive change is possible.

**Scotland made its commitment to #KeepThePromise before the pandemic was a reality. The impact of COVID-19 create even greater urgency.**

However, COVID-19 has also shown that it is the adaptations to the public service landscape that have brought hope, with public services identifying and responding to need in a more compassionate, nimble, reflective way throughout 2020.

The rapid changes that have taken place in public services over the last year, further demonstrate that change can happen at pace and that the 10-year life span to #KeepThePromise is achievable.

**The Plan to #KeepThePromise will build on all of that work.**

**Plan 21-24** was always intended to cover the period 2021-2024 as referenced in the [Independent Care Review](#)'s final reports. Covid-19 has radically altered the landscape across Scotland but the impact of the pandemic does not change the core work programme. It expands on it, adds new layers to it and creates a greater urgency for change.



It also brings hope. Those that committed to #KeepThePromise back in February 2020 are still committed today. The strength of that commitment has endured throughout, in the context of loss, insecurity and weariness. As the work to rebuild continues in earnest in 2021, it is now time for those with responsibilities to children and families to refocus on what 5,500 experiences said during the Care Review and how the promise made to Scotland's children and families can be kept in its entirety.

In contrast to the constantly changing 'external' environment, the system view of children in care has remained relatively static since 2007 with the population fluctuating within 14,060 and 16,248. This means that for over a decade, Scotland has had, at any one point, around 15,000 children in care each year<sup>2</sup>. Although that figure is useful for overall service planning, it does not present a full picture and the relatively static population over a long time period raises questions about the impact of successive policies designed to support children and their families better and the ability of the system to drive change by itself, for itself.

This section covers the work The Promise Scotland team has been doing to devise **Plan 21-24** and the Change Programme. Its focus therefore is the planning methodology deployed during autumn and winter 2020 and early 2021 to build collaborative implementation and not **Plan 21-24** content, for this please go to page 8.

Over 100 organisations spoke to, submitted plans and engaged with The Promise Scotland following a structured engagement period in the autumn of 2020. The engagement period was to support consideration of how each organisation intended to #KeepThePromise made to Scotland's children and families. Local and national government, national bodies and agencies, local and national organisations across public, third and private sectors and those with statutory responsibility for children and families, directly engaged with The Promise Scotland team. All these groups submitted plans, reports and survey responses to outline what they would do, the support they would need, and what help they could offer to ensure Scotland will #KeepThePromise.



## Plan 21-24: How it was devised

The engagement period also provided an opportunity for organisations to reflect beyond their initial commitment on their readiness for change, and the barriers that currently exist for them in implementing the conclusions of the [Independent Care Review](#).

The Promise Scotland analysed all of this engagement, benching it against the ambition of the promise and sequencing the conclusions to ensure that the right things happen first to accommodate the 10 year time frame.

To ensure the impact of the pandemic was as fully understood as possible, the commitments made were considered in the context of the impacts reported by children and families themselves, and ongoing quantitative data collection on service delivery and support for children and families throughout 2020.

This identified a number of key areas where children and families reported their lives had been severely impacted:

- ▶ service delivery
- ▶ safety and security
- ▶ health and wellbeing
- ▶ children's rights
- ▶ operation of the Children's Hearings System
- ▶ education
- ▶ family finances

## Plan 21-24: How it was devised

The breadth of these impacts means that recovering from the pandemic and working to #KeepThePromise requires more than just individual organisational change.

To establish how to fit together all the individual submissions, a careful and systematic analysis of every submission was undertaken set against the context of the Care Review conclusions. This context is vital. The Promise Scotland did not simply amalgamate everything it received. Plans, commitments and responses were analysed alongside the updated evidence framework and with the ambition of the promise at the forefront to establish whether organisations could go faster, if they could do more, and determine what the systemic barriers to change actually were.

The Promise Scotland also mapped the reviews, commissions and inquiries to track alignment and divergence.

**All this work provided a basis for a new approach of collaborative implementation which is based on joint working and shared understanding. The Promise Scotland can provide coordination that will be leveraged to maximise the collective resources and capabilities across Scotland to #KeepThePromise.**

In recognition that the implementation of strategies is not a static process, **Plan 21-24** will be accompanied by a **Change Programme** that goes into more detail about how the change committed to will be achieved, and by **who and in what order**.

The **Change Programme** will be dynamic and interactive, adapting to changing circumstances – like COVID-19 – to ensure it is flexible and agile enough to adapt to meet the needs of infants, children and young people and their families in the everchanging external environment.



**The Change Programme** will initially focus on activities taking place in 2021/22 and evolve throughout the duration of **Plan 21-24**. This aligns with statutory budget and planning cycles. At the same time, The Promise Scotland will be evaluating whether this structure works and can facilitate and support transformation.

The progress Scotland makes to #KeepThePromise will have to be monitored. Tracking this progress is the job of The Promise Oversight Board.

The targets set for Scotland will set a pace for change and determine how that change, and progress toward it, will be measured. All these targets will reflect what the children and families told [The Independent Care Review](#) was needed.

The Promise Scotland is designing a **Measuring Change and Monitoring Progress Framework** to enable Scotland to track progress of the Change Programme against what is set out here in **Plan 21-24**. The Oversight Board will scrutinise that progress and decide whether it is on track to #KeepThePromise.

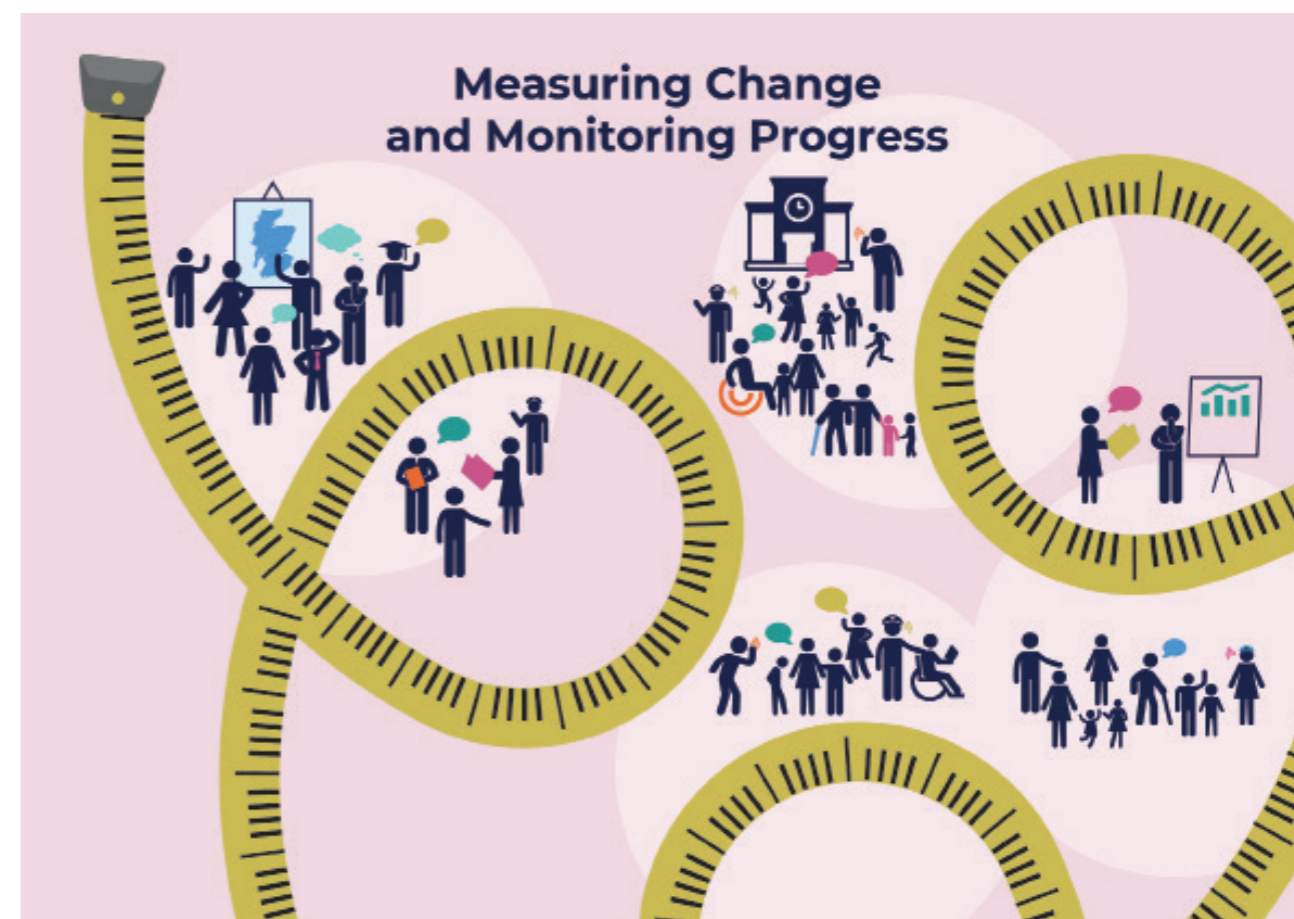
To create **Plan 21-24**, all the Care Review's conclusions were sequenced and mapped to reflect the shape of the lives of children, young people and their families, as opposed to the 'system', and are inter-linked and inter-dependent.

**This means there is a chronological order in which the work to #KeepThePromise should be done to ensure all necessary steps are taken to achieve transformational change.**

Taken together, **Plan 21-24** and the **Change Programme** cover the entirety of the conclusions of the Care Review and lay out how the complex and difficult work to #KeepThe Promise will be tackled, at a national and a local level to all children and all families, across Scotland.

**Plan 21-24 is ambitious - making it a reality will require commitment, strength, humility, and honesty.**

## Plan 21-24: Measuring Change and Monitoring Progress



To #KeepThePromise, the number of children in care should decrease and the resource and opportunities for families to access support, if and when they need it, should increase. These are targets Scotland has set itself in making the commitment to #KeepThePromise.

The fragmentation and multiple components of care means that driving down the numbers of children removed from their families and driving up access to support for families who need it, is multi-faceted and involves multiple agencies. There will be many targets within these high level aims which will be specific to care settings, actions and service delivery.

Primary responsibility for setting these targets and tracking progress towards #KeepThePromise lies with The Promise **Oversight Board**. Whilst the Board operates on no formal basis and does not have any specific powers to compel action, this work needs more than bare accountability. It needs a collaborative approach. Therefore all those working to #KeepThePromise will be accountable to the Oversight Board who are, in turn, accountable to the care community.

## Plan 21-24: Measuring Change and Monitoring Progress

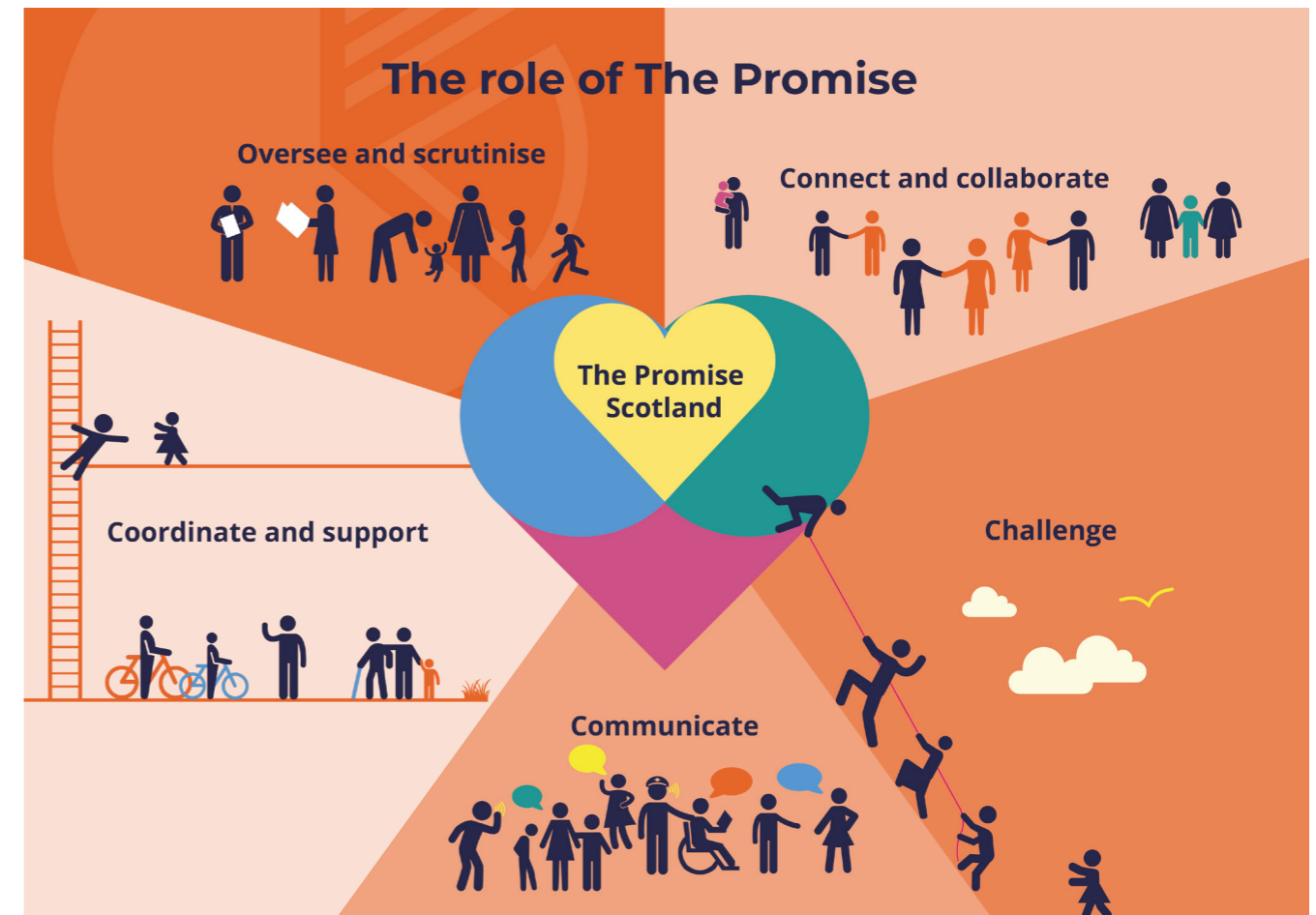
For the **Oversight Board** to do their job, they must be kept up to date with the progress Scotland is making to #KeepThePromise. This will be done via a **Measuring Change and Monitoring Progress Framework**, centred on what matters to children and families, which will bring together three main areas of change measurement:

- ▶ the work organisations across Scotland are doing, and need to do, to #KeepThePromise
- ▶ the work The Promise Scotland is doing to support organisations working on change
- ▶ the shifts in the wider context and landscapes surrounding organisational change

The **Oversight Board** will use the data and evidence collected under this framework to determine whether Scotland's pace and performance to #KeepThePromise is sufficient.

The **Measuring Change and Monitoring Progress Framework**, its underpinning methodologies and reporting lines and the targets it sets will evolve alongside the **Change Programme**. Once established, its data will be available through an online dashboard, accessible to all those who have a role or interest in tracking Scotland's progress to #KeepThePromise.

## Plan 21-24: The Role of The Promise Scotland



The Promise Scotland is committed to its own obsolescence. At every stage, the organisation will ask whether what is needed could be done without it. Building a full time, constant role for another organisation is not an option. The Promise Scotland has a job to do and then it will get out of the way. This organisation will not exist beyond the implementation period.

**The Promise Scotland has a dual responsibility of oversight of progress and support for delivery. To meet this dual responsibility, The Promise Scotland will:**

### Coordinate and support

The Promise Scotland will, through the development and publication of the successive Plans and evolving Change Programme, coordinate the work of change across Scotland, providing a route map.

The Promise Scotland will play a strong leadership role at national and local level to influence and support the development and investment of family, community and children's mental health and wellbeing services.

It will provide a support offer to all organisations, bodies and agencies working across Scotland to #KeepThePromise. Depending on what is needed, the package of support will be bespoke and wide-ranging, including service design tools, methodologies and project governance.

### Oversee and scrutinise

The Promise Scotland will support the Oversight Board to scrutinise progress made across Scotland to #KeepThePromise. The Board will report annually on its progress, and provide expertise and support on what is needed to make sustainable change.

### Connect and collaborate

The Promise Scotland will have close working relationships with the custodians of the 'care system'. It will work to reduce siloed working by identifying and connecting the various components and parts that must work together to #KeepThePromise.

As one of the first tasks, in 2021, The Promise Scotland will produce a policy, legislative, data and governance map of the operational landscape.

The Promise will also provide support to ensure effective collaboration between organisations with responsibility for systems and structures that impact on children's and families' lives.

### Challenge

Throughout the creation of **Plan 21-24**, detailed consideration was given to the bridges and barriers to #KeepThePromise, as well as the risks. These were fully mapped so the steps required to maximise, overcome and mitigate any risk were fully understood. For example, this involved examining the 'implementation gap', including the many cracks and crevices between the respective agencies' approaches; and required an assessment of the known macro barriers; such as the fragmented policy environment and commissioning, and unknown barriers, like the impending economic impact of COVID-19. It also reflected the willingness demonstrated in the engagement, the ambition that Scotland has for its children and families, and the commitment to #KeepThe Promise.

Throughout **Plan 21-24**, The Promise Scotland will use this work, and continue to build on it, to identify precisely where the challenges lie and how to tackle them.

### Communicate

The Promise Scotland will develop and deliver a communications strategy designed to inform and engage Scotland with the work of change required to #KeepThePromise. It will use a variety of media channels and tools, chosen to ensure that it is accessible to everyone in Scotland, in particular children and families.

Communications will be clear, consistent and concise. They will be delivered in an inclusive, ethical, collaborative and above all, honest way. The Promise Scotland will drive and maintain interest in its work to ensure that Scotland's commitment to #KeepThePromise remains a national priority.

As with the [Independent Care Review](#), the work of The Promise Scotland will be appreciative, collaborative, open, honest and accountable to children and families, whose aspirations will remain at its heart.



## Find out more

Visit [www.thepromise.scot](http://www.thepromise.scot)

Email: [hello@thepromise.scot](mailto:hello@thepromise.scot)



Twitter: [@ThePromiseScot](https://twitter.com/ThePromiseScot) #KeepThePromise



Instagram: [@ThePromiseScotland](https://www.instagram.com/ThePromiseScotland) #KeepThePromise



Facebook: [@ThePromiseScotland](https://www.facebook.com/ThePromiseScotland)



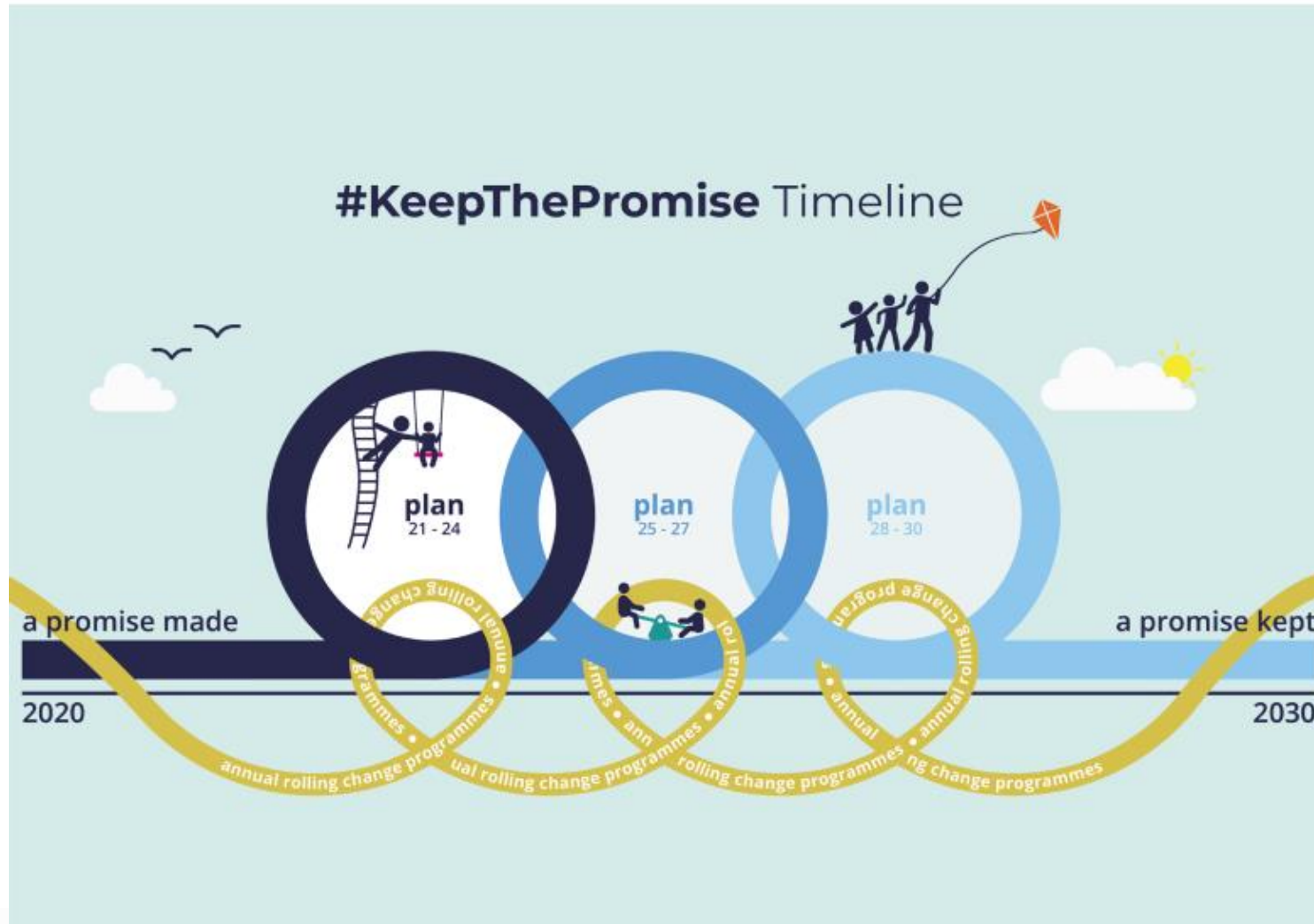
**the promise**  
scotland

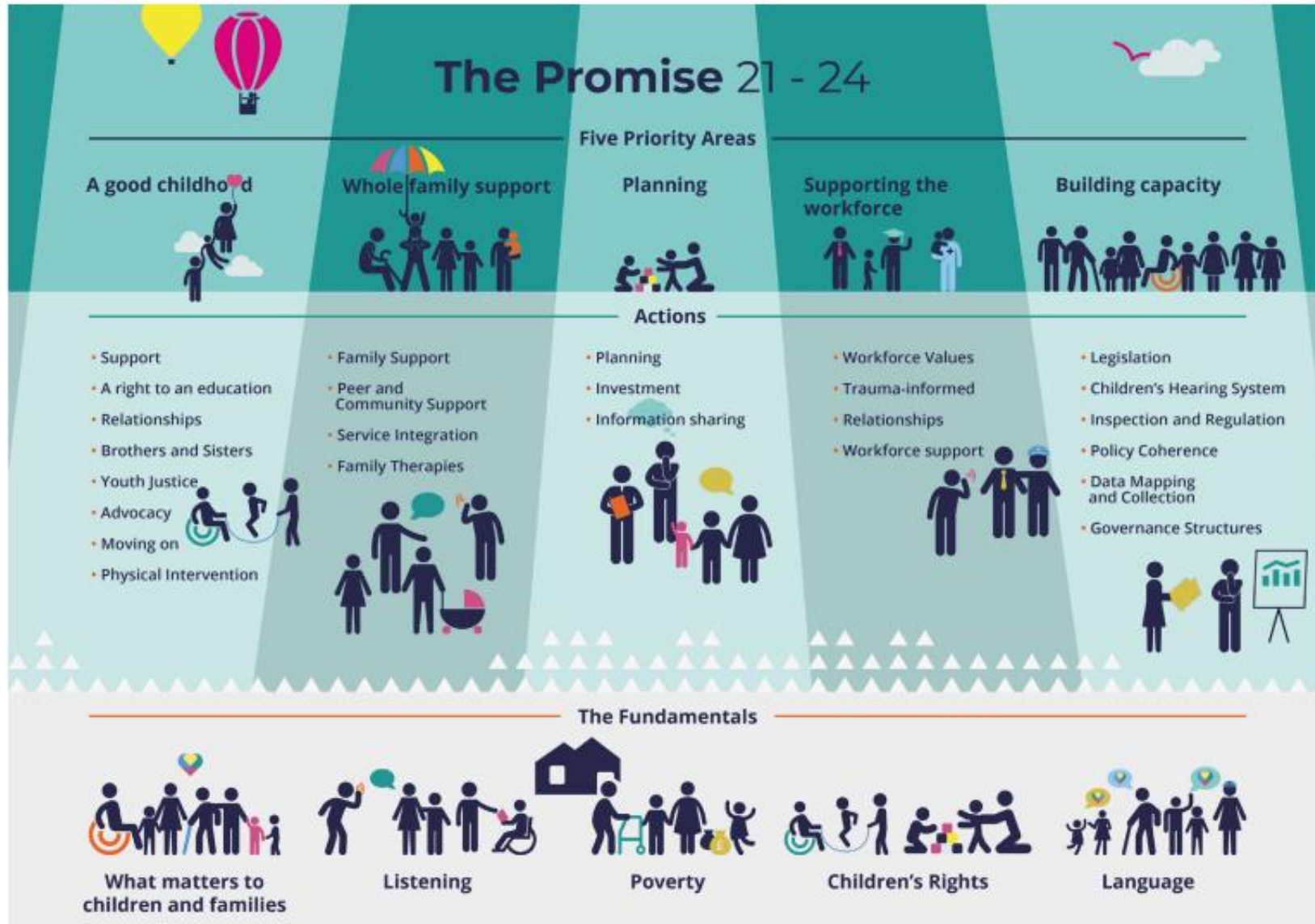
# Re-design to keep the Promise

Reshaping our approach to supporting those  
who are Care Experienced and on the Edge of  
Care

**Workshop 1**

# Policy context and Plan 21-24





# What does this mean for our pilot?

## Support

Every child that is 'in care' in Scotland will have access to intensive support that ensures their educational and health needs are fully met.

Local Authorities and Health Boards will take active responsibility towards care experienced children and young people, whatever their setting of care, so they have what they need to thrive.

## Planning

Acute and crisis services are phased out to promote early intervention and prevention

## Right to education

Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils.

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Care experienced young people will be actively participating in all subjects and extra-curricular activities in schools.

The formal and informal exclusion of care experienced children from education will end.

Schools will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment.



# Discovery Phase – What do we know already?



Less likely to achieve at school, attendance poorer, exclusion rates higher all resulting in those who are CE less likely to secure a positive destination and be a life-long learner able to retrain over the course of their working lives...

Young people who are care experienced often struggle to engage in the pathways available to them and disengage from learning...we need to think about different pathways where required to re-engage and give a positive experience of learning to secure a more positive future



**Pilot across two ASGs to test new ways of working to help us address these issues in the longer term**

Outcomes (health and education) get gradually worse based on who young people live with:

- Parent and carers
- Kinship
- Foster care
- Residential



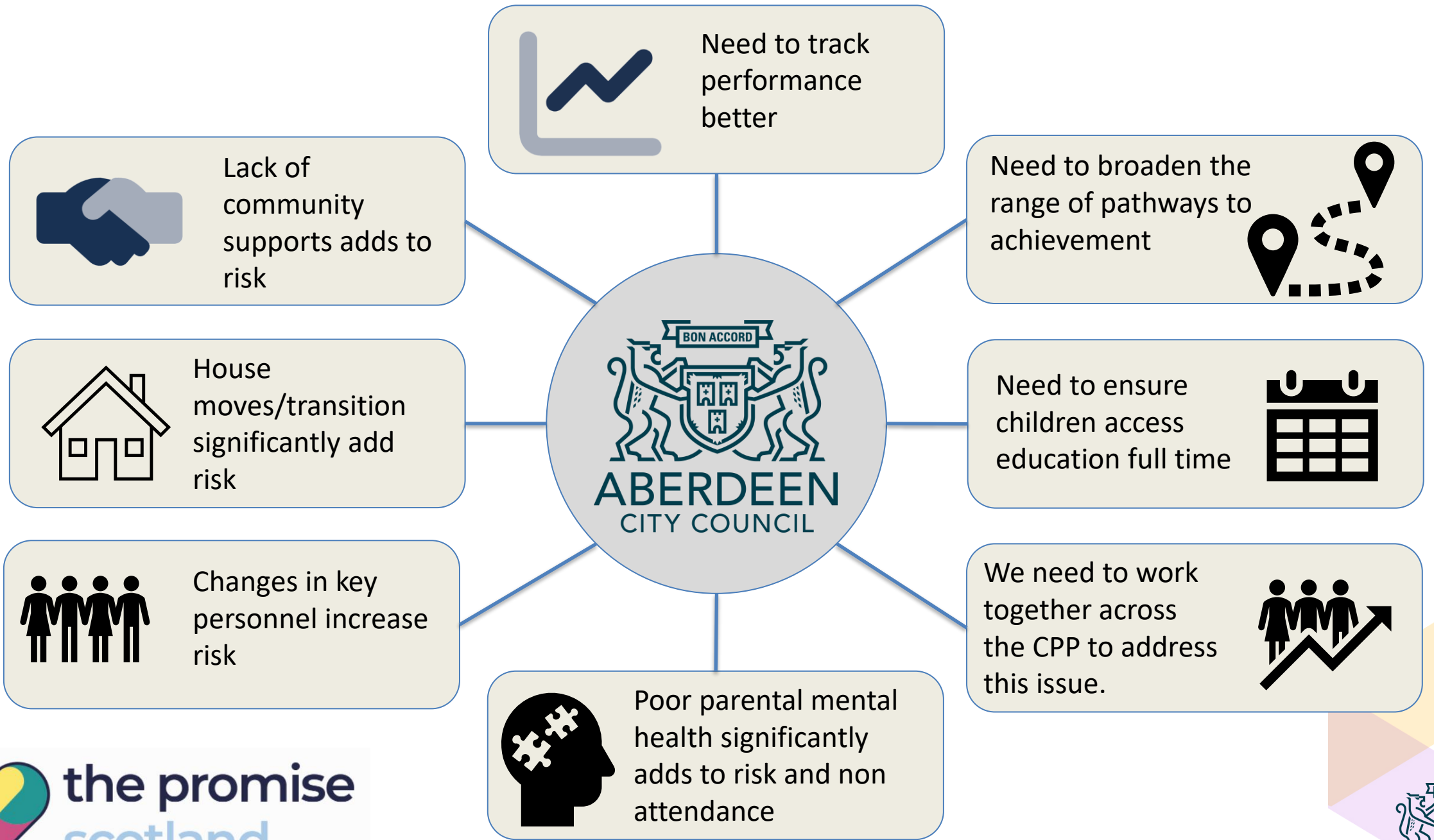
Those who are care experienced are more likely to:

- ❖ have premature mortality
- ❖ die of unnatural causes



# Customer Journeys:





# Define Phase

Using all the information you've gathered in the discovery phase you will develop "problem statements" which are succinct summaries of the challenges experienced by those who are Looked After or on the edge of care. Try not to find solutions at this stage.

1. Take 5 minutes to personally record your problem statements
2. Spend 15 minutes sharing your problem statement with your table, you might want to challenge some perceptions at this stage but guard against being defensive...we are here because we recognise it isn't currently working as well as it could
3. Spend 5 minutes theming or bundling the problems
4. Spend 10 minutes reaching consensus on the top 5 problems to be addressed (you can amalgamate)
5. Share your findings with the wider group...do we have consensus across the whole group?



# End of Workshop 1

Page 189





**the promise**  
scotland

# Re-design to keep the Promise

Reshaping our approach to supporting those  
who are Care Experienced and on the Edge of  
Care

Workshop 2

# Problem Statements from Workshop 1 – Are these the right problems to solve?

How can we organise/locate ourselves differently to build stronger relationships with each other?

How can we improve our shared use of data to identify and track those at greatest risk to inform decision making and the development of this pilot?



How can we remove rigid thresholds and have a clearer understanding of the needs of children and families and swifter access to available resources?

How can we improve our collective ability to hear the voices of children, young people and families more clearly and share information more effectively with each other?

How do we ensure greater continuity of staffing and support the wellbeing of those consistent staff more effectively?

# Ideate phase

**How could you address each problem statement....be bold and don't limit yourself to one solution!**



**Think about for example:**

- **What people do we need?**
- **What physical resources do we need?**
- **What do the working practices look like**
- **What services do we need to commission?**





# Prototype and testing

Now take a moment to reflect on the different ideas.

- Weigh every possibility...what could be put in place quickly for August? What would need more time?
- Connect the dots and the pull the best of all of the suggestions together to build a prototype that is just good enough to be tested...we can refine as we go.
- Any there any risks in implementing your solution? What are the solutions to those risks?

**Now sell your prototype to others and lets agree on our collective solution.**

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8th September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Health & Wellbeing Report
<b>REPORT NUMBER</b>	OPE/22/159
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Gael Simpson
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 This report sets out the findings of the recent Health & Wellbeing surveys undertaken within Aberdeen City Schools and the current support in place for wellbeing, both physical and mental.

### 2. RECOMMENDATION(S)

That the Committee:-

- 2.1 notes the content of this report and the data shared within Appendix A;
- 2.2 instructs the Chief Education Officer to consider the findings of the report and plan next steps, including the development of a partnership approach through a multi-agency Health & Wellbeing Summit; and
- 2.3 instructs the Chief Education Officer to report the outcome of the multi-agency health and Wellbeing Summit to Committee as soon as reasonably practicable.

### 3. CURRENT SITUATION

- 3.1 The attached outcome report in Appendix A, is a summary of the findings from two Health & Wellbeing Surveys issued to children and young people within Aberdeen City during March 2022. One with a key focus on physical wellbeing, designed by ACC Education staff and undertaken by pupils in P5-S6 and the other, delivered in partnership with Schools Health Improvement and Research Network (SHINE) with a focus on mental wellbeing for pupils in P6-S6.
- 3.2 The attached report will inform the planning by individual schools, Associated School Groups (ASGs) and central officers to ensure that we have a collective understanding of the data, explore what is currently being done well to

support this and consider next steps and solutions to address areas of concern.

- 3.3 We must consider the following data report with an element of caution. As a local authority we are not an outlier with regards to the data, however, we must also consider and explore this in more depth, within a multi-agency approach and in partnership with Public Health. This will ensure we proceed in a joined-up way to address this, recognising positive approaches already in place and considering collective and sustainable solutions most likely to have the greatest positive impact.
- 3.4 Health & wellbeing is complex and intrinsically linked with many other factors such as poverty, it is essential therefore that this is considered as a whole partnership approach. Many partners work alongside education teams to meet the physical and mental wellbeing needs of children, young people and their families. If we focus on one area in isolation, we are unable to consider the 'big picture', the connectedness and impact of the strengths and skills within each organisation. We must be able to collectively identify the positive outcomes, when things are working well and be truly solution focused with a commitment to explore which solutions will have the greatest and most sustainable impact on the children, young people and families of Aberdeen.
- 3.5 All schools will continue to have access to both surveys twice annually. The data captured can be reviewed by individual schools, Associated School Groups and responded to at a local level as we move through the recovery phase. As you will see from the report in Appendix A, however, we can review this data city wide and sector specific to support strategic decision making.

### **Working in partnership to support Physical Wellbeing**

- 3.6 Within Aberdeen there are strong relationships with Sport Aberdeen, Active Schools, Adventure Aberdeen, Aberdeen Football Club Community Trust and wider sports clubs. Building on these positive relationships, in 2021, we established a Physical Education, Physical Activity and Sport (PEPAS) Oversight group who meet monthly and include the above partners and Sports Scotland and Grampian Disability Trust representatives.
- 3.7 The PEPAS Group takes a lead role, advocates and advises on Physical Education, Physical Activity and Sport on a city-wide basis. By working together around a common purpose the group aims to:
- keep children, young people and communities safe, healthy and thriving, making the best use of education staff and key partners working across Physical Education, Physical Activity and Sport (PEPAS).
  - to build strong connections across PEPAS and provide all children, young people and families with a rich variety of opportunities for sustained and equitable involvement, developing **healthy bodies** and **healthy minds** within Aberdeen City.

- ensure increasing numbers of children and young people will continue to benefit and achieve success from their participation in a range of sport and physical activities.
  - encourage the making of healthy life choices either through physical education at school or in their daily lives out with the classroom which will be sustained into adult life.
- 3.8 The PEPAS Group have established increased capacity of Active Schools Assistants through a partnership with Sport Aberdeen. The additional resource increases support for physical activity in our playgrounds to encourage healthy choices and offers a range of targeted physical wellbeing interventions at school level. This has been part funded by Sport Aberdeen and supported through funding from the COVID Education Recovery grant. All Active School Activities are free for children and young people to attend which ensures greater uptake and no financial barriers to access. School staff can target some of the spaces available for children with identified support requirements as part of their individualised planning and Looked After Children have priority access also.
- 3.9 The National Improvement Framework, Health & Wellbeing Group comprises Central Officers, Educational Psychology Staff and School Senior Leaders. The group hold responsibility for driving the health and wellbeing improvements contained in the National Improvement Framework Plan. The group have developed an [online platform](#) to support the delivery of the curriculum, signposting to supportive and relevant learning programmes including substance misuse and self-harm support materials. Alongside this the PEPAS group has recently developed a Physical Education (PE) progression to support practitioners who find this area of the curriculum more challenging to deliver, providing consistency across schools where PE specialists are not available.
- 3.10 We encourage all schools to have a school travel plan that encourages active travel to and from school and work in close partnership with ACC I Bike officer and Adventure Aberdeen to support Bikeability and Cycle training.
- 3.11 We are also working in partnership with Tina Faulkner Elders as part of the COVID recovery, focusing on wellbeing, who has designed 'Calm Space for Me'. After 40 years of practising self-cultivation in Qigong, Tai Chi and meditation, Tina developed the programme which provides tools to make a positive impact on individuals by working stress out of the system by using specific movements and breathing techniques.

### **Working in partnership to support Mental Wellbeing**

- 3.12 All schools have completed the SHINE mental wellbeing survey for P6-S6 pupils, receiving their own school report and ASG (Associated Schools Group) report. This allows schools to focus on the strengths and areas of concern at a local level.

- 3.13 We have commissioned Mental Health Aberdeen to support all children from age 10+ with counselling support where required. This can be through referral by school staff or self-referral. Through our last reporting period January 2022 – June 2022, **295** young people have been supported and **100% of the 165** children who have completed an end of session questionnaire have reported an improved outcome following this support.
- 3.14 Schools have engaged with the Compassionate and Connected Communities (CCC) programme. Our **61** CCC trainers have led the multi-session programme with both the central and school staff teams to help all understand the impact on trauma on children and young people and consider how schools can best respond. Almost all of our schools have completed this training over session 2021/22, a small number chose to deliver the course over two years and will conclude delivery 22/23.
- 3.15 'Fitlike Aberdeen' add to the wellbeing supports of families, with one to one work, group work and activities to address early indicators of distress in children and families. The hubs focus on early support to improve mental wellbeing and meet the needs of individuals in the context of the wider family, providing time and space to enable the child/young person to fulfil their potential, thrive at home, in school and in their community. The total number of young people/families engaged with the Fit Like family wellbeing team **468** of which **198 new families between January and July 2022**
- 3.16 ['The Resilience Alphabet'](#) and ['The Journey'](#) were two resources, co-written by colleagues in Aberdeen City with Martha Simpson: Harvey McMillan Associates and endorsed by Education Scotland. There has been significant engagement with both resources during lockdown not only in Scotland but across the world, with many seeking further support in this area. This has provided a key focus on resilience and how we support our learners to develop this in easily defined and simplified steps.
- 3.17 There are currently **90** school staff undertaking training in an accredited Counselling and listening skills course with Aberdeen University. This provides comprehensive training for use in many settings where effective communication is essential. This is also a suitable foundation for further training in the areas of counselling and psychotherapy. The four modules that comprise counselling skills, adhere to BACP (British Association for Counselling & Psychotherapy) Counselling skills competence framework: ensuring high standards and increased professional knowledge and understanding to support children and young people.
- 3.18 Across city schools we have a number of staff, including school nurses who are trained in LIAM (Let's Introduce Anxiety Management) which is delivered by CAMHS (Child and Adult Mental Health Services) staff and this supports children and young people in both primary and secondary schools. This multi-agency collaboration is helping to strengthen the universal offer to children and families.
- 3.19 SAMH (Scottish Association for Mental Health) and Penumbra have worked closely with the Service to provide high quality training on an ongoing basis

for staff across the Education Service with a key focus on Self Harm and Suicide Prevention.

- 3.20 DBI (Distress Brief Intervention) is currently being piloted in 4 of our Secondary Schools in partnership with CAMHS and Penumbra. This programme offers more targeted support for young people who have been identified or self-identify the need for support and helps support some of our most vulnerable learners, allowing for trained staff to provide support and a pathway to support through Penumbra and CAMHS if required.
- 2.21 Our Educational Psychology Service (EPS) deliver several programmes, including Emotion Coaching and Emotional Literacy Support Assistant (ELSA) training. They have also developed a [digital hub](#) to offer supports to pupils, parents and staff.
- 3.22 The Education Service benefit from regular collaboration with health colleagues to ensure that the universal services are aligned and maximising their impact on children, young people and families.

### **Next steps**

- 3.23 All schools will be asked to review the effectiveness of their approach to supporting health and wellbeing as part of the National Improvement Framework Plan for 2022/23. This will allow us to take stock of the considerable investment in this area and determine if any of the interventions should be scaled up further.
- 3.24 A Health and Wellbeing Summit is being proposed for late September / early October to consider the data in Appendix A and determine shared next steps. A summit on the health and wellbeing of Aberdeen Children and Young People presents a different opportunity, to access other “experts” including world experts. We’re aspiring to have a “globally/nationally led summit focused on the children of Aberdeen. We want to tap into all experts, to make sure we’re doing all we can to support wellbeing and where needed, recover from the impacts of the pandemic. Agreed next steps will be presented to Committee in due course.

## **4. FINANCIAL IMPLICATIONS**

- 4.1 There are no financial implications arising from this report. The costs of all improvement actions will be undertaken within existing budgets

## **5. LEGAL IMPLICATIONS**

- 5.1 The Children and Young People (Scotland) Act 2014 provides that children’s services should be provided in a way which best safeguards, supports or promotes the wellbeing of children; ensures that any action to meet needs is taken at the earliest

appropriate time and that, where appropriate, action is taken to prevent needs arising; is most integrated from the point of view of the recipients; and constitutes the best use of available resources.

- 5.2 The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and in carrying out this duty to have due regard to the views of children and young people.
- 5.3 The Education (Additional Support for Learning) (Scotland) Act 2004 places a duty on the Authority to make adequate and efficient provision for supporting children and young people with additional support needs.
- 5.4 The Equality Act 2010 places a duty on the Authority to Advance equality of opportunity between people who share a relevant protected characteristic and those who do not and to take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- 5.5 The ingathering of data from the surveys undertaken and the proposed steps to address the findings of these surveys will assist the Authority to implement these duties more effectively.

## 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 Only positive environmental impacts have been identified. On-going promotion of pupil voice and their participation in decision making will help develop citizens who consider environmental implications in later life.

## 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 children and young people	Data gathered from the wellbeing surveys and the work in schools in response to this is tailored to meet the needs of children and young people at a local level, thereby reducing some	L	Yes



		risk.		
<b>Compliance</b>	No significant risks identified			
<b>Operational</b>	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational and well-being needs of young people.	Staff wellbeing surveys are undertaken which help us to understand their needs and respond with an ongoing commitment to delivering support and high-quality professional learning for all.	L	Yes
<b>Financial</b>	Risk of not having sufficient resource.	Ongoing consideration of a multi-agency approach to service delivery and resource, ensures the right support from the right place is timely and we have a more joined up process for children and families.	L	Yes
<b>Reputational</b>	Where single agency support is in place for children and young people to meet their physical and mental wellbeing needs we are unlikely to meet these, causing a reputational risk to the organisation.	Data scrutiny, reporting and strong partnerships enable us to enhance the Council's reputation for strong collaborative and solution focused working.	L	Yes
<b>Environment / Climate</b>	No significant risks identified			

## 8. OUTCOMES

<b>Impact of Report</b>	
<p><b>Aberdeen City Council Policy Statement</b></p> <p>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>
<u><a href="#">Aberdeen City Local Outcome Improvement Plan</a></u>	
Prosperous Economy	
Prosperous People – (Children & Young People)	<p>The detail within this report supports the delivery of Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following projects:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</li> <li>• The number of children and young people with an eating disorder who are identified within 3 months of onset is increased by 50% by 2023.</li> <li>• Increase by 80% the use of digital wellbeing resources for children and young people’s mental health and wellbeing by 2022.</li> <li>• 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022</li> <li>• Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support by 2023</li> <li>• Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</li> </ul>
Prosperous Place Stretch Outcomes	<ul style="list-style-type: none"> <li>• Increase % of people who walk as one mode of travel by 10% by 2023.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase % of people who cycle as one mode of travel by 2% by 2023.</li> <li>• Increase the number of community run green spaces by a minimum of 8 that are organised and self-managed for both people and nature by 2023.</li> </ul>
<b>Regional and City Strategies</b> Regional Cultural Strategy Prevention Strategy Children’s Services Plan National Improvement Framework Plan	The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the Children’s Services Plan.

## 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

Appendix A – ACC Health & Wellbeing Report - C&YP (April 2022)

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Gael Simpson
<b>Title</b>	Quality Improvement Manager
<b>Email Address</b>	gasimpson@aberdeencity.gov.uk
<b>Tel</b>	07966733658



## Aberdeen City Council

### Health & Wellbeing Report for Children & young People (April 2022)

During March 2022 **9428 (68%)** children and young people from P6-S6 in all schools within Aberdeen City completed the Mental Health & Wellbeing Survey developed by the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE). Some of the data from this survey is evaluated against the Health Behaviour in School-Aged Children Survey (HBSC), undertaken, however it is important to note that the information from this is based on a survey completed in 2017/18. This large population baseline is thought to be helpful to give us a sense of the impact of the pandemic on our children and young people but can only be interpreted in general terms given that Aberdeen City first engaged in the survey in 2022. As we move forward more direct comparisons will be possible.

Children and young people from P5-S6 also had the opportunity to undertake a Physical Health & Wellbeing survey developed by the Local Authority. Questions within this were drawn from previous local surveys, national lines of enquiry and the clarification sought to support effective local planning based on the working knowledge of school leaders. **6193 (38%)** pupils completed this survey, also undertaken in March 2022.

Both surveys were undertaken as the last of the COVID-19 restrictions were being lifted and for some of our more senior pupils, in the run up to exams. This was also following 2 years of schools adapting to change and the management of risk associated with a global pandemic. Young people have been through significant adaptations both within school and within their personal lives and this should be considered when reading this report.

It should be recognised that each survey is based on self-reporting, therefore a subjective measure and a snapshot in time.

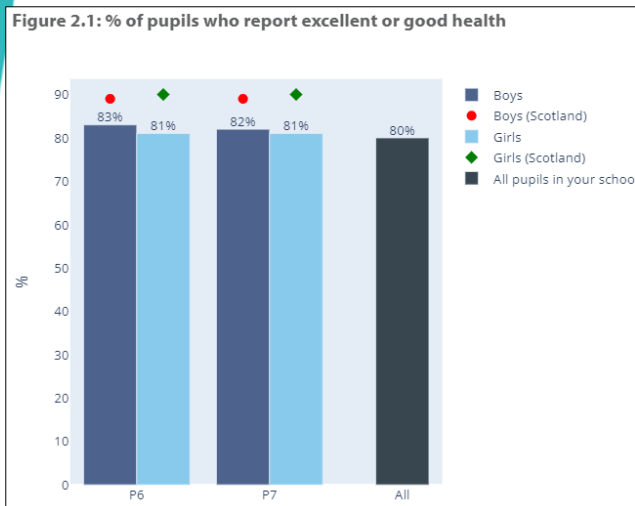
Both Surveys provide data which supports and enhances opportunities for:

- Promoting pupil voice and shared decision-making
- Identification of the main mental health and physical wellbeing issues affecting learners
- Focusing on local needs and local context
- Identification of hidden or emerging issues, or groups at particular risk to facilitate prioritising & targeting of resources
- School and the local authority evidence-based improvement planning
- School and the local authority future design of relevant health programmes and interventions
- Enrichment of the curriculum with up-to-date health-related research findings, for example in maths, science or PSE lessons given that health and wellbeing is the responsibility of all.
- Opportunities for engaging parents with pupil health concerns

## SHINE Mental Health Survey (Primary 6 & 7)

**3514 (87%)** pupils from P6 and P7 completed this survey with 178 pupils not providing details of their gender and 65 pupils not identifying their year group.

**Good Childhood Index: This scale asks young people about their happiness with eleven aspects of life including family, friendships, school, appearance, future, life overall.**



Pupils were asked about their own general health. Around **80% (2811)** of learners in primary 6 and 7 who responded reported that their health was excellent or good compared with the HBSC Scotland National average. Although this seems like a positive picture, when looking at the number of pupils specifically, this also means that **18% (633)** of learners reported that their general health was fair and **2% (70)** stated their general health was poor. This signifies a reduction against the national pre-pandemic baseline.

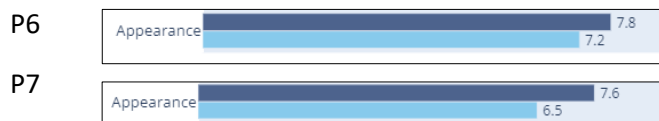
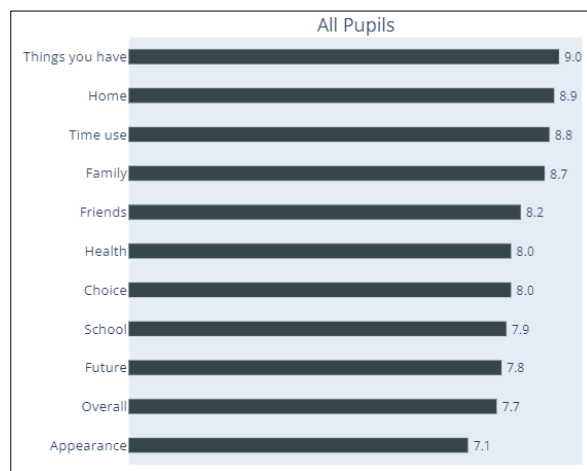
This Local Authority data mirrors the national mean of other SHINE surveys and suggests a general reduction in the self-reported general health of children. Continuing to focus on health and wellbeing will be critical as we move forward to ensure that we proactively address this potential risk to children.

**Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'.**

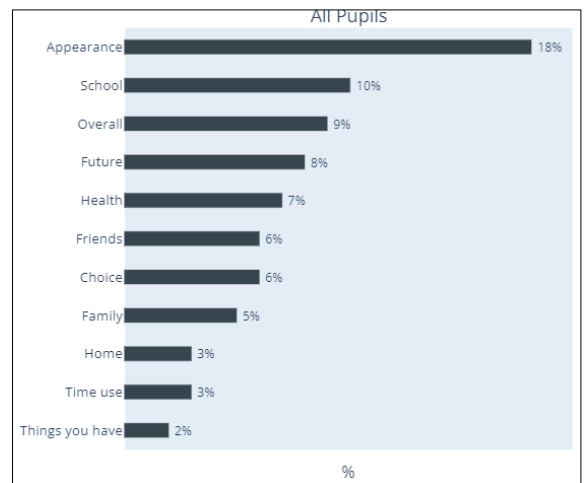
On the whole boys were slightly more positive than girls, however, this was the opposite when children were asked specifically about school.

Across P6 and P7, learners were positive about many aspects of their lives, however across both age groups and gender categories, 'Appearance' was visibly lower than other aspects of their lives and this was particularly noticeable with the girls in P7.

Within the graph below, out of 10, the top colour represents boys with the lighter blue colour on the bottom representing girls.



Low happiness is defined as a score of less than 5. The percentage of pupils who scored low happiness in each aspect of life recorded that 'Appearance' was of concern, with **27 % (444)** of P6 learners and **35% (569)** of P7 learners in this category. It was also evident from this that School, Future, Friends, Choice and Overall health were areas of higher concern and 'Things you have', 'Home', 'Family' and 'Time Use' being of the lowest concern.

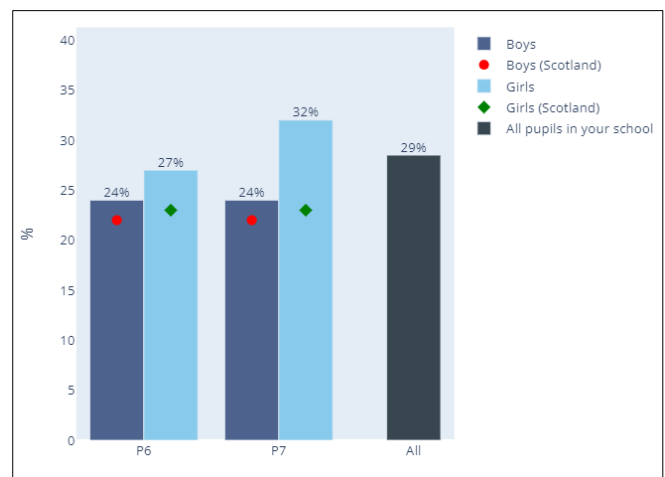


This could be linked to the prevalence of social media posts and focus on appearance and could be worthy of further investigation. This strongly suggests a need to proactively address self-image and appearance.

**The WHO-5 Wellbeing Index is a five item scale which provides a measure of emotional functioning. Items are summed to create a score ranging from 0 to 100.**

**A score of 50 or less on the WHO-5 indicates low mood**

This graph indicates that **29% (1019)** learners across Aberdeen P6 and P7 population self-rated below the 50-score threshold. This is slightly higher, more so for P7 females, than the Scottish 2017/2018 measure. Without a 2022 Scottish average we are unable to attribute the cause of this but must consider the impact of the pandemic and current societal picture in interpreting this.



Learners were then asked to complete 16 questions which measure emotional and behavioural difficulties.

Emotional scale:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• I feel lonely</li> <li>• I cry a lot</li> <li>• I am unhappy</li> <li>• Nobody likes me</li> <li>• I feel scared</li> </ul> | <ul style="list-style-type: none"> <li>• I worry a lot</li> <li>• I have problems sleeping</li> <li>• I wake up in the night</li> <li>• I am shy</li> <li>• I worry when I am at school</li> </ul> |
|--|--|

Behavioural scale:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• I get very angry</li> <li>• I hit out when I am angry</li> <li>• I am calm</li> </ul> | <ul style="list-style-type: none"> <li>• I lose my temper</li> <li>• I do things to hurt people</li> <li>• I break things on purpose</li> </ul> |
|--|---|

The answers to the sixteen questions are summed to produce scores and pupils classified according to pre-determined cut-offs: 'as expected' or 'elevated'. Those in the elevated groups may experience difficulties in this area.

More

A higher percentage of girls at **44% (674)** both in P6 and P7 showed elevated responses within the Emotional Scale, while the responses for Behavioural on average score, was similar for both boys

and girls with **20% (702)** of responses being elevated. This may suggest that girls have been more negatively impacted by the last two years than boys.

### Liking School

The table below highlights the number of learners and their view of liking school. Overall, **80%** of learners like school a bit or a lot, which compares to **20%** who rated not liking school very much or at all. We may need to consider our approaches within school to help increase this, thinking creatively, engaging with young people about what would make the difference and considering our curriculum pathways to support greater enjoyment and increased engagement. Further exploration at school level would support decision making in this area.

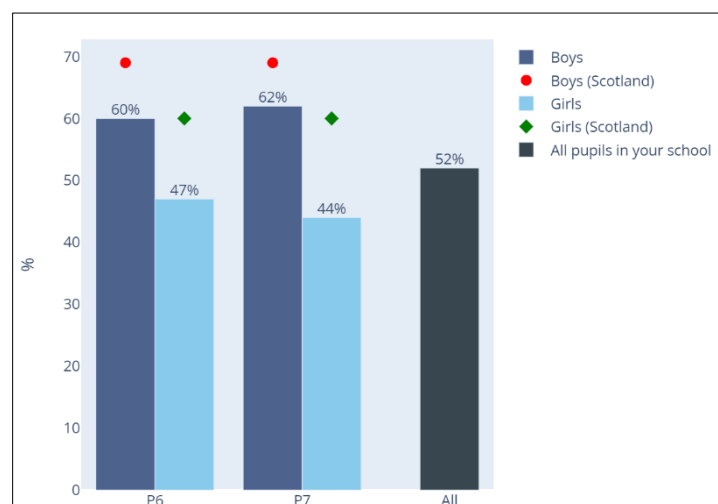
	P6 %		P7 %		All %
	Boys	Girls	Boys	Girls	
A lot	35	39	30	37	34
A bit	47	44	48	46	46
Not very much	13	13	17	14	15
Not at all	4	4	5	4	5

### Pressured by Schoolwork

**12% (421)** of learners stated that they felt pressured by schoolwork a lot, with **24% (843)** highlighting that they did not feel pressured by schoolwork at all. Individual schools can review this information at a more localised level to understand if there are any particular groups most impacted by this. This is a similar picture across all ASGs with on average **13%** of learners feeling a lot of pressure from schoolwork.

### Self Confidence

Learners were asked about how confident they felt in themselves, **52% (1827)** of P6 and P7 pupils stated that they always or often felt confident. This is significantly lower than the proportion of pupils reporting this within the HSBC report of 2017/2018 and could be associated with the last two years. Girls again showing a significant reduction in confidence compared to boys with **21% (738)** of learners across both age and gender brackets stating that they never or hardly ever feel confident. In response to the pandemic and less socialising opportunities, we should consider the impact of this on both adults and children. Confidence is impacted by competence and a range of other factors making it complex and the impact of the pandemic may be a factor for the reduced confidence levels.



Although not significantly varied across the City, across 5 ASGs, there was some evidence that slightly higher numbers of pupils felt less confidence with between 23-26% of learners within these school groups reporting they felt confident hardly ever or never.



## Social Emotional

The Social Emotional Health Survey (SEHS) measures different aspects of a child's social and emotional wellbeing: Gratitude, Zest, Persistence and Optimism. All these aspects are positive character traits and are linked to having more positive mental health and greater school engagement.

- Gratitude is associated with increased life satisfaction and social interaction including perception of support and providing support to others as well as academic achievement.

Questions included: I am lucky to go to my school / I am thankful that I get to learn new things at school / We are lucky to have nice teachers at my school / I feel thankful for my good friends at school

- Optimism is associated with greater interest in school, persistence and coping as well as more positive social relationships.

Questions included: When I have problems at school, I know they will get better in the future / I expect good things to happen at my school / Each week, I expect to feel happy in class / I expect to have fun with my friends at school

- Zest has a positive association with relationships with others, improved emotional wellbeing and autonomy.

Questions included: I get excited when I learn something new at school / I get really excited about my school projects / I wake up in the morning excited to go to school / I get excited when I am doing my classwork

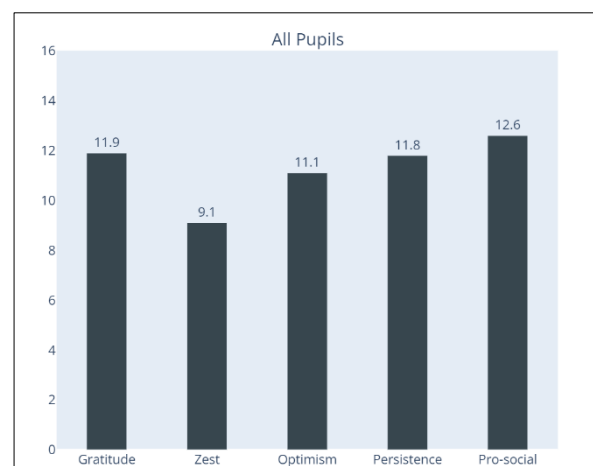
- Persistence has been shown to increase learning, mediating the relationship between motivation and performance.

Questions included: I finish all my classwork / When I get a bad mark, I try even harder the next time / I keep working and working until I get my schoolwork right / I do my classwork even when it's really hard for me

The co-occurrence of multiple positive psychological traits from these 4 areas is called (covitality) they are associated with increased resilience, pro-social behaviour, school engagement and satisfaction.

The responses to this section of the survey provide scores out of 16 within these four domains and then are collated to create an overall covitality score, out of 64.

Across gender groups and year groups responses were very similar with Zest scoring lowest, on average 9 out of 16 and Gratitude scoring slightly higher than the others averaging about 12 out of 16. There is a need for us to consider if our curriculum offer across school communities is providing excitement and encouraging a love of learning and passion for coming to school.



## SHINE Mental Health Survey (Secondary 1-6)

**5914** (60%) learners from S1-S6 completed this survey with 292 learners choosing not to provide details of their gender and 98 learners not identifying their year group.

General Health is closely related to mental health. Boys in S1 and S3 seem to be more confident about their general health with a higher percentage of learners stating that their general health is Excellent or Good. In S4-S6 there is a clear increase in the number of girls highlighting that they have poor general health and overall, **5% (296)** of all learners state this across all responses.

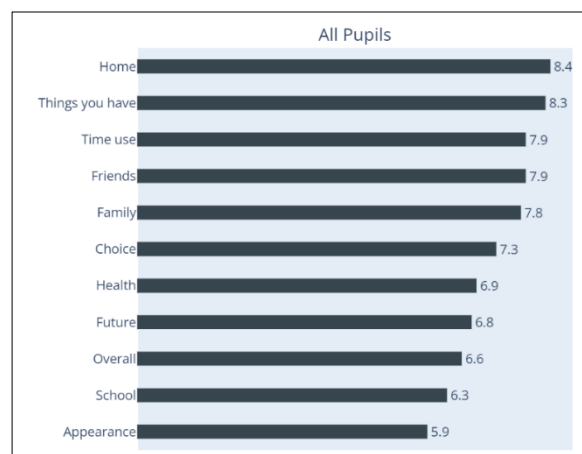
**Table 2.1: Pupil self-rated health**

	S1		S2		S3		S4		S5		S6		All %
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>Excellent</b>	23	16	25	12	27	11	22	13	20	10	18	13	18
<b>Good</b>	58	55	51	51	53	57	53	48	53	53	59	44	52
<b>Fair</b>	17	26	22	32	18	27	22	32	23	30	17	36	25
<b>Poor</b>	2	3	3	6	2	4	3	8	4	7	6	7	5

From Primary to Secondary there is a decrease in the reported general wellbeing of learners with an increase in those who report their general health to be fair or poor from **20% (703)** of Primary learners to **30% (1774)** of Secondary learners. This shows an increase for S6 girls in particular, with **43%** of S6 girls reporting their general health is poor or fair. This supports the need for some targeted work with girls.

**Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'.**

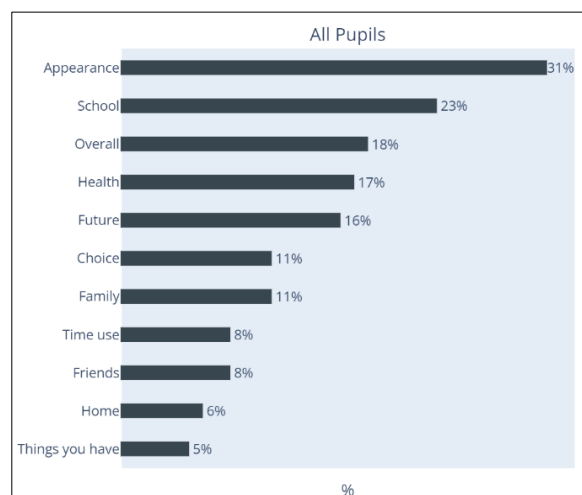
Within Secondary Schools, it was again clear that the aspects of their lives learners were most happy with are, home, things they had, time use, friends and family, with school and appearance consistently receiving lower scores.



Within the Secondary context however, there is a considerable concern around the number of girls between **31% - 46%** from S1 – S6 reporting low happiness with regards to their 'Appearance'. Girls also identify low levels of happiness around 'School', 'The future', 'Health', and their overall lives.

Overall, **31% (1833)** learners report low happiness linked to 'Appearance' and **23% (1360)** linked to 'School'.

From Primary to Secondary there is a drop in rating related to how happy learners are relating to school by 1.6 points. This is an increase from 10% of primary learners to 23% of secondary learners who report low happiness regarding school.

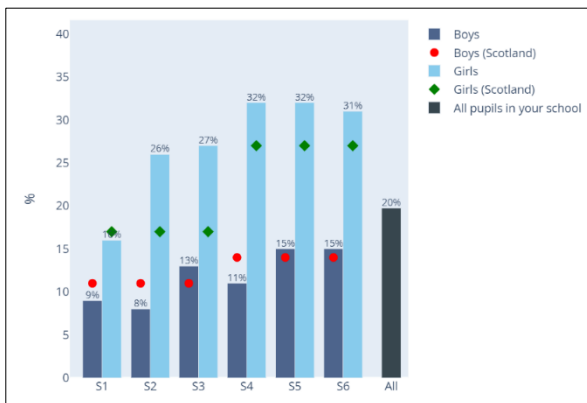
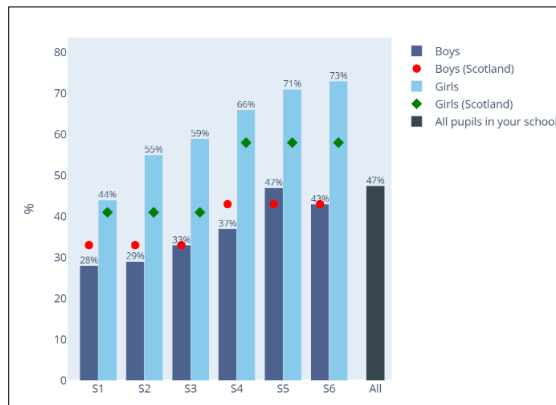


The WHO-5 Wellbeing Index is a five-item scale which provides a measure of emotional functioning.

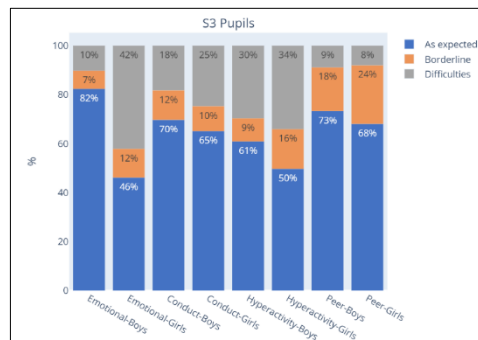
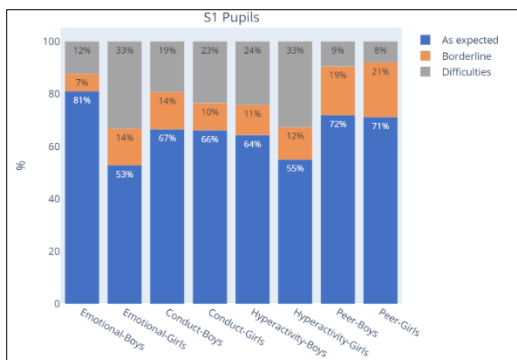
Answers are collated to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood

The graph to the right shows that when collated **40% (2366)** of learners in S1-S6 indicate low mood.

The graphs below highlights, **20% (1183)**, the proportion of those that scored 28 or less and are classified as at risk of depression. Again, there are considerable concerns evident for the wellbeing of girls.

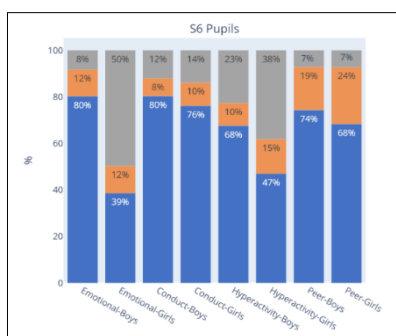
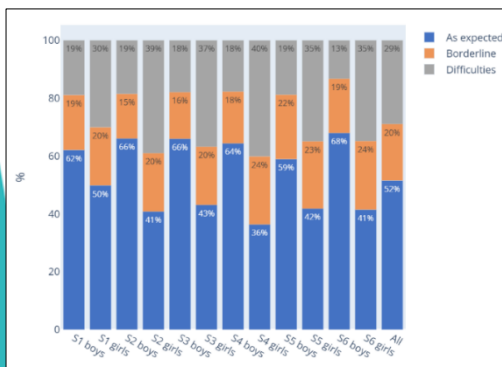


The Strength and Difficulties Questionnaire (SDQ) measures mental health difficulties in different areas: emotional symptoms, conduct, hyperactivity and peer relationships.



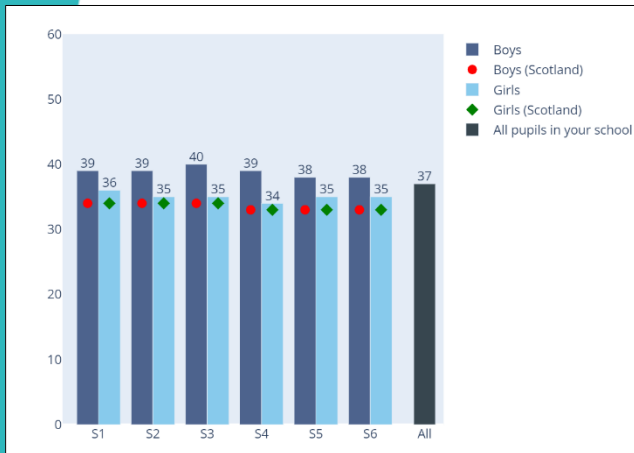
Reviewing all year groups there is a very clear, high percentage of girls showing difficulties with hyperactivity and emotions. There is evidence within the below 2 reports to suggest that emotional disorders are increasing, particularly amongst girls.

- BorW,DeanA.J.,NajmanJ.,HayatbakhshR.(2014) Are child and adolescent mental health problems increasing in the 21<sup>st</sup> century? A systematic review. AustNZJPsychiatry.
- Pataly,P.,Gage,S,H.(2019).Changes in millennial adolescent mental health and health-related behaviours over 10 years :a population cohort comparisonstudy.internationalJournalofEpidemiology.



There is a need to focus more effectively on the emotional wellbeing needs of girls across all year groups and consider what opportunities there are to provide support as overall strengths and difficulties scores, highlight this area.

## Sleep



Learners were asked to complete the adolescent sleep wake scale that measures sleep quality. Higher scores indicate better sleep quality and is measured out of 60.

Boys in all year groups indicate that they have a better sleep quality than girls and in general this is also higher than the national average (2017/18).

All pupils, however, would benefit from increased sleep quality to positively impact on their mental and physical health. We should consider the links between social media and the use of digital technology and the potential impact this has had on the measures noted.

## Liking School

Learners were asked to select whether they liked school from a scale of, a lot to not at all. With **42% (2484)** of learners indicating that they don't like school very much or at all, there is a need for us to consider carefully how this might be improved.

Table 7.1: How much pupils like school

	S1		S2		S3		S4		S5		S6		All %
	%	%	%	%	%	%	%	%	%	%	%		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>A lot</b>	22	19	14	9	13	8	8	5	8	8	15	6	12
<b>A bit</b>	50	48	55	46	55	47	51	37	45	33	39	42	47
<b>Not very much</b>	23	23	22	26	21	29	29	31	29	37	33	35	27
<b>Not at all</b>	6	10	9	19	11	16	12	27	17	21	13	17	15

**31% (1833)** of learners stated that they felt pressured by schoolwork a lot with **12% (710)** highlighting that they did not feel pressured by schoolwork at all.

## Self Confidence

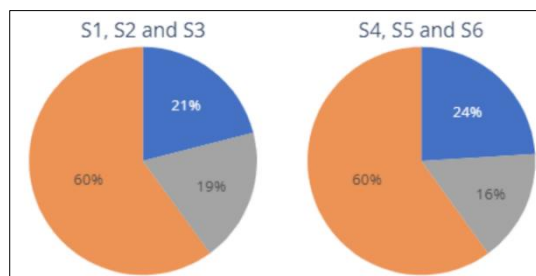
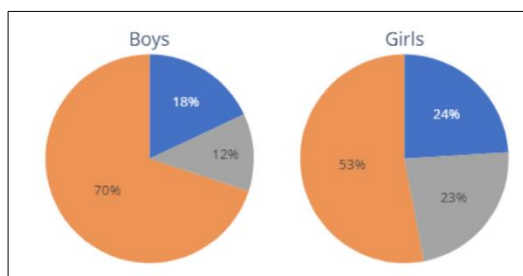
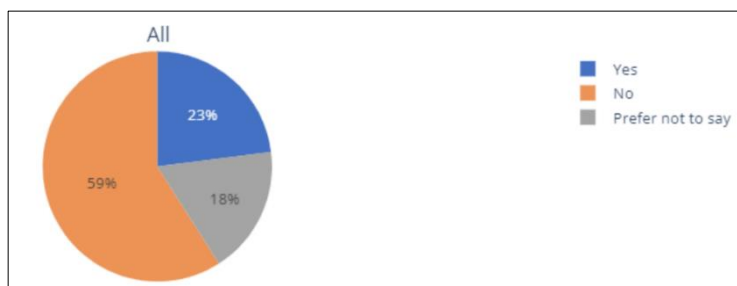
Learners were asked about how confident they felt in themselves, **35% (2069)** of S1-S6 pupils stated that they always or often felt confident. This is lower than the number of pupils reported within the HSBC report of 2017/2018. Girls again showing a greater reduction in confidence compared to boys with **29% (1715)** of learners across both age and gender brackets stating that they never or hardly ever feel confident.

Table 7.3: How often pupils feel confident

	S1		S2		S3		S4		S5		S6		All %
	%	%	%	%	%	%	%	%	%	%	%		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>Always</b>	16	8	14	4	14	3	14	4	11	2	12	5	9
<b>Often</b>	37	22	37	18	35	18	33	17	31	16	30	16	26
<b>Sometimes</b>	29	35	32	36	34	41	35	41	42	42	40	45	36
<b>Never or hardly ever</b>	18	35	17	42	17	38	18	37	17	40	18	34	29

## Self-Harm

Out of the 5915 pupils who participated in the survey 4427 pupils were asked if they had ever hurt themselves on purpose. **23% (1018)** said yes with a further 18% choosing 'prefer not to say'. This raises questions about the possible stigmatisation or bottling up of concerns if learners were not confident in revealing this information. This was again, even across year groups and gender, and out of those reporting yes, **39% (397)** suggesting they had done this between 1-10 times, and **19% (193)** suggesting that they had done this more than 10 times over the past year. This data is suggestive of an urgent need to review our partnership approaches to support young people.



## Loneliness

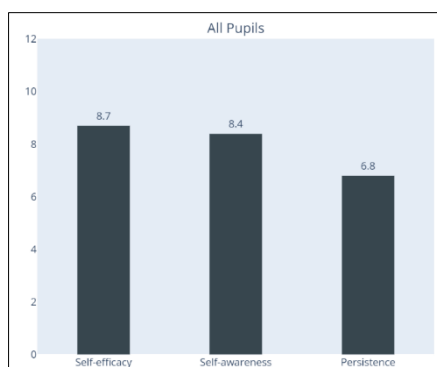
Learners were asked how often they felt lonely in the past week (March 2022). **25% (1478)** of learners stated that they felt lonely most or all the time with **33% (1951)** feeling more positive about this aspect of their life, feeling lonely none of the time. Over the past 2 years there has been an overall increase in social isolation due to the impact of the pandemic and 2 lockdown situations and it is important to recognise this as we reflect on the above data.

## Social Emotional

**This section measures different competencies of positive socio-emotional health, which are considered fundamental for young people to develop to live engaging and meaningful lives.**

These traits do not work alone but when they co-occur, they help to foster higher levels of wellbeing and increased resilience, pro-social behaviour, school engagement and life satisfaction.

## Belief in self



This assesses a young person's overall sense of self and personal competence and includes measures of self-awareness, self-efficacy, and persistence.

Learners were asked to rate against positive measures with questions like, 'I can work out my problems, I can do most things if I try, I understand my moods and feelings'.

Across all year groups, again, boys demonstrated higher levels of confidence through self-efficacy, self-awareness, and persistence, however persistence is an area across all categories that was scored significantly lower.

### Belief in others

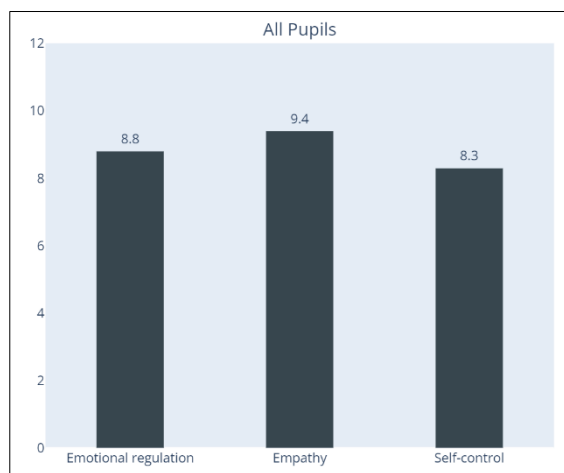
This is the young person’s perception of their social support and levels of trust and connectedness. It comprises measures of school and peer support and family coherence which are important factors in resilience. Learners responded to questions such as ‘At my school, there is a teacher or some other adult who listens to me when I have something to say, there is a feeling of togetherness in my family’.

Learners have rated that on the whole support from school, family and peers is somewhat positive and that family and peers play, in particular, a significant role in maintaining levels of resilience. It is essential, however, that we continue to build on this support and build confidence in the views of our learners around the supports that are available to them.

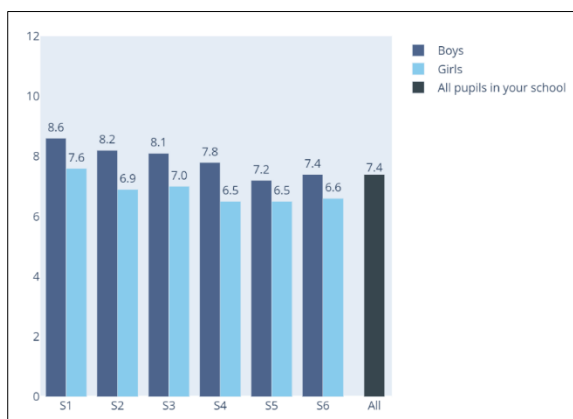
### Emotional competence

This is a young person’s ability to successfully manage emotions to establish interpersonal relationships. It comprises of measures of emotional regulation, empathy and self-control which are all positively related to social and academic success.

Learners demonstrate through this a high level of empathy, responding to statements such as ‘I accept responsibility for my actions, and I think before I act’. Self-control is consistently lower across all year groups as is emotional regulation, particularly in girls, which mirrors previous elements of this survey.



**Optimism:** is associated with greater interest in school, persistence and coping as well as more positive social relationships. Across the years, optimism levels of our young people decrease until S6 where we see a small increase from the responses across genders. The overall optimism levels of our learners, however, is lower than we would want, and we need to stay mindful of this and its relationship to potential pressure of assessment and its interactions with ‘liking of school’ which showed a similar decrease year on year. The scorings in this area may also be reflective of reporting on the economic downturn and ‘loss’ of opportunities for young people.



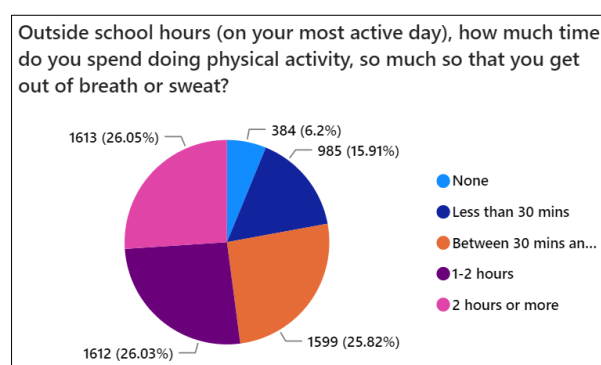
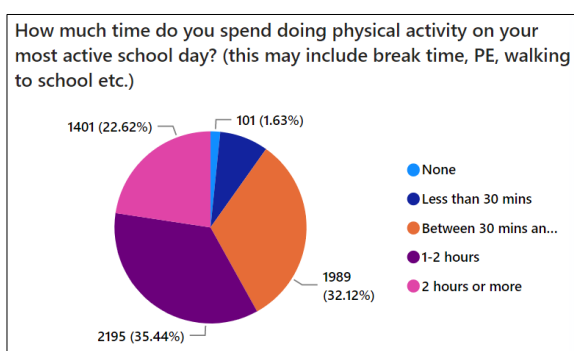
Consistently, learners’ belief in themselves is scored lower than their belief in others or their emotional competence. We must continue to build the confidence levels of our learners to see a more positive impact on engagement and success in schools and for the future of our children and young people across Aberdeen.

## Physical Wellbeing (P5-S6)

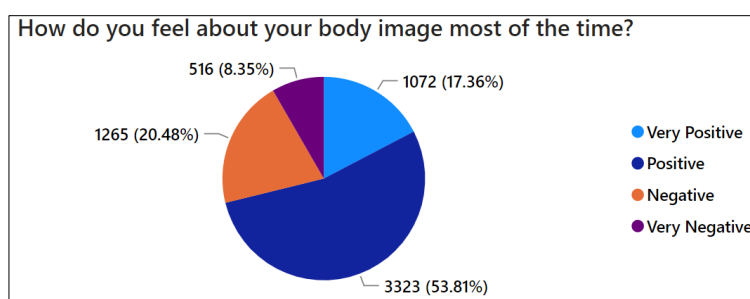
Similar to the Mental Wellbeing survey, learners were asked to identify how well they thought their general physical wellbeing was. The majority of learners identified their general health as good or excellent, however **20.94% (1297)** felt their general health was fair with a further **1.97% (122)** learners stating that their general health was poor.

### Physical Health and Body Image

NHS physical activity guidelines suggest that on average children and young people between 5 – 18 should aim for at least 60 minutes of moderate or vigorous intensity, physical activity a day across the week. **41.95% (2597)** of learners do not meet the national health standards set above.



As with the mental wellbeing survey, **28.83% (1781)** of learners reported that most of the time they felt negative or very negative about their body image. Out of the **516** pupils who stated they felt very negative about their body image, **212** of those pupils were in Primary School.



Across Associated School Groups, the breakdown of responses was similar to the overall percentages below with on average **50%** of learners selecting positive, **20%**, very positive and **30%** selecting negative or very negative.

### Relationships with others

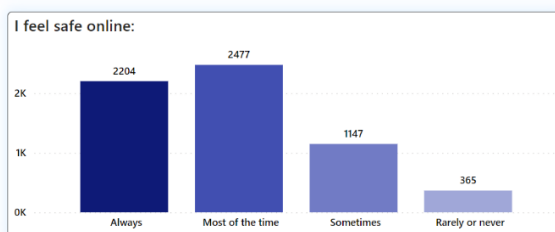
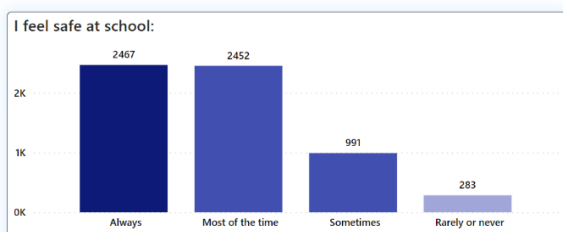
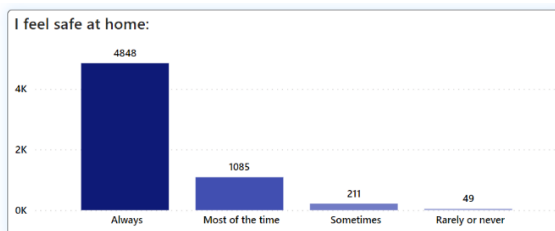
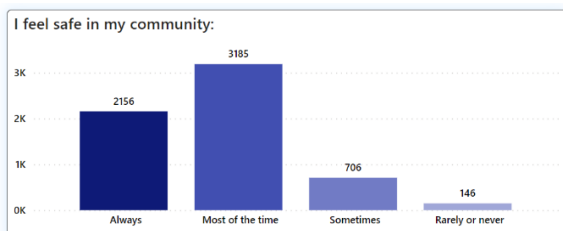
Throughout our lives, the number and strength of relationships can affect our mental and physical wellbeing. The benefits of social interactions and good mental health are significant. Proven links include lower rates of anxiety and depression, higher self-esteem, greater empathy, and more trusting and cooperative relationships.

Being available to listen to children and young people, is essential for supporting individual needs and understanding fully what is required. Learners were asked if they had an adult in their lives that listens to them about how they are feeling. **64% (3964)** positively shared that they always did, **31% (1898)** agreed that this was true sometimes, however, **5% (221)** also stated no, they did not have an adult in their life that listens to them about how they are feeling.

**95% (5641)** Learners identified that overall, their relationships with other people were positive some, most, or all of the time.

## Feeling Safe

Learners were asked to consider how safe they felt within various environments and across all schools and year groups, the majority of learners reported that they felt safe always or most of the time in their communities, at home and in school, however there is a percentage of learners who feel that they rarely or never feel safe in these environments. Further review of this data and engagement with children and young people will assist us in addressing this at local level, through partnership working and considering the need for more targeted support. Online safety will continue to be a regular feature within the school curriculum, with clear advice provided for responding to issues affecting learners feeling of safety online and actions they can take if this is breached.



## Sleep

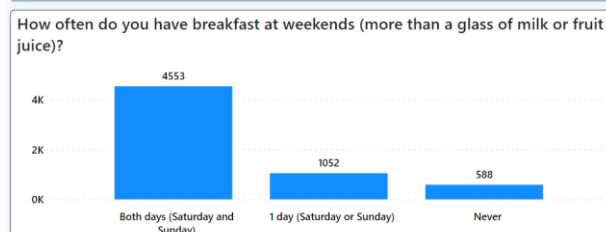
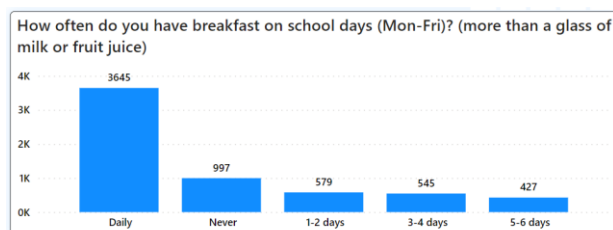
NHS advises that teenagers between the age of 13-18 should have a recommended 8 hours sleep. Learners were asked about their usual sleep patterns and the number of hours they slept the night before completion of the survey. **12% (688)** of learners reported that they had 5 hours sleep or less with **3% (159)** learners saying that they had less than 3 hours sleep. **250** Primary aged pupils reported that they usually went to bed after midnight.

**19% (1889)** of learners feel that technology has affected the choices that they make, relating to and impacting their sleep. **1005** learners reported that on school days they can spend more than 6 hours on technology and this increases to **2100** at the weekend.

## Food and Drink

To understand the eating habits of all respondents, learners were asked to identify how regularly they usually eat or drink particular food groups or categories of drink. This indicated that there is a need for us to continue to work on educating learners to make healthy choices. There is an increase in the number of children and young people who are reported as being overweight or obese.

Establishing good eating habits is vitally important to support positive weight management. The number of learners who reported starting the day with breakfast was varied when you compared school days and weekends with **908** more eating breakfast daily at the weekend. **997** children are regularly attending school, however with no breakfast.





There are times where children and young people do not have the right access to food to meet their nutritional needs. **3.72% (230)** of learners who completed the survey, reported that they often or always went to bed hungry because there was not enough food at home. Further review of this data at local level will help us identify where food parcels, foodbanks and other such resources would help us address this and target our support.

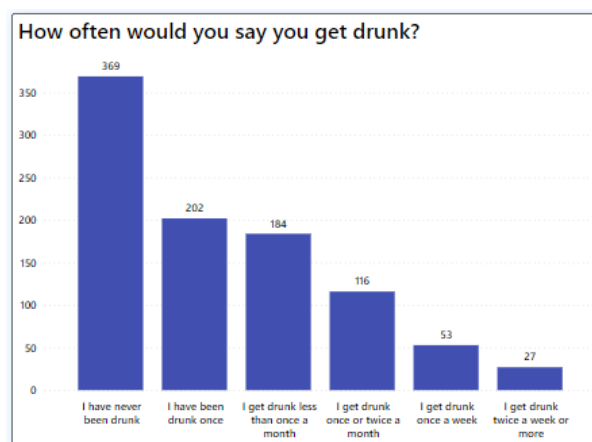
## Substance Use / Misuse

### Smoking

**8% (476)** of learners reported that they have tried smoking cigarettes or e-cigarettes with 27 young people smoking between 1-20 cigarettes a week and 22 learners smoking more than 20. The number of young people reporting that they use e-cigarettes or vapes, however is higher with **29% (149)** reporting that they use e-cigarettes or vapes once a week or more.

### Alcohol

Learners were asked about alcohol consumption, regularity and type of alcoholic drinks consumed. **84.64% (5242)** learners stated that they had never had a drink of alcohol with **15.36% (951)** learners reporting that they had and **80** learners stating that they get drunk weekly, with Cider, Spirits and Alcopops highlighted as those most often selected for regular consumption.



### Drugs

**158** of our learners reported that they have taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed for them. **6035** stated that they had never done this. **22** of our learners also stated that they use drugs daily with the largest number of responses linked to cannabis, followed by Ketamine and Cocaine.

A continued focus on substance misuse will be undertaken through the LOIP project charters, in partnership with Aberdeen Alcohol and Drugs Partnership and through increased focus on this throughout the curriculum, with appropriate signposting and supports being made available.

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Summer in the City Programme
<b>REPORT NUMBER</b>	OPE/22/168
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Sharon Skene and 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 Summer in the City programme and seeks delegated authority to design and deliver a similar programme for the October school holiday period using underspend from the summer programme.

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the high level evaluation of the Summer in the City programme;
- 2.2 instructs the Chief Education Officer to design and deliver a programme for the October school holiday using underspend from the summer programme; and
- 2.3 instructs the Chief Education Officer to report to Committee on the impact of the October 2022 programme following delivery.

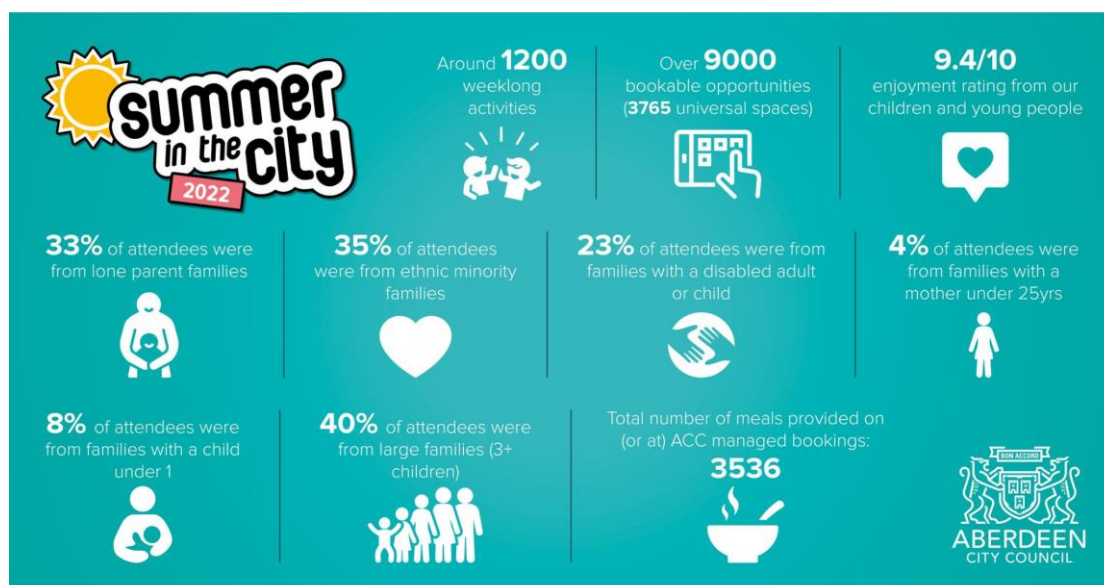
### 3. CURRENT SITUATION

- 3.1 A Summer in the City programme was made available to children and young people across Aberdeen City over the school holiday period. In keeping with national guidance, the priority groups for summer 2022 were:
- 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)
- 3.2 Officers from across the organisation and wider partnership pooled resource and expertise to plan and deliver the programme. Officers took advantage of local flexibility given to Local Authorities to offer universal activities such as

swimming and ice skating to all children and young people and extended the definition of those with a disability to include those with additional support needs given the known needs of families in the city. Officers also worked with partners to provide opportunities for young people beyond the age of 14 and worked with young people to review the programme branding to address the issues identified in the Easter programme evaluation (OPE/22/090). The full Summer in the City programme delivered is available in Appendix A.

- 3.3 We Too and Community Assets involved in delivering the programme operated their own bookings as did Sports Aberdeen for the universal part of their Sports Programme. Microsoft bookings was used to support Council Officers to manage all remaining bookings. The Aberdeen City Microsoft booking system allowed families to book siblings onto the same activity given how successful this approach had been previously. Bookings opened on Monday 20<sup>th</sup> June and around half of the opportunities had been booked by the end of day. Families eligible for targeted activities were asked to book only 4 per child and restrict their ask to one week long activity to ensure that as many families had the opportunity to utilise invaluable week long childcare as possible. Other opportunities made available to families by partners were also advertised on the city website to provide a comprehensive overview of summertime activities available for children and young people (both free through the programme and those available to purchase from partners).
- 3.3 The Council social media channels were used to highlight the programme and available places over the summer holiday period in order to maximise uptake. Colleagues in the customer function updated webpages, delivered an associated social media campaign and responded to social media enquiries. The overall campaign saw a 171,200 reach (this is the number of times customers saw our posts on their social media channels). Across the entire campaign we saw 569 likes and 361 reshares/retweets. Our summer in the city webpages had 25,702 page views with 19,977 customers landing on our webpage directly from the summer in the city link shared on social media.
- 3.4 The universal programme made 3,765 bookable opportunities available to all children and young people in the city as well as numerous drop-in activities in parks, museums, galleries and local communities. It is conservatively estimated that over 7,000 children benefited from these opportunities. Community assets in priority areas offered programmes to local children and young people and hundreds of further children benefited from these offers.
- 3.5 The programme for priority groups made a total of 6,636 bookable opportunities available. A significant change from previous programmes was the expansion in the number of week-long activities in keeping with the national direction of travel. 1,197 of the 6,636 activities were weeklong camps/childcare clubs and this provided greater flexibility for many parents to use the programme to support their childcare needs. The remaining spaces were made up of day long activities (these activities included biking, beach days, scrambling and included lunch) and shorter activities such as dance and art. Figures from the ACC booking system showed over 96% occupancy was achieved on weeklong, multi day and day long activities. Proactive social media coverage of available spaces is thought to have realised this high uptake figure.

- 3.6 A bespoke programme was delivered for those with complex additional support needs. 42 Orchard Brae pupils benefited from a Holiday Club at Orchard Brae and Children's Social Work allocated additional places over the seven week period to targeted children and young people in partnership with Autism and Neurodiversity North East. Sadly, staffing challenges experienced by Autism and Neurodiversity North East prevented this offer from being fully delivered and colleagues worked with Orchard Brae and families to put alternatives in place.
- 3.7 Data is still being compiled by all partners to help provide a comprehensive overview. However, there is clear evidence that the programme benefited those in the priority groups with participation statistics for the ACC managed bookings as follows:
- 33% of children and young people were from lone parent families
  - 35% of children and young people were from ethnic minority families
  - 23% of children from families with a disabled adult or child (or those with additional support need)
  - 4% of children and young people were from families with a young mother (under 25)
  - 8% of children and young people were from families with a child under 1 year old
  - 40% of children and young people were from larger families (3+ children)
- 3.8 The data above does not take account of those with additional support needs/disabilities who benefited from the WeToo and complex additional support needs offer.
- 3.9 The average enjoyment rating for the ACC Managed programme was 9.4/10.



- 3.10 Officers are extremely grateful to all of the partners listed in para 4.1 who helped deliver a varied and high quality Summer in the City Programme.

3.11 It is proposed that the Chief Education Officer be given delegated responsibility to design and deliver a similar October holiday programme and report on the impact of the programme to the Education and Children's Services committee before the end of 2022.

#### 4. FINANCIAL IMPLICATIONS

4.1 Costs for the Summer in the City programme were met from underspend from the resource allocated at Full Council, and from the Scottish Government Grant of £279,262.

Partner	Total Cost
Sport Aberdeen	£95,149.45
Library Service	£500.00
Peep	£200.00
Museums and Galleries	£372.30
Techfest	£2,000.00
Creative Learning	£10,000.00
CLICC	£23,006.40
ACC Holiday Club	£6,000.00
Lads Club	£11,236.17
Kidsize	£1,290.00
AFCCT	£3,000.00
Transition Extreme	£4,100.00
ASV	£6,550.83
Citymoves	£2,808.00
Youth Work	£1,833.00
We Too	£16,602.00
GAS	£42,959.84
Touch of Love	£10,600.00
Kings Community Foundation (Torry)	£1,710.00
Kings Church (Bridge of Don)	£5,250.00
Northfield Church	£2,300.00
Shmu	£5,000.00
Russell Anderson Foundation	£12,650.00
Jesus House (Torry)	£4,000.00
FaceYouth	£3,775.00
Middlefield Hub	£4,545.00
Woodside Junior Club	£800.00
Aberdeen Science Centre	£586.67
Sound Scotland	£1,000.00
Cleaning	Still to be determined
Admin Cost	£4,887.10
Lunches (provided by ACC facilities for ACC Music activity)	£548.60
<b>TOTAL</b>	<b>£285,260.36</b> (subject to cleaning costs)

4.2 £173,463 remains in the programme budget and it is proposed that this underspend be used to develop a similar programme for the October holidays.

## 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.

## 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

<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>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>
<b><u>Aberdeen City Local Outcome Improvement Plan</u></b>	
<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>



Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026

Mitigating the causes of immediate and acute poverty

Supporting vulnerable and disadvantaged people, families and group

Poverty affecting those with protected characteristics and in specific communities

95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026

Ensuring that families receive the parenting and family support they need

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

Improving health and reducing inequalities.

Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.

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

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.

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:

- Those living in our priority areas
- Those in receipt of free school meals
- Those living in single parent households
- Those impacted by disability and additional support needs
- Those who have caring responsibilities
- Those who are care experienced or on the edge of care

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.

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.

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>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>	
<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>The proposals within this report support the delivery of the Regional Cultural Strategy due to close collaboration with our Museums and Galleries team. 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</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

10.1 None

## 11. APPENDICES

Appendix A – Full Summer in the City Programme

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Eleanor Sheppard
<b>Title</b>	Chief Education Officer
<b>Email Address</b>	esheppard@aberdeencity.gov.uk
<b>Tel</b>	01224 522707

## APPENDIX A- Summer in the City programme

**Universal Offer available to all children and young people**

<b>Provider</b>	<b>Event Description</b>	<b>Ages</b>	<b>Sessions</b>
Duthie park Rangers	Outdoors fun with the Duthie Park Rangers with seasonal activities.	3-7	5 sessions from 11 July until end of holidays
	Outdoor workshops exploring nature with craft activities.	8-12	1 sessions 14th July until end of holidays
	Orienteering sessions in Duthie Park.	All ages	Throughout summer
Museums & Galleries	Drop-in, Family fun: Boat building at Maritime Museum	4-12	1 session
	Peep session- a playful, interactive and sociable session for littles ones and their grown-ups.	0-2 years old	1 session
	Drop-in. Activity trail - Galloway Hoard: Viking Age Treasure	8-12	From Saturday 30 July
	Aberdeen Art Gallery Animal Trail. Drop-in self-guided trail	5-10-year-olds	From Saturday 23 July
ACC Youth Team	Drop in Youth Club	P7 and above	Monday 4 to Monday 27 July
Peep	Variety of bookable sessions that provides families and their young children opportunities to play, sing, and share stories together. It is also an opportunity for children and their grownups to socialise with others.	0-5	19 sessions throughout the holidays
	Peep summer drop-in session at Duthie Park- outside of pavilion	0-5	1 session
ACC Library	Aberdeen Reads Challenge: Library Bear The World Tour. Sessions where held in a variety of libraries throughout the summer holidays	4-11	18 sessions
Sport Aberdeen	Family swimming sessions and Ice skating sessions	All	Through out the summer (50 sessions)
Creative Music (Sound Scotland)	Two-day session exploring creative music making	8-12 years	1 two-day session

## Targeted offer for Priority Groups

Provider	Event Description	Ages	Sessions
Aberdeen City Council out of School Club	Week-long holiday activity club hosted at a variety of community venues.	5-12 years	2 sessions
Community Link Childcare	Fun-filled holiday club for primary aged children.	5-12 years	8 sessions
Aberdeen Football Club Community Trust & Scottish Football Association, North Region	Summer Go Fitba sessions offering week-long football training activities.	P5-7	6 sessions
Aberdeen City Council Music team	Week-long musical activity sessions.	7-14 years	2 sessions
Aberdeen Lads Club	Fun week-long summer activity holiday club.	5-11 years	6 sessions
Aberdeen Sports Village	Week-long multi- sports summer camp encouraging engagement in, and building confidence through, sport and physical activity.	S1-3	7 sessions
	Family fun and food session engaging families in social play.	Full family	21 sessions
Sport Aberdeen	Exploring a variety of activities focused around encouraging young people to get more active in these week-long camps. Camps offered at various locations.	5-7 years	16 sessions
		8-12 years	16 sessions
Adventure Aberdeen	Scrambling and sandboarding adventure sessions.	8-11 years	2 sessions
		12-14 years	2 sessions
	Biking fun session.	8-11 years	4 sessions
		12-14 years	3 sessions
	Adventure hillwalking session.	5-7 years	2 sessions
		8-11 years	3 sessions
	Social fun day at the beach.	12-14 years	2 sessions
		5-7 years	3 sessions
	Fun-filled Forrest day.	8-11 year	3 sessions
		8-11 years	1 session
Burnovat Day	5-7 years	7 sessions	
Faceyouth Skill Club	FACEYOUTH Skill Club, we create a safe space for children to learn new skills, develop leadership skills, self confidence and make new friends through a variety of fun activities, including arts & crafts and sporting activities	5-12 years	1 session
Aberdeen City Council Creative Learning team	A creative four-day theatre activity facilitated by theatre and creative art professionals.	12-17 years	1 session
		11-14 years	1 session
		P1-3	9 sessions

City Moves	Dance sessions exploring elements of modern, jazz, and hip-hop.	P4-7	9 sessions
		S1-3	9 sessions
Shmu	A taster session exploring behind the scenes of film and radio creation.	P7	12 sessions
Aberdeen City Council Creative Learning Team	Engaging sessions encouraging children and young people's artistic creativity.	5-8 years	9 sessions
		8-12 year	9 sessions
Amazing Teens Summer Camp	Social and fun summer camp for teenagers.	13-16 years	1 session
RCCG Jesus House Torry	Community summer camp.	5-12 years	1 session
Transition Extreme	Skate and Scran multi activity session	8-14 years	3 sessions
TechFest	Sociable science sessions engaging children, young people, and their families in STEM activities.	All ages	4 sessions
Aberdeen Tennis Club	Week-long tennis camps.	5-7 years	5 sessions
		8-12 years	5 sessions
Aberdeen Science Centre	Coding club for children and young people.	6-8 years	1 session
		9-12 years	1 session
King's Church Aberdeen	King's Kids summer holiday club.	P1-7	1 session
	VicTorry Summer Camp.	P1-7	1 session
Kidsize	Full-day holiday camp.	5-12 years	3 sessions
Northfield Congregational Church	Sociable games and crafts filled family fun day.	All ages	1 session
Russell Anderson Development School (RADS)	Fun-filled daily sport activity camp with medals and prizes.	7-11 years	10 sessions
Middlefield Community Project	Under 11's playscheme, available twice per week.	P1-6	Throughout summer holiday
	Muddy Hubbers Under 5's Playscheme, available twice per week.	Under 5's	Throughout summer holidays
Woodside Junior Club	Fun-filled club exploring parks around Aberdeen city, available twice per week.	5-12 years	Throughout summer holidays from 11 July
Tullos Community Centre	TOL Young Achievers Holiday Club, engaging directly with the African / African decent community. Two weeks club.	8-14 years	04 – 15 July

<b>Additional Support needs specialised sessions</b>	A range of activities were provided for children and young people with additional support needs and their families including specialist sessions at Orchard Brae School (application / invitation based), and a comprehensive programme delivered by We Too including session such as surfing, 'relaxed' activities and gaming based activities.
--	--

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Update on the Music Service
<b>REPORT NUMBER</b>	OPE/22/165
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Shona Milne
<b>TERMS OF REFERENCE</b>	1.1.1

### 1. PURPOSE OF REPORT

- 1.1 At the Education Operational Delivery Committee on 23rd September 2021 officers were instructed to report progress with the establishment of a digital anytime offer for our learners and to report on the effectiveness of the Music Service in light of national policy changes. This report responds to those instructions and also highlights how the service is building collaboration with the wider music community to support children and young people across city schools.

### 2. RECOMMENDATIONS

That the Committee :-

- 2.1 notes the evaluation of the first year of free Instrumental Instruction;
- 2.2 instructs the Chief Education Officer to continue to develop plans to establish opportunities for ensembles; and
- 2.3 instructs the Chief Education Officer to evaluate the quality and provision of music across the city and report the findings to Committee within one calendar year.

### 3. CURRENT SITUATION

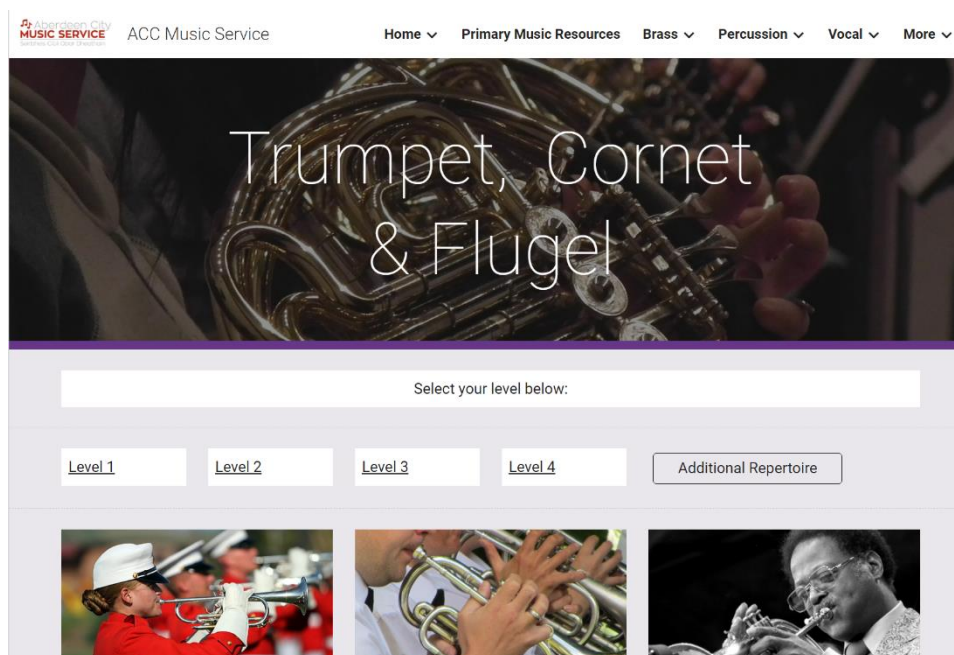
- 3.1.1 In August 2021 national policy changed and a free offer of instrumental tuition became available to all children and young people. This triggered a re-distribution of resources to enable an equitable offer across the city.
- 3.1.2 This policy change came at a time when music instructors were just returning to face to face input following a period of 18 months of digital delivery due to the Public Health restrictions in place at the time. Elected Members requested that an evaluation of the first year of implementation be brought back to committee in September 2022.

## **3.2 DELIVERY OVER THE LAST 12 MONTHS**

- 3.2.1 In August 2021 face to face music instruction resumed although restrictions continued to limit the number of schools an instructor could visit in a day. In order to address this, Instructors prioritised the enlisting of new pupils to build interest in the Music Service from those who may not have been able to consider enlisting previously in order to ensure equity of access to the Service.
- 3.2.2 As a precursor to face to face engagement with a Music Instructor, many schools made use of The Music Service digital anytime offer. Big Noise videos are available to all schools through the Site. The videos provide 5 minute introductions to different beats and rhythms and are designed to be used as a whole class teaching resource. Evaluations of the resource are positive and the videos are being used alongside input from instructors (funded by the Youth Music Initiative (YMI)) to support musicality skills development in the Primary School. It is recognised that the development of these initial musicality skills makes it easier for young people to get to grips with a new instrument and help generate a steady demand for the Music Service. Looking forward, we hope to build on this early development by making use of Charanga (see 3.2.7).
- 3.2.3 On returning to face to face delivery instructors identified that pupils had a degree of digital fatigue and although pupils were still able to access the digital content created during lockdown they much preferred the relationships built up during face to face instruction. This guided the Instructors to focus on face to face delivery but use digital content to support practice between lessons. As a result of this approach 1821 children are currently accessing the service (compared to 509 in August 2021).
- 3.2.4 There has been a significant increase in the number of children who want to learn a musical instrument due to the removal of fees and the more equitable offer across the city. 1480 children and young people are on the waiting list for instruments taught in their school. This waiting list increases to 2774 when children and young people are asked to identify instruments they are keen to play which are not currently taught in their school.
- 3.2.5 22% of the 1821 children and young people currently engaging with the service receive 1-1 tutoring and 78% receive group tuition. Although most new pupils start with great enthusiasm there is a pattern emerging in drop-out rates in areas of the city where tuition has not been available for many years. This is thought to be as a result of children and young people not fully understanding and appreciating the level of practice required between lessons and also due to a lack of opportunities to come together with fellow peers to play as an ensemble. Instructors will clarify expectations and start to establish school bands in pilot schools to address this.
- 3.2.6 The digital anytime classroom continues to provide pupils with a reference point when practising. All instructors make use of google classroom to set assignments and the digital space is helping ensure the best use of Music Instructor time. Instructors have engaged with Google Classroom over 11,500 times this year, making sure students are updated weekly with tasks and reminders. The Google Site gives students extra resources and flexibility to



their learning as they are able to continue to explore at home using the videos. This site will be adapted and added to as new resources are created by instructors and a section on further opportunities is planned. This additional section will allow learners and their families to see and sign up to other experiences in the city. These opportunities will come from not just the Music Service, but external and partnership organisations like Grampian Youth Orchestra, Big Noise, Sound Festival, Aberdeen University, Aberdeen Jazz Festival, National Youth/Children's Orchestra of Scotland, National Youth Choir of Scotland, Aberdeen Music Festival, Aberdeen City Orchestra, North East of Scotland Music School et al.



- 3.2.7 Developing basic musicality skills is important and next academic session, we hope to build on our training and resources through the use of Charanga, which we hope to provide for all schools and instructors in Aberdeen. The resource will support explorative learning at home, including focused topics to tie in with the curriculum at all levels from nursery to a school leaver, and materials to support or enhance individual and group learning for instrumental instruction or class delivery. Of note are the lessons and materials designed to be used in an Additional Support Needs (ASN) setting or with students who have ASN.
- 3.2.8 Building on the success of whole school singing during lockdown, the service is now planning to establish band projects in a number of pilot schools in an attempt to improve resilience and stickability for pupils beginning to learn new instruments by bringing them together to experience playing in an ensemble. Taking this approach will also help children and young people be better placed to take advantage of other musical opportunities across the city including those provided by Scottish Culture and Tradition, Sound Festival and Aberdeen Jazz Festival.
- 3.2.9 The Music Service sought feedback from young people in April 2022 to inform next steps and 153 young people responded. Young people continue to be positive about the service - where some have expressed aspirations to continue music after school, some to become professional players, others are

setting goals to progress through the exam system, to learn to play popular music or explore their own or surrounding culture. Many individuals expressed the positive working relationship they had with their teacher, and enjoyed the focussed time they have in a small group or individual learning space.

*'I wish to carry on with music/lesson as far as I can go at Academy then after maybe college'*

*'... I love music, learning a new skill and connecting to my culture'*

3.2.10 When asked about musical experiences outside lessons, there were mixed responses.

*'[I attend] pipe band practice every Monday night. It's good fun and makes me learn faster and meet new friends'*

*'I practise at home. I don't know who else to play an instrument with.'*

*'No, because of limited household finances'*

3.2.11 With the relaxation of Public Health guidance, pupils will now be able to join bands and groups set up in their localities. This is to ensure accessibility for learners who are unable to travel. Reduced travel times will also give students (and their families) the opportunity to fit music ensembles into their schedules. These ensembles will perform in concerts and showcases over the school year.

3.2.12 Parents and carers (312) responded to a similar survey in April 2022. Feedback was passionate and mostly complimentary.

*'Piano lessons at school.. Has done wonders for my son's mental health'*

*'the [music instructor] has been so supportive and even through lockdown has kept our son interested. School music lessons are such a vital part of children's education and the opportunity to extend activity into a team activity such as band is fantastic'*

3.9.13 Young people and parents/carers are passionate about music education in Aberdeen City. They see the value of it, and how it supports the development of a young person's character. Ensemble playing has been sorely missed in the wider community over the past couple of years, but evidence shows that families are waiting for these opportunities to return. Concerts and opportunities will motivate and encourage young people to continue learning along with inspiring the next students to come through the service.

3.2.14 During the Easter holidays, as part of the 'Easter of Play' run by the Council, the Music Service delivered a half day workshop in two priority areas where instrumental music lesson uptake has previously not been very high. All children enrolled were given the opportunity to experience learning violin and ukulele before coming together to sing some well-known songs.

3.2.15 As part of 'Summer in the City', The Music Service ran a week of music making for 40 children - 'Music at Muirfield'. This was aimed at 7-14 year olds to learn and explore music making through a variety of instruments and

activities. On offer through the week included: violin, ukulele, pphones, recorder, singing, composition, musicianship, yoga and a music quiz.

3.2.16 Some Ukrainian refugees identified as having had music tuition before leaving Ukraine will be supported into music lessons when they start school after the summer holiday period.

### 3.3 WHAT DOES THE DATA TELL US ABOUT OUR DELIVERY?

3.3.1 In August 2021 only 509 pupils were engaging with the service. In June 2022 this had increased to 1821 with instruction being available in all schools across the city. This increase is not as high as was hoped (the Music Service anticipated 2490) due to the Public health restrictions on the number of schools that could be visited remaining in place until April 2022. Waiting lists show that there is a high demand for the service in all areas and the service is looking at how this can be best met through the addition of class and band projects pilots in primary schools to increase reach.

3.3.2 When families request that instrumental tuition ceases they have the option to provide a reason for stopping. A comparison with data sets from previous years shows a high level of consistency in the reasons given for stopping and shows how face to face instruction has been better received. 404 children and young people stopped this year (22.2%) compared to 159 last year (29%).

Reason for stopping	June 2021		June 2022	
	Number of pupils	% of pupils ceasing tuition	Number of pupils	% of pupils ceasing tuition
Pupil felt that they were missing classroom learning in order to attend their instrumental music lesson	43	27%	23	5.7%
Pupil didn't enjoy online learning	34	21%	N/A	N/A
Pupil did not have enough time to learn an instrument	26	16%	30	7.4%
Pupil lost interest in learning an instrument	19	12%	18	4.5%
Pupil left school	16	10%	45	11.1%
The standard of service was not good enough	6	4%	8	2%
The pupil will be changing to private lessons	3	2%	1	0.2%

3.3.3 Most children who dropped out continued to be in the final years of primary schools. This has been a consistent pattern over many years. Some children, having had an opportunity to learn an instrument at primary school decide to cease instruction before heading to secondary school. As ensembles are starting up again or being created, there will be flexibility for mixed school groups where higher primary and lower secondary years will

play together, hopefully decreasing the percentage of cessations that we are currently seeing.

	2021	2022
Year Group	% of total number of pupils who stopped lessons	% of total number of pupils who stopped lessons
P3	4%	<1%
P4	7%	4.7%
P5	14%	14.3%
P6	18%	18.8%
P7	17%	25.5%
S1	8%	15%
S2	8%	5.9%
S3	8%	9.6%
S4	4%	4.2%
S5	6%	4.7%
S6	6%	4%

### 3.4 EQUITY OF OFFER

3.4.1 Analysis of data shows that there is greater equity across the city with pupils from all schools now able to access the Service compared with access in 2020. The table below shows far better alignment between the total proportion of children and young people on the school roll across an Associated Schools Group and the percentage of children and young people accessing the Music Service.

ASG	FTE allocated to ASG by April 2022	Number of pupils in 2020	April 2022	% of total Music Service pupil nos in 2020	April 2022	School roll as % of city roll in 2020	April 2022	% of ASG roll receiving tuition in 2020	April 2022
Grammar	3.2fte	136	235	25%	14.3%	12%	13%	4%	8.1%
Harlaw	2.1fte	63	122	11%	6.9%	10%	9.8%	3%	5.2%
Lochside	1.9fte	17	100	3%	5.6%	12%	11.2%	1%	3.7%*
Cults	3fte	151	214	28%	12.1%	9%	9.8%	7%	8%
Dyce	1.1fte	4	70	1%	3.9%	4%	4.1%	0%	7.1%
Bucksburn	2.5fte	34	175	6%	9.9%	8%	7.5%	2%	9.7%
Bridge of Don	1.4fte	24	64	4%	3.6%	4%	4.7%	2%	5.6%

<b>Oldmachar</b>	2.1fte	40	177	7%	10%	8%	8.2%	2%	8.9%
<b>Northfield*</b>	2.8fte	7	187	1%	10.5%	10%	9.7%	0%	8%
<b>St Machar</b>	1.9fte	13	138	2%	7.8%	13%	12.6%	0%	4.5%
<b>Hazlehead</b>	3.2fte	60	274	11%	15.4%	9%	9.5%	2%	11.9%

\*Actual music making happening in Lochside is higher as these numbers do not include tuition delivered by Big Noise in Tullos, Walker Road and Lochside Academy

3.4.2 The average number of pupils per instructor in Aberdeen over session 20/21 sat at 17. As of June 2022, it sits at 63. This has been realised by limiting the travelling time for each instructor by basing them within a locality.

### 3.5 ARRANGEMENTS FOR SESSION 2022/23

3.5.1 The music service consists of 35 instructors in total offering lessons across all disciplines. This represents a total workforce of 30.3 FTE which has increased slightly as some instructors are coming back from a career break or maternity leave.

<b>Discipline</b>	<b>Number of instructors</b>
Brass	5
Guitar	4
Piano	4
Strings	7
Woodwind	6
Singing	3
Piping	1
Percussion	5

3.5.2 Core and flexible allocations have been made based through an Associated Schools Group and Locality model taking account of demand for particular instruments from across the Associated Schools Group where staffing allows.

3.5.3 In addition, the Youth Music Initiative (YMI) project moves between schools throughout the year. Each school receives an equal amount of YMI time under this scheme which is funded by Creative Scotland. The YMI provides learners with musicality tuition which supports learners as they take on an instrument .

3.5.4 The Service will continue to work with or share information from external organisations that are providing opportunities for young people; be represented at a national level for training and information that directly effects music services, instructors and music education; and keep a dialogue with internal services and music educators regarding developing opportunities for young people and the logistics associated. These groups and organisations include, but are not limited to: Music Education Partnership Group, Heads of Instrumental Teaching Scotland, Aberdeen Youth Music Forum, National Orchestras and Choirs of Scotland and Great Britain, Music Festivals (Aberdeen Jazz Festival, Aberdeen and North East of Scotland Music

Festival, Sound Festival), Scottish Culture and Tradition (SC&T), Grampian Youth Orchestra, North East of Scotland Music School, Aberdeen City Music School, Big Noise, Music Network, University of Aberdeen, exam centres like Associated Board of Royal Schools Music, Trinity and Music Teachers Board, Scottish Diocese, Charanga and Drake Music.

#### 4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications.

#### 5. LEGAL IMPLICATIONS

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

- The Education (Scotland) Act 1980
- The Children (Scotland) Act 1995
- The Standards in Scotland's Schools etc. Act 2000
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

5.2 The approach being taken to offer music instruction outlined in this Report will assist the Council, as Education Authority, to fulfil these duties more effectively, and secure necessary and appropriate music instruction for pupils across the city.

#### 6. ENVIRONMENTAL IMPLICATIONS

6.1 Instructors working in localities has reduced the need for travel across the city and therefore reduced carbon emissions.

#### 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 that an equitable offer will not be made available to all communities across the city	Implementation of the staffing allocation as outlined in this report	L	<b>Yes</b>
<b>Compliance</b>	Failure to comply with SNCT conditions of service.	Implementation of Digital resources to enhance Face to Face rather than replace to ensure we are not in	L	<b>Yes</b>

	Failure to offer free access to free Instrumental Instruction as per national policy	breach of SNCT conditions.  Implementing tracking arrangements as outlined in this report.  Increasing access to digital resources and group lessons to help manage demand.		
<b>Operational</b>	Failure to meet demand for a service	Implementing tracking arrangements as outlined in this report.  Increasing access to digital resources and group lessons to help manage demand.	M	<b>Yes</b>
<b>Financial</b>	Loss of income and continued staffing costs resulting in financial pressure	Continue to with COSLA to help support longer term financial planning around the provision of Music Instruction	M	<b>Yes</b>
<b>Reputational</b>	Failure to meet demand for a service	Monitoring uptake and promoting agility in the service.	L	<b>Yes</b>
<b>Environment / Climate</b>	No significant risks identified' against the category			

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>	<p>The proposals within this report support the delivery of the following policy statements:-</p> <p>We will actively work with partners to increase citywide delivery of music education, promoting excellence and enabling group performance.</p>

	We will investigate options to expand the instrumental music service and measure the impact of this.
<b>Aberdeen City Local Outcome Improvement Plan</b>	
Prosperous Economy Stretch Outcome	The proposals within this report support the stretch outcome <ul style="list-style-type: none"> <li>No one will suffer due to poverty by 2026.</li> </ul>
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of nearly all Children and Young people stretch outcomes in the LOIP. The paper seeks to inform how the service will provide an equitable offer of music instruction across the city. <ul style="list-style-type: none"> <li>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026.</li> <li>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.</li> <li>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>Child friendly city where all decisions which impact on children and young people are informed by them by 2026.</li> </ul>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Required
Data Protection Impact Assessment	Following an assessment no DPIA required
Other	None.

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

None.

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Shona Milne
<b>Title</b>	Quality Improvement Manager
<b>Email Address</b>	shmilne@aberdeencity.gov.uk
<b>Tel</b>	07581092279



## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Performance Management Framework Report – Education Operations
<b>REPORT NUMBER</b>	CUS/22/186
<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

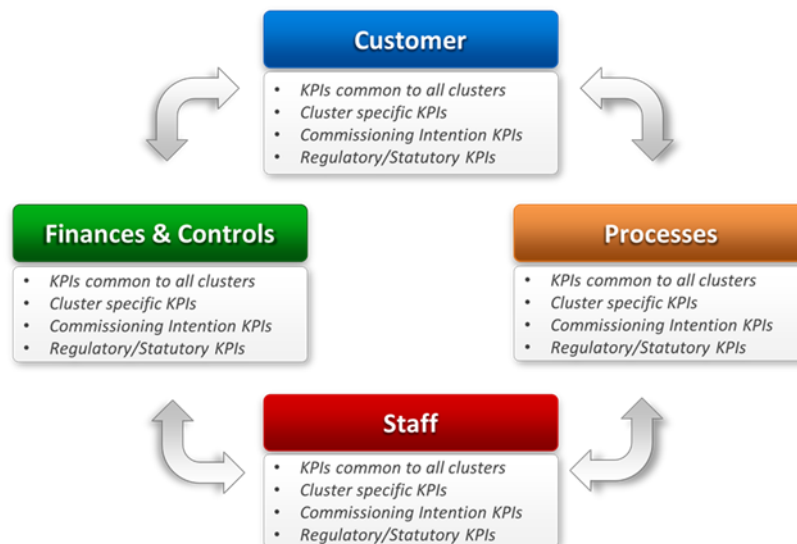
#### Report Purpose

- 3.1 This report is to provide members with key performance measures in relation to the Education Operational cluster as expressed within the 2022/23 Council Delivery Plan (the Plan)

#### 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 [2022-23 Council Delivery Plan](#) that was agreed by Council on the 7th March 2022.
- 3.3 The Council's Performance Management Framework, supporting and enabling scrutiny against progress of the Council Delivery Plan and its key measures, establishes a robust performance management and reporting system which encompasses single and multi-service inputs, outputs and outcomes.
- 3.4 Service Standards against each function/cluster, associated with Council Delivery planning, offer continuous 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 measures 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 June 2022 or Quarter 1 2022/23, as appropriate.
- 3.8 The appendices to these reports contain an overview of performance across the Education Operations functions, with reference to recent trends and performance against target. These will also include, at appropriate points, 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.
- 3.9 This particular report contains no specific data-led highlights but, where relevant, additional Service Commentary and/or Metrics Context is provided to inform Member scrutiny.
- 3.10 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

<u><a href="#">Council Delivery Plan</a></u>	
	<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>
--	---

**[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 2022/23 – CUS/22/059

## 11. APPENDICES

Appendix A – Education Operations Performance Summary Dashboard

## 12. REPORT AUTHOR CONTACT DETAILS

Alex Paterson  
Strategic Performance and Improvement Officer  
apaterson@aberdeencity.gov.uk  
01224 522137/07540 295159









This page is intentionally left blank



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

## 1. Customer

## Service Level Measures – 2022-23 Service Standards

Performance Indicator	2022/23 Year to Date Value	2020/23 Target	Status	Long Trend - Annual
We will meet all requests for early learning and childcare placements.	100%	100%		
We will meet all requests for a primary and secondary school placement.	100%	100%		
ACC managed/funded Early Learning and Childcare settings will meet the National Standard *	100%	100%		NA
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%		NA
We will process requests for additional support to meet the wellbeing needs of children and young people within 40 days	100%	100%		

**Service Commentary**

There has been a notable rise in the number of applications for school placements over the last few months. This is due to around 400 places being sought from families who have located in the city in order to attend one of the Higher Education Institutions, from the families seeking refuge having fled the war in Ukraine and a now established trend of less families seeking a private school place than would have been anticipated prior to the pandemic. Although those choosing Local Authority rather than private school provision are relatively easily planned for, considerable agility is being required to secure school placements for those families arriving in the city to study and to accommodate families living in welcome hotels. Officers are successfully meeting all requests.

**Metrics Context**

\* These metrics incorporate all reporting of formal inspections published by the Care Inspectorate and Education Scotland from 1<sup>st</sup> April 2022 to 30<sup>th</sup> June 2022 but may exclude results from those inspections undertaken within this period that have been released after this date. The National Standard is deemed not to have been met where, subsequent to full inspection and follow-up reviews, a provider is unable to meet the recommendations for improvement within a reasonable timescale and/or to the levels required of the Standard. 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. No annual trend information is presently available for these Standards due to the limited inspection activity during 2021/22.

### Corporate Measure – 2022-23 Service Level Indicators

Performance Measure	2021/22 Annual	Quarter 4 2021/22	Quarter 1 2022/23	2022/23 Target	Status	Long Trend - Quarterly
	Value	Value	Value			
Total No. complaints received (stage 1 and 2) – Education	107	20	30			
% of complaints resolved within timescale (stage 1 and 2) – Education	73.8%	65.0%	73.3%	75.0%		
% of complaints with at least one point upheld (stage 1 and 2) – Education	17.8%	25.0%	23.3%			
Total No. of lessons learnt identified (stage 1 and 2) – Education	25	2	3			

### 1. Processes

### Cluster Level Measure – National COVID-19 Performance Indicators - Childcare Services Attendance

Performance Measure	April 2022/23	May 2022/23	June 2022/23	Status	Long Trend - Monthly	June 2022/23 National Figure
	Value	Value	Value			
% of children attending childcare settings	87.8%	88.6%	87.3%			83.1%

### Metric Context



As at the end of June 2022, Aberdeen City sat within in the second quartile of Local Authorities for attendances at childcare settings (including local authority, childminding, private and no-profit provision provision) with a figure of 87.3%, which is largely unchanged across Quarter 1, in contrast to the national picture which saw a reducing attendance trend from April to June. At the snapshot point, within the Urban geography grouping of nine local authorities, Aberdeen was placed second behind Edinburgh and above both the Urban average of 83.8% and national figure of 83.1%





\*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 28<sup>th</sup> June 2022 and is part of the now reduced regular national data provision covering educational and childcare uptake during the pandemic.

### 3. Staff







#### Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	Quarter 2 2021-22	Quarter 3 2021-22	Quarter 4 2021-22	Quarter 1 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
Establishment actual FTE – Education	2.942.01	3.023.58	3.018.82	3025.3		

Performance Measure	Quarter 2 2021-22	Quarter 3 2021-22	Quarter 4 2021-22	Quarter 1 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
H&S Employee Reportable by Cluster – Education	1	1	2	5		
H&S Employee Non-Reportable by Cluster – Education	79	126	208	160		

#### Service Commentary

The Service provided reflection against the Health and Safety measures within the report to the June meeting of this Committee and, in the interim, has continued to plan for, and deliver, additional training on the consistent application of near miss and incident reporting for the small number of remaining schools during the final 2020/21 term and into the new term. Work around the development of intelligence from these metrics, to inform planning for pupils, has been on-going over the Summer school holiday period and will be carried forwards into the 2022/23 academic year.

Performance Measure	Quarter 2 2021/22	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 1 2022/23 Corporate Figure	Status	Long Trend - Quarterly
	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	4.76	5.11	5.43	5.32		
Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12 month rolling figure at quarter end)	4.40	4.80	5.13	5.39	5.32		
Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end)	3.22	2.69	2.61	3.18	5.32		

Metric Context


As rolling 12-month data, the figures above reflect the legacy of increased absence levels experienced in the early part of 2022 which create an element of statistical inflation that will, over the course of time, reduce as these particular months have a lesser influence on the measure.












Service Commentary

Results, and proposed actions, from the staff wellbeing survey highlighted in the PMF report to the June meeting of this Committee, are currently being analysed and developed with a view to defining and implementing a next steps programme of activity to support the existing provisions around staff well-being in the new Term

4. Finance & Controls

Corporate Measure – 2022/23 Service Level Indicator

Performance Indicator	Quarter 1 2022/23		Quarter 2 2022/23		Quarter 3 2022/23		Quarter 4 2022/23	
	Value	Status	Value	Status	Value	Status	Value	Status
Staff Expenditure – % spend to full year budget profile – Education*	24.9%							

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				

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Inspection Reporting
<b>REPORT NUMBER</b>	OPE/22/155
<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 Majesty's Inspectors of Education (HMIe) and The Care Inspectorate since May 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 continued to offer 'Recovery Visits' to schools through to the end of the summer term 2022. The full inspection regime is set to resume from mid-September 2022.
- 3.2 Recovery Visits provided Inspectors with an opportunity to reflect on how Early Learning and Childcare settings and schools addressed the impact of COVID-19 and share best practice nationally. They also provided an opportunity 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. Visits comprised a mix of in-person engagement, classroom visits and on-line meetings with time spent engaging with all key stakeholders.
- 3.3 Given the focus on recovery, reports from these visits have not been published, moreover they have provided 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. A high level overview of feedback has been included for each school later in this report.

- 3.4 Around one third of all city schools engaged with the Inspectorate. Each visit was undertaken in close collaboration with central officers who worked with the Inspectorate and school senior leaders throughout each Recovery Visit. All schools involved have found the process invaluable and have welcomed the engagement with Inspectors.

### **Further schools who have benefited from a Recovery Visit**

#### **3.5 Manor Park School 27<sup>th</sup> – 29<sup>th</sup> April**

Inspectors noted that Manor Park Primary School and Early Learning and Childcare setting has a caring and inclusive ethos, where safety is prioritised by all. Staff are nurturing and respectful in their interactions with children and demonstrate patience, kindness and empathy. They are also considerate of colleagues as evidenced by their efforts to provide practical and emotional assistance for each other during the pandemic. Children benefit from observing the positive example provided by staff and show increasing understanding and tolerance towards their peers. Effective use of additional funding has enabled a whole school approach to addressing literacy gaps by using diagnostic assessments to generate specific targets for individuals and groups. The Inspectorate endorsed the school's plans to replicate this process to address gaps in numeracy.

#### **3.6 St Josephs 19<sup>th</sup> – 21<sup>st</sup> April**

The Inspectors noted that Senior leaders have ensured a high level of continuity for children by meeting each morning to arrange appropriate cover for staff absences and that as a result there has been very little disruption to children's learning as a result of staff absence. The team commended the recent work of all teachers to collaboratively agree what high quality learning and teaching in school should look like and endorsed the school's plans to revisit this. There are robust processes in place to check children's progress and identify their learning gaps and a range of bespoke interventions available to children. The inspection team endorsed the Head Teacher's plans to develop further the use of the Circle Framework to ensure that learning environments are appropriate for all.

#### **3.7 Westpark School – 11<sup>th</sup> and 12<sup>th</sup> May 2022**

Inspectors noted that the current school improvement plan takes good account of COVID-19 recovery in relation to health and wellbeing. Pupil Equity Funded health and wellbeing interventions are impacting positively on the emotional wellbeing and attendance of almost all children who receive targeted support. Relationships are positive and supportive between adults and children and between children. Staff use the school environment well to support children's wellbeing. Staff are developing their understanding of 'trauma-informed practice'. Teachers are effectively adapting classroom routines to include emotional check ins and opportunities for reflection.



### **3.8 Dyce Academy 16<sup>th</sup> May – 18<sup>th</sup> May**

Inspectors focused on the three key areas common to Recovery Visits of Continuity of Learning, Health & Wellbeing and Child Protection and Safeguarding. During the visit, Inspectors commented on the respectful relationships evident across the school, the continued use of technology to support learning, and the way in which tracking had identified gaps in learning and experience that were being addressed through the curriculum, support and transition. The visit provided an opportunity to validate the next steps already identified by the School Leadership Team in focusing on Learning & Teaching and promoting the voice of the young person.

### **3.9 Kaimhill School 23<sup>rd</sup> to 25<sup>th</sup> May**

Inspectors identified that positive relationships and wellbeing underpin the school's vision and values and are a strength. Staff are very respectful and nurturing and families appreciated the extensive live and recorded online learning opportunities provided during the second lockdown. The Senior Leadership Team use school data very well to identify gaps in children's learning in talking and listening and take appropriate action including through well designed targeted support. All teachers and practitioners are highly motivated and committed to professional learning to enhance their own practice. The Inspection team validated the need to reduce the number of priorities in the school improvement plan.

### **3.10 Kingswells School – 30<sup>th</sup> May – 1<sup>st</sup> June**

The Inspection team commended the strong and committed leadership at the school and noted that staff are well supported and confident as a result. There is a positive, child-centred ethos permeating the school. Children benefit from close, trusting relationships with practitioners and staff and tracking arrangements are highly effective. Across the school, staff are building on the strong practice in play and use of the outdoors at the early level and P2 and older children report how much they enjoy outdoor learning and the opportunities they have to play with natural materials and open-ended resources. Children feel safe and are rightly very proud of their school.

### **3.11 Bucksburn Academy 30<sup>th</sup> May – 1<sup>st</sup> June**

Inspectors commented on the inclusive and welcoming culture clearly evident within the school and the positive relationships that existed within the school community. Parents, carers and partners referenced strong communication by the leadership team as a positive aspect of school life to Inspectors, and there was a sense that the staff team had continued with their journey of professional development despite the challenges of the pandemic. Inspectors acknowledged the work that is already well under way to enhance breadth in the curriculum and skills progression whilst also validating the future plans of the school to focus on Learning & Teaching and the continuing work as part of the Excelerate Programme.

### **3.12 Cults Primary 30<sup>th</sup> May to 1<sup>st</sup> June**

Inspectors recognised that senior leaders track and monitor children's progress very well. Teachers use a variety of strategies and targeted interventions well to support children in aspects of literacy and numeracy and targeted resources are well deployed to support learners. A well developed

literacy progression pathway supports children with a range of needs. Staff have strong relationships and feel well-supported, listened to and valued by peers and senior leaders. There is a staff wellbeing champion in school and staff are encouraged to engage in activities such as mindfulness sessions, yoga and step challenges. During periods of remote learning, the headteacher ensured there were regular opportunities for staff to stay connected virtually and checked in on individuals who lived alone.

### **3.13 St Peters – 1<sup>st</sup> to 3<sup>rd</sup> June**

Inspectors noted that Senior leaders and staff regularly track and discuss children's progress across literacy and numeracy and effectively deploy targeted staff where required. Targeted staff support children with individual learning plans and other identified individuals who need help with their learning well and this approach is helping to enhance universal support for children. The school effectively identifies next steps for improvement and should consider ensuring that the number of improvements are restricted to key priorities only. During the visit staff described living and working through a pandemic as a 'rollercoaster' but that they feel well supported and now tackle challenges together more readily and effectively.

### **3.14 Mile End School 13<sup>th</sup> – 15<sup>th</sup> June**

Inspectors found that the senior leadership team lead the school well in their attentiveness to children's wellbeing and that useful wellbeing questionnaires are now helping inform school next steps. Inspectors noted that tracking and monitoring arrangements help support wellbeing and learning. Colleagues from Education Scotland asked that consideration be given to limiting the extraction of pupils from class to access targeted interventions where possible to do so in order to further strengthen the universal offer. The team validated the school's own self-evaluation and agreed that a continued focus on improving the quality and consistency of learning and teaching across the school, increasing opportunities for children to contribute and benefit from a play based curriculum in Primary 1 would support school improvement.

## **Care Inspectorate**

- 3.11 The Care Inspectorate resumed their inspection model in January 2022 on a risk basis, as result the inspection agency are currently only inspecting if complaints or issues are raised with them. Engagement includes a mix of in person and digital engagement although the focus and approach mirrors that of standard inspection arrangements and expectations were consistent with those prior to the pandemic. At the time of writing this report no further Care Inspectorate inspections have been reported.

## **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 level of assurance.	L	Yes
<b>Compliance</b>	Risk of not complying with national guidance	Engaging with the Recovery Visits process has provided a high level of assurance of compliance with national guidance.	L	Yes
<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

<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>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>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
<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>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</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>

and take an early intervention and prevention approach.	
<b>Regional and City Strategies</b>	
Regional Cultural Strategy	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.
Prevention Strategy	
Children's Services Plan	
National Improvement Framework Plan	

## 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

<b>Name</b>	Eleanor Sheppard
<b>Title</b>	Chief Education Officer
<b>Email Address</b>	esheppard@aberdeencity.gov.uk
<b>Tel</b>	01224 522707

This page is intentionally left blank

## ABERDEEN CITY COUNCIL

<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8 September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	School Estate Plan 2022
<b>REPORT NUMBER</b>	RES/22/184
<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 presents the finalised School Estate Plan for committee approval. The plan (included at Appendix 1 of this report) sets out the recommended actions to be undertaken to develop the school estate over the next ten years and beyond, supporting the delivery of the Council's Property and Estates Strategy and the National Learning Estate Strategy. Each of the recommendations within the report are referenced by a letter and number, which refer to section 4.1 of the Estate Plan "Objectives & Recommendations". Annex A of the Estate Plan provides a summary of the school estate review findings and the context for these recommendations.

### 2. RECOMMENDATIONS

That the Committee:-

#### City-Wide / Strategic

- 2.1 Instructs the Chief Officer – Corporate Landlord to adopt an approach which favours the improvement and repurposing of existing assets, over the construction of new school buildings, where this is appropriate, and to ensure that where new school buildings are required, these are designed from the outset, to comply with the low carbon criteria set out within the Learning Estate Investment Programme, and where appropriate, with the Net Zero Public Sector Buildings Standard. (Recommendation A1)
- 2.2 Instructs the Chief Officer – Corporate Landlord to ensure that all new primary schools are designed with a minimum pupil capacity of 434, and all new secondary schools are designed with a minimum pupil capacity of 1000, in order to support high quality learning and teaching. (Recommendation A2)
- 2.3 Notes that potential changes in pupil population across the city are likely to require a reduction in the number of operational schools over the next 10 years, and that within this and future editions of the School Estate Plan, officers will bring forward specific options and recommendations for making

changes to the school estate to ensure optimum efficiency and sustainability of the estate as a whole. (Recommendation A3)

- 2.4 Notes that where appropriate, officers will seek opportunities to make use of available capacity within schools for other purposes, including the delivery of additional services, in order to make efficient use of available space within the estate which also benefits local communities. (Recommendation A4)
- 2.5 Instructs the Chief Officer – Corporate Landlord to carry out a review of signage in all schools and upgrade / replace signage where required to improve accessibility for all users and agrees to refer this to the budget process. (Recommendation A5)
- 2.6 Instructs the Chief Officer – Corporate Landlord to present a delivery plan for implementing the agreed actions in this report to the next meeting of the Education and Children’s Services Committee, and thereafter, to present an annual update to the School Estate Plan to the Education and Children’s Services Committee, commencing from September 2023, to report on progress with the agreed actions and to update these as appropriate, in light of the most recently available data. (Recommendation A6)

#### Denominational Primary Schools

- 2.7 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate and sustainable long term denominational primary school provision for the city to meet forecast demand, and report back to the Education and Children’s Services Committee with recommendations. (Recommendation RC1)

#### Secondary Schools in the North of Aberdeen

- 2.8 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the predicted long term excess secondary school capacity in Grandhome, Oldmachar and Bridge of Don, and report back with an outline business case for consideration by the Education and Children’s Services Committee. (Recommendation NA1)
- 2.9 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate long term secondary school provision for Bucksburn and Dyce, and report back with an outline business case for consideration by the Education and Children’s Services Committee. (Recommendation NA2)

#### Schools in Central Aberdeen

- 2.10 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and options appraisal to improve the suitability,



accessibility and capacity levels of Victorian schools within Aberdeen City, and to report back to the Education and Children's Services Committee with recommendations and estimated costs. (Recommendation CA1)

#### Bucksburn Associated Schools Group

- 2.11 Notes that officers have completed a feasibility study on the proposed permanent extension to Bucksburn Academy, and instructs the Chief Officer – Corporate Landlord to report back to the Finance and Resources Committee with an outline business case for consideration. (Recommendation B1)
- 2.12 Instructs the Chief Officer – Corporate Landlord to engage with developers to track progress with the Bucksburn / Newhills developments, in order to determine options and appropriate timing for new primary school provision to serve the new housing developments, and to report back to the Education and Children's Services Committee with an outline business case. (Recommendation B2)

#### Oldmachar Associated Schools Group

- 2.13 Notes that officers are currently engaging with developers to track progress with the Grandhome development, to determine any requirements for new primary school provision and to relieve forecast pressure on pupil numbers at Forehill School. (Recommendation O1)
- 2.14 Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to re-align primary school zone boundaries within the Oldmachar ASG, to relieve future pressure on pupil numbers at Greenbrae School, and to report back to the Education and Children's Services Committee with the outcomes of the consultation and recommendations as appropriate. (Recommendation O2)
- 2.15 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Oldmachar ASG, in order to minimise potential excess pupil capacity, and to report back to the Education and Children's Services Committee as appropriate. (Recommendation O3)

#### Bridge of Don Associated Schools Group

- 2.16 Notes that officers will continue to monitor forecast rolls at Braehead School and Scotstown School, and that any required actions will be reported in future updates to the School Estate Plan. (Recommendation BD1)

#### St Machar Associated Schools Group

- 2.17 Instructs the Chief Officer – Corporate Landlord to carry out an options appraisal on potential uses of the additional capacity to be provided by the

new school at Tillydrone, and to report back to the Education and Children's Services Committee with recommendations as appropriate.  
(Recommendation S1)

- 2.18 Instructs the Chief Officer – Corporate Landlord to consider the options for relocating other services accommodated within the Sunnybank School building, and to report back to the Education and Children's Services Committee with recommendations. (Recommendation S2)
- 2.19 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to consider the options for the removal of unused modular classroom buildings at St Machar Academy, and for carrying out general improvements to the outdoor space at the school, and to present a costed outline business case to the Finance and Resources Committee for consideration. (Recommendation S3)

#### Northfield Associated Schools Group

- 2.20 Notes that officers will continue to monitor pupil numbers at Westpark School and Heathryburn School, considering the likely long term impact of the planned new Greenferns development, and that recommendations as required will be included in future updates to the School Estate Plan.  
(Recommendation N1)
- 2.21 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Northfield ASG, in order to minimise excess pupil capacity, and to report back to the Education and Children's Services Committee with recommendations as appropriate.  
(Recommendation N2)

#### Hazlehead Associated Schools Group

- 2.22 Instructs the Chief Officer – Corporate Landlord to assess the feasibility of creating new secondary school provision to serve the communities of Hazlehead and Countesswells, to put this forward to the Scottish Government as a priority project for funding in Phase 3 of the Learning Estate Investment Programme, and to report back to the Education and Children's Services Committee with an update on the outcomes of the funding bid and recommendations on next steps. (Recommendation HH1)
- 2.23 Notes that officers will continue to monitor the situation with the housing development at Countesswells and will bring forward recommendations as appropriate regarding requirements for additional primary school capacity to serve the development, in future annual updates to the School Estate Plan.  
(Recommendation HH2)
- 2.24 Notes that officers will continue to monitor pupil numbers at Hazlehead School and will include any required recommendations for action in future updates to the School Estate Plan. (Recommendation HH3)

- 2.25 Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Hazlehead Academy. (Recommendation HH4)

#### Aberdeen Grammar Associated Schools Group

- 2.26 Notes that officers will continue to monitor pupil numbers at Aberdeen Grammar School and will include any required recommendations for action in future updates to the School Estate Plan. (Recommendation AG1)
- 2.27 Notes that officers will continue to monitor pupil numbers at Mile End School, and include any required recommendations in future annual updates to the School Estate Plan. (Recommendation AG2)
- 2.28 Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Gilcomstoun School. (Recommendation AG3)

#### Harlaw Associated Schools Group

- 2.29 Notes that officers are progressing plans to commission a review of sports facilities at Harlaw Road and Rubislaw, to allow Harlaw Academy to use the facilities for its off-site PE provision, and that the outcomes of this review with any relevant recommendations will be reported in future updates to the School Estate Plan. (Recommendation H1)
- 2.30 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential future options for improving the condition and suitability of the Harlaw Academy building, and to report back to the Education and Children’s Services Committee with recommendations and costs. (Recommendation H2)
- 2.31 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential options for improving the dining capacity, layout and ELC facilities at Ferryhill School, and to report back to the Education and Children’s Services Committee with recommendations and costs. (Recommendation H3)

#### Cults Associated Schools Group

- 2.32 Notes that officers will continue to monitor pupil numbers at Cults Academy, and include any required recommendations in future annual updates to the School Estate Plan. (Recommendation C1)
- 2.33 Notes that officers will monitor pupil numbers and use of space at Culter School, and consider options for alternative use of any available space, with

any recommendations to be included in future updates to the School Estate Plan as appropriate. (Recommendation C2)

### Lochside Associated Schools Group

- 2.34 Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for creating the required additional school capacity to serve the planned Loirston Loch development, and report back to the Education and Children’s Services Committee with recommendations as appropriate. (Recommendation L1)
- 2.35 Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to relocate Walker Road School to the new primary school building in Torry, following its completion, and to report back to the Education and Children’s Services Committee with the outcomes of the consultation and recommendations as appropriate. (Recommendation L2)
- 2.36 Notes that the Tullos Playing Fields Pavilion building will be declared surplus to requirement within the school estate, to allow options for its future use or disposal to be considered, under standard vacant property procedures. (Recommendation L3)

## **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.”
- 3.2 At its meeting of 14 June 2022, the Education Operational Delivery Committee agreed to note “that that there was 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.”
- 3.3 Following a further detailed review of the recommended actions over the summer in light of the above uncertainties, an updated School Estate Plan is now presented to the Committee for approval.
- 3.4 The full School Estate Plan 2022, at Appendix 1 of this report, provides the outcomes of a review of the existing school estate and identifies short, medium and long term priorities for developing the estate in the future, across the city and in each of the city’s associated schools groups (ASGs).
- 3.5 Addressing the priorities identified within the plan will help to bring about a range of benefits for the children and young people of Aberdeen City, including:
- Improved educational experiences

- Higher levels of attainment and improved educational outcomes
- Access to supports to help close the poverty related attainment gap
- Access to family-centred services across the city

- 3.6 Whilst the current school estate as a whole generally meets overall demand for pupil places across the city, changing demographics in Aberdeen mean that we no longer necessarily have schools in the right places. Schools in some parts of the city where pupil populations are falling, are operating significantly under capacity, whilst in other areas the demand for school places is rising, and schools are over-subscribed.
- 3.7 School roll forecast data indicates that this pattern is set to continue, and the Council will therefore be required to make some key decisions in the coming months and years about its school estate, to create new capacity where there is a need, and to consider rationalising schools where places are no longer required, to ensure that the estate continues to operate as efficiently as possible whilst supporting the delivery of high quality learning and teaching.
- 3.8 The School Estate Plan includes details of identified priorities for individual schools, ASGs, and at a wider area level across the city, and sets out a range of proposed actions to be taken in the coming months and years to address these priorities, which are recommended for committee approval.
- 3.9 Rather than being seen as a static document, the intention is for the School Estate Plan to continually evolve, with a recommendation that updates should be provided to committee members annually.
- 3.10 The School Estate Plan outlines officers' planned approach to continually engage and consult with stakeholders and local communities from an early stage, to gather feedback from stakeholders on the priorities and actions which require to be taken in individual localities, and in turn to develop and improve the school estate in a way which best meets the needs of the people it is there to serve. Engagement with children and young people will be a key aspect of this approach, given that the decisions which will ultimately be made to address the priorities highlighted in this report, are likely to directly affect their lives.

#### 4. FINANCIAL IMPLICATIONS

- 4.1 Additional resources will be required, to create capacity within the Corporate Landlord and Capital clusters, to carry out the recommended actions included within the School Estate Plan, should these be approved. Additional staffing within the School Estate Team will be required in order to manage the required community engagement and consultation activity, along with a requirement for additional technical resource to undertake detailed feasibility studies.
- 4.2 To fully complete the recommended actions within two years, the estimated costs are as follows:

Cost for technical resource to deliver feasibility studies (5-6 studies per year @ £40k per study):	£220k per year
--	----------------

Additional staffing costs for drafting proposals, undertaking community engagement and consultation, and evaluating and reporting on the outcomes of these (1FTE Project Officer at Grade 14 + 0.4FTE Support Officer at Grade 9, including on-costs)	£73k per year
Total cost over 2 years:	<b>£586k</b>

4.3 The above costs will be met through the Contingency budget within the reprofiled General Fund Capital Programme.

## 5. LEGAL IMPLICATIONS

5.1 Section 1 of the Education (Scotland) Act 1980 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 identified priorities for developing the school estate outlined in the draft School Estate Plan are in fulfilment of 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 has been given in the recommendations arising from the School Estate Plan.

5.5 The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 requires local authorities to prepare and keep under review an accessibility strategy for increasing the extent to which pupils with a disability can participate in the curriculum; improving the physical environment of schools for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and improving communication with pupils with a disability. In taking account of the Accessibility Plan, the School Estate Plan assists the Education Authority to realise these statutory aims.

## 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 The School Estate Plan outlines the approaches which will be taken to bring about positive impacts on the environment in the future, through reducing carbon emissions from the existing school estate and from future new build schools to contribute to the Council's net zero carbon ambitions, and through ensuring improved resource efficiency by rationalising the school estate where appropriate.
- 6.2 All new build and refurbishment projects are compliant with the Council's Building Performance policy, and through the location and design of new buildings we will seek to promote active and sustainable travel to school.
- 6.3 Designing new schools for the future presents opportunities to make positive impacts on other aspects of the natural environment, including, for example, making space for nature through sustainable approaches to landscaping, avoiding over-use of synthetic materials in school grounds, and providing space for food growing initiatives. Officers will continue to work closely with colleagues in Environmental Planning when designing new and refurbished outdoor spaces, to ensure consideration is given to these important factors.
- 6.4 However it is also recognised that carrying out physical changes to the school estate, such as removing surplus capacity or constructing new buildings, could potentially result in a negative impact on the environment, for example through disturbance to habitats and roosting animals, or affecting existing open spaces. Any such activity will be planned carefully to minimise any such negative impacts wherever possible.

## 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	(1) The School Estate Plan sets out priorities for the school estate and proposals for continually monitoring and updating plans to ensure adequate and efficient	L	Yes

	(2) Failure to consult formally with stakeholders on changes to schools would be in breach of legislation	provision is maintained  (2) Any proposed changes to schools arising from the School Estate Plan will incorporate full statutory consultation to ensure compliance with legislation		
<b>Operational</b>	(1) 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 some stakeholders  (2) Uncertainties in school roll forecasting due to increases in overseas students moving to Aberdeen with families, and future requirements to accommodate international refugees, could lead to lack of capacity in some schools	(1) The School Estate Plan emphasises a renewed approach which places community engagement and consultation at the centre  (2) Officers will meet regularly with universities to understand their plans for recruitment of international students and to assess likely impact on demand for school places. Housing for refugees will be matched as far as possible to available school capacity in each are of the city, to avoid schools becoming over-subscribed	M	Yes
<b>Financial</b>	Failure to take account of recent increased	Recommendations within this report have been reviewed	M	Yes



	<p>construction costs and recent changes to patterns of enrolment could lead to the wrong decisions being taken, leading to unnecessary costs for the Council.</p>	<p>to take account of recent increased costs and uncertainties in the construction market and with patterns of enrolment, as far as possible. The situation will be continually reviewed, and where there is a requirement to update or make changes to recommended actions, these will be reported to the committee.</p>		
<b>Reputational</b>	<p>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</p>	<p>The School Estate Plan emphasises a renewed approach which places community engagement and consultation at the centre</p>	M	Yes
<b>Environment / Climate</b>	<p>Development of the school estate and the addition of new school capacity may lead to increased carbon emissions</p>	<p>Climate risks and the need for the school estate to contribute to the Council's net zero carbon emissions targets will be embedded into planning and decision making.</p>	L	Yes

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
	<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>	<p>This report supports the delivery of the following policy statements:</p> <p><u>A City of Opportunity</u></p> <p>Policy Statement 2 - Review and invest in our school estate, ensuring all of Aberdeen's schools are fit for the educational needs and the challenges of the 21st century. The report seeks Committee's approval of the School Estate Plan.</p> <p><u>A Prosperous City</u></p> <p>Policy Statement 8 - Seek to buy goods, services and food locally whenever possible, subject to complying with the law and public tendering requirements. Opportunities to do this will be considered for all Capital Projects.</p>
<b><u>Aberdeen City Local Outcome Improvement Plan</u></b>	
Prosperous People Stretch Outcomes	The proposals within this report 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 proposals within this report 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
- 10.2 Education Operational Delivery Committee, 14 June 2022: [Printed Decisions](#), Page 2

## 11. APPENDICES

- 11.1 Appendix 1 : School Estate Plan

## 12. REPORT AUTHOR CONTACT DETAILS

<b>Name</b>	Andrew Jones
<b>Title</b>	Service Manager
<b>Email Address</b>	<a href="mailto:ajones@aberdeencity.gov.uk">ajones@aberdeencity.gov.uk</a>
<b>Tel</b>	07920 295364

This page is intentionally left blank

**ABERDEEN CITY COUNCIL**  
**SCHOOL ESTATE PLAN 2022**

# Table of Contents

<b>EXECUTIVE SUMMARY</b> .....	<b>4</b>
<b>SECTION 1 INTRODUCTION: NATIONAL AND LOCAL OUTCOMES</b> .....	<b>9</b>
1.1 National Outcomes: The National Learning Estate Strategy.....	9
1.2 Local Outcomes: Aberdeen City Council’s Property and Estates Strategy.....	9
1.3 Our Vision for the School Estate .....	10
1.4 Enabling The Strategy And The Vision: The School Estate Plan.....	11
THEME A: THE QUALITY OF OUR LEARNING ENVIRONMENTS.....	11
THEME B: THE SUFFICIENCY AND EFFICIENCY OF OUR ESTATE.....	11
THEME C: WORKING WITH AND FOR LOCAL COMMUNITIES.....	11
<b>SECTION 2 TAKING STOCK: THE EXISTING SCHOOL ESTATE</b> .....	<b>13</b>
THEME A: THE QUALITY OF OUR LEARNING ENVIRONMENTS.....	13
2.1 Condition and Suitability .....	13
2.2 Recent Investment in the School Estate .....	13
2.3 Accessibility and Additional Support Needs .....	14
2.4 School security.....	16
2.5 Outdoor Learning .....	16
2.6 Early Learning and Childcare.....	16
THEME B: THE SUFFICIENCY AND EFFICIENCY OF OUR ESTATE .....	17
2.7 School Capacity .....	17
2.8 Pupil Capacity in Denominational Primary Schools.....	18
2.9 Running Costs.....	19
2.10 Carbon Emissions .....	19
THEME C: WORKING WITH AND FOR LOCAL COMMUNITIES.....	19
2.11 Delivering Community Services .....	19
2.12 Community Engagement and Consultation.....	20
<b>SECTION 3 LOOKING FORWARDS: THE FUTURE SCHOOL ESTATE</b> .....	<b>21</b>
THEME A: THE QUALITY OF OUR LEARNING ENVIRONMENTS.....	21
3.1 Future Education .....	21
3.2 Maintaining Quality in our Existing Assets.....	21
3.3 Delivering Quality and Innovation in our New School Buildings.....	22
THEME B: THE SUFFICIENCY AND EFFICIENCY OF OUR ESTATE.....	22
3.4 Changing Demographics in Aberdeen .....	23
3.5 School Roll Forecasts .....	23
3.6 Future School Capacity.....	24
3.7 New housing development.....	25
3.8 Impact of new housing on school capacity.....	26
3.9 Running costs .....	27
3.10 Carbon Emissions: Supporting A Net Zero-Carbon Approach.....	27
THEME C: WORKING WITH AND FOR LOCAL COMMUNITIES.....	28
3.11 The Community Campus Model .....	28
<b>SECTION 4: ACTION PLAN AND IMPLEMENTATION</b> .....	<b>30</b>
4.1 Objectives & Recommendations.....	31
4.2 Implementing the Plan .....	43
4.3 Reviewing and Monitoring the School Estate Plan.....	44
<b>ANNEX A –SCHOOL ESTATE REVIEW</b> .....	<b>46</b>
PRIORITIES FOR THE NORTH OF ABERDEEN .....	46
PRIORITIES FOR CENTRAL ABERDEEN .....	46
PRIORITIES FOR THE SOUTH OF ABERDEEN .....	47
ASG PRIORITIES .....	47
Dyce ASG – Profile .....	48
Bucksburn ASG – Profile .....	49
Oldmachar ASG – Profile.....	51

<i>Bridge of Don ASG – Profile</i> .....	53
<i>St Machar ASG – Profile</i> .....	55
<i>Northfield ASG – Profile</i> .....	58
<i>Hazlehead ASG – Profile</i> .....	60
<i>Aberdeen Grammar School ASG – Profile</i> .....	62
<i>Harlaw ASG – Profile</i> .....	64
<i>Cults ASG – Profile</i> .....	66
<i>Lochside ASG – Profile</i> .....	68
<i>Denominational Primary Schools – Profile</i> .....	71
<b>ANNEX B – TYPICAL PROJECT TIMELINE</b> .....	<b>73</b>

## Executive Summary

This document sets out the recommended actions to be undertaken by Aberdeen City Council to develop its school estate over the next ten years and beyond, supporting the delivery of the Council's Property and Estates Strategy and the National Learning Estate Strategy. The document is also available in an alternative, accessible format, which can be requested by sending an email to: [ecsassets@aberdeencity.gov.uk](mailto:ecsassets@aberdeencity.gov.uk).

The plan is 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 Plan sets 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, which will ultimately bring about the following benefits for the children and young people of Aberdeen:

- Improved educational experiences
- Higher levels of attainment and improved educational outcomes
- Access to supports to help close the poverty related attainment gap
- Access to family-centred services across the city

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 are set out within the Plan. Full details of the findings from the review, which have been updated with the most recently available data, along with a commentary on the priorities for each school or group of schools which have been identified as a result, are provided at Annex A.

The identified priorities for the individual properties and for the estate as a whole have been developed into an action plan, detailing the specific individual actions which are required to be taken, in the short, medium and long term. These are presented as recommendations for consideration by Committee. The full Action Plan is included at Section 4.

The recommendations requiring committee decisions are summarised below:

### **It is recommended that the Committee...**

#### City-Wide / Strategic

- Instructs the Chief Officer – Corporate Landlord to adopt an approach which favours the improvement and repurposing of existing assets, over the construction of new school buildings, where this is appropriate, and to ensure that where new school buildings are required, these are designed from the outset to comply with the low carbon criteria set out within the Learning Estate Investment Programme, and where appropriate, with the Net Zero Public Sector Buildings Standard. **(Recommendation A1)**
- Instructs the Chief Officer – Corporate Landlord to ensure that all new primary schools are designed with a minimum pupil capacity of 434, and all new secondary schools are designed with a minimum pupil capacity of 1000, in order to support high quality learning and teaching. **(Recommendation A2)**
- Notes that potential changes in pupil population across the city are likely to require a reduction in the number of operational schools over the next 10 years, and that within this and future editions of the School Estate Plan, officers will bring forward specific options and recommendations for making changes to the school estate to ensure optimum efficiency and sustainability of the estate as a whole. **(Recommendation A3)**
- Notes that where appropriate, officers will seek opportunities to make use of available capacity within schools for other purposes, including the delivery of additional services, in order to make



efficient use of available space within the estate which also benefits local communities.

**(Recommendation A4)**

- Instructs the Chief Officer – Corporate Landlord to carry out a review of signage in all schools and upgrade / replace signage where required to improve accessibility for all users and agrees to refer this to the budget process. **(Recommendation A5)**
- Instructs the Chief Officer – Corporate Landlord to present a delivery plan for implementing the agreed actions in this report to the next meeting of the Education and Children’s Services Committee, and thereafter, to present an annual update to the School Estate Plan to the Education and Children’s Services Committee, commencing from September 2023, to report on progress with the agreed actions and to update these as appropriate, in light of the most recently available data. **(Recommendation A6)**

#### Denominational Primary Schools

- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement, to identify options for ensuring appropriate and sustainable long term denominational primary school provision for the city to meet forecast demand, and report back to the Education and Children’s Services Committee with recommendations. **(Recommendation RC1)**

#### Secondary Schools in the North of Aberdeen

- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the predicted long term excess secondary school capacity in Grandhome, Oldmachar and Bridge of Don, and report back with an outline business case for consideration by the Education and Children’s Services Committee. **(Recommendation NA1)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate long term secondary school provision for Bucksburn and Dyce, and report back with an outline business case for consideration by the Education and Children’s Services Committee. **(Recommendation NA2)**

#### Schools in Central Aberdeen

- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and options appraisal to improve the suitability, accessibility and capacity levels of Victorian schools within Aberdeen City, and to report back to the Education and Children’s Services Committee with recommendations and estimated costs. **(Recommendation CA1)**

#### Bucksburn Associated Schools Group

- Notes that officers have completed a feasibility study on the proposed permanent extension to Bucksburn Academy, and instructs the Chief Officer – Corporate Landlord to report back to the Finance and Resources Committee with an outline business case for consideration. **(Recommendation B1)**
- Instructs the Chief Officer – Corporate Landlord to engage with developers to track progress with the Bucksburn / Newhills developments, in order to determine options and appropriate timing for new primary school provision to serve the new housing developments, and to report back to the Education and Children’s Services Committee with an outline business case. **(Recommendation B2)**

#### Oldmachar Associated Schools Group

- Notes that officers are currently engaging with developers to track progress with the Grandhome development, to determine any requirements for new primary school provision and to relieve forecast pressure on pupil numbers at Forehill School. **(Recommendation O1)**
- Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to re-align primary school zone boundaries within the Oldmachar ASG, to relieve future pressure on pupil numbers at Greenbrae School, and to report back to the Education and Children’s Services Committee with the outcomes of the consultation and recommendations as appropriate. **(Recommendation O2)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Oldmachar ASG, in order to minimise potential excess pupil capacity, and to report back to the Education and Children’s Services Committee as appropriate. **(Recommendation O3)**

Bridge of Don Associated Schools Group

- Notes that officers will continue to monitor forecast rolls at Braehead School and Scotstown School, and that any required actions will be reported in future updates to the School Estate Plan. **(Recommendation BD1)**

St Machar Associated Schools Group

- Instructs the Chief Officer – Corporate Landlord to carry out an options appraisal on potential uses of the additional capacity to be provided by the new school at Tillydrone, and to report back to the Education and Children’s Services Committee with recommendations as appropriate. **(Recommendation S1)**
- Instructs the Chief Officer – Corporate Landlord to consider the options for relocating other services accommodated within the Sunnybank School building, and to report back to the Education and Children’s Services Committee with recommendations. **(Recommendation S2)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to consider the options for the removal of unused modular classroom buildings at St Machar Academy, and for carrying out general improvements to the outdoor space at the school, and to present a costed outline business case to the Finance and Resources Committee for consideration. **(Recommendation S3)**

Northfield Associated Schools Group

- Notes that officers will continue to monitor pupil numbers at Westpark School and Heathryburn School, considering the likely long term impact of the planned new Greenferns development, and that recommendations as required will be included in future updates to the School Estate Plan. **(Recommendation N1)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Northfield ASG, in order to minimise excess pupil capacity, and to report back to the Education and Children’s Services Committee with recommendations as appropriate. **(Recommendation N2)**

Hazlehead Associated Schools Group

- Instructs the Chief Officer – Corporate Landlord to assess the feasibility of creating new secondary school provision to serve the communities of Hazlehead and Countesswells, to put this forward to the Scottish Government as a priority project for funding in Phase 3 of the Learning Estate Investment Programme, and to report back to the Education and Children’s Services Committee

with an update on the outcomes of the funding bid and recommendations on next steps. **(Recommendation HH1)**

- Notes that officers will continue to monitor the situation with the housing development at Countesswells and will bring forward recommendations as appropriate regarding requirements for additional primary school capacity to serve the development, in future annual updates to the School Estate Plan. **(Recommendation HH2)**
- Notes that officers will continue to monitor pupil numbers at Hazlehead School and will include any required recommendations for action in future updates to the School Estate Plan. **(Recommendation HH3)**
- Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Hazlehead Academy. **(Recommendation HH4)**

#### Aberdeen Grammar Associated Schools Group

- Notes that officers will continue to monitor pupil numbers at Aberdeen Grammar School and will include any required recommendations for action in future updates to the School Estate Plan. **(Recommendation AG1)**
- Notes that officers will continue to monitor pupil numbers at Mile End School, and include any required recommendations in future annual updates to the School Estate Plan. **(Recommendation AG2)**
- Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Gilcomstoun School. **(Recommendation AG3)**

#### Harlaw Associated Schools Group

- Notes that officers are progressing plans to commission a review of sports facilities at Harlaw Road and Rubislaw, to allow Harlaw Academy to use the facilities for its off-site PE provision, and that the outcomes of this review with any relevant recommendations will be reported in future updates to the School Estate Plan. **(Recommendation H1)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential future options for improving the condition and suitability of the Harlaw Academy building, and to report back to the Education and Children’s Services Committee with recommendations and costs. **(Recommendation H2)**
- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential options for improving the dining capacity, layout and ELC facilities at Ferryhill School, and to report back to the Education and Children’s Services Committee with recommendations and costs. **(Recommendation H3)**

#### Cults Associated Schools Group

- Notes that officers will continue to monitor pupil numbers at Cults Academy, and include any required recommendations in future annual updates to the School Estate Plan. **(Recommendation C1)**
- Notes that officers will monitor pupil numbers and use of space at Culter School, and consider options for alternative use of any available space, with any recommendations to be included in future updates to the School Estate Plan as appropriate. **(Recommendation C2)**

## Lochside Associated Schools Group

- Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for creating the required additional school capacity to serve the planned Loirston Loch development, and report back to the Education and Children’s Services Committee with recommendations as appropriate. **(Recommendation L1)**
- Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to relocate Walker Road School to the new primary school building in Torry, following its completion, and to report back to the Education and Children’s Services Committee with the outcomes of the consultation and recommendations as appropriate. **(Recommendation L2)**
- Notes that the Tullos Playing Fields Pavilion building will be declared surplus to requirement within the school estate, to allow options for its future use or disposal to be considered, under standard vacant property procedures. **(Recommendation L3)**

# Section 1

## Introduction: National and Local Outcomes

### 1.1 National Outcomes: The National Learning Estate Strategy

Scotland's Learning Estate Strategy, [Connecting People, Places and Learning](#), published by the Scottish Government in September 2019, places the whole learning estate at the heart of meeting the needs of communities, learners and businesses, and sets out the principles and priorities for driving an integrated approach to the development of the learning estate across Scotland.

The National Learning Estate Strategy sets out ten guiding principles:

1. Learning environments should support and facilitate excellent joined up learning and teaching to **meet the needs of all learners**;
2. Learning environments should **support the wellbeing of all learners**, meet varying needs to support inclusion and support transitions for all learners;
3. The learning estate should be **well-managed and maintained**, making the best of existing resources, **maximising occupancy** and representing and delivering **best value**;
4. The **condition and suitability** of learning environments should support and enhance their function;
5. Learning environments should **serve the wider community** and where appropriate be integrated with the delivery of other public services in line with the place principle;
6. Learning environments should be **greener, more sustainable**, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
7. Outdoor learning and the use of **outdoor learning environments** should be maximised;
8. **Good consultation** about learning environments, direct engagement with learners and communities about their needs and experiences, and an **involvement in decision making processes** should lead to better outcomes for all;
9. **Collaboration across the learning estate**, and collaboration with partners in localities, should support maximising its full potential;
10. Investment in Scotland's learning estate should contribute towards **improving learning outcomes** and support sustainable and inclusive economic growth.

The School Estate Plan will support the delivery of the above ten principles within Aberdeen's school estate.

### 1.2 Local Outcomes: Aberdeen City Council's Property and Estates Strategy

This School Estate Plan will act as a strategic implementation plan for the Property and Estates Strategy (currently in draft), and the actions and recommendations included within the plan are intended to support the overall principles of the strategy.

The School Estate Plan will help to ensure that the school estate is effectively managed, and can continue to support and contribute to the delivery of high quality services for children and young people, and for wider school communities.

Linking the School Estate Plan to the Property and Estates Strategy ensures that the actions included within the Plan are fully aligned to the overall [Council Delivery Plan](#), and ultimately to the vision set out within the [Local Outcome Improvement Plan](#).

### 1.3 Our Vision for the School Estate

Aberdeen City Council's School Estate Strategy Working Group, formed in 2019 and made up of elected members and one external member from the Education Operational Delivery Committee, along with head teachers and centrally based officers, agreed the following Vision Statement, outlining our aspirations for the future school estate, and to which this School Estate Plan has been aligned:

#### **Our Vision**

Our buildings and grounds are used to deliver highly effective learning experiences and to support pupil, staff and community wellbeing within and outwith school hours. Across Aberdeen City, we will make the best use of our facilities to ensure sustainable, transparent and equitable allocation of resources to support the learning needs of all. As a result, our facilities will support our ambition to ensure each and every learner has the opportunity to attain and achieve a wide range of qualifications and develop the skills for life, learning and work.

#### **Key Objectives**

Our School Estate will deliver our vision by ensuring:

- safe, nurturing and inclusive environments for all;
- stimulating and inspiring learning environments which encourage curiosity and a commitment to lifelong learning, where learning is enhanced and enriched through the effective use of digital technology;
- flexible and adaptable spaces which can respond to the changing needs of learners and communities, including learners with additional support needs and families affected by poverty;
- buildings which are environmentally and economically sustainable;
- appropriate multi-agency spaces to support effective community-based partnership working and early intervention;
- outdoor learning can be utilised to support wellbeing;
- that the population needs analysis informs any appropriate co-location of services

#### **Community School Campus**

The above key objectives can be achieved through changing our approach to the use of the school estate. Learning takes place within families, at school and in our communities. As such we need to take a broader view and consider how school buildings can better serve communities as part of a community campus model. This approach would support delivery of multi-agency spaces, drive efficiency through the co-location of services supporting the needs of a particular community and have the potential to maximise delivery of primary prevention and early intervention in keeping with the Local Outcome Improvement Plan.

When designing each new community school campus the following criteria must be considered:

- Buildings in the right places, which adapt to serve the needs of local communities as their needs change
- An efficient estate, with over-provision and under-provision of school places kept to a minimum. To achieve this we will ensure that, where possible:
- New Secondary schools have a minimum roll of 1,000 pupils
- All new primary schools will be built to accommodate 2 streams although consideration will be given to 3 stream (maximum) where this would benefit the local community

- The provision of Early Learning and Childcare should be integral to all new primary schools.
- An estate able to meet the wider learning and wellbeing needs of the community with consideration of appropriate co-location of services to meet local need.

## 1.4 Enabling The Strategy And The Vision: The School Estate Plan

Aberdeen City Council's School Estate Plan (the Plan) aims to deliver on each of the ten Guiding Principles of the National Learning Estate Strategy, on the strategic outcomes of the local Property and Estates Strategy, and on the vision and objectives for the school estate, by focusing on the following three overarching themes:

### Theme A: The Quality Of Our Learning Environments

*Placing the learner at the centre*

The Plan sets out the actions required to be taken in the short, medium and long term, to maintain and develop high quality learning environments across the school estate. This includes consideration of the **condition and suitability** of individual buildings, the **sustainability** of our facilities, and what **investment** may be required in the future to maintain our estate to a high standard, ensuring our schools are digitally enabled and **fit for the future**. By placing the learner at the centre, and considering the needs of all learners both now and in the future, we can help achieve our ambitions set out within the Local Outcome Improvement Plan, to support every child irrespective of their circumstances, to grow, develop and reach their full potential.

Guiding Principles addressed within this Theme:									
1	2	3	4	5	6	7	8	9	10
✓	✓		✓			✓			✓

### Theme B: The Sufficiency and Efficiency Of Our Estate

*Delivering a best value estate to support high quality learning and teaching*

To achieve the best outcomes for learning and teaching, it is vital that we have a **sufficient school estate**, providing facilities and school places where they are needed, and an **efficient state**, where benefits can be maximised and wastage avoided. The Plan therefore considers **demographic changes** across the city, identifying the areas of Aberdeen where there may be an over-provision of school places, and those areas where new school capacity will be required in the future. It also considers the efficiency of our existing buildings, in terms of **energy consumption, whole-life costs**, and how the school estate of the future can support the Council's ambitions towards **net-zero** carbon emissions.

Guiding Principles addressed within this Theme:									
1	2	3	4	5	6	7	8	9	10
		✓	✓		✓				✓

### Theme C: Working With And For Local Communities

*Supporting Community Empowerment, Engagement and Participation*

As far as possible, school buildings should support and **serve their wider communities**. Where appropriate they can assist with the delivery of wider public services, supporting the development of **20 minute neighbourhoods**. Opportunities for working with our public sector partners to provide an integrated approach to service delivery through the existing school estate, as well as through new buildings in the future, are considered throughout the Plan.

By taking a place based planning approach, and through effective engagement with people and communities about how local services could be planned and supported through the development of the

school estate, the Plan ensures that the needs of local communities will be fully considered. All stakeholders within a community, including the learners themselves, will be given the opportunity to share their views and **contribute to the decision making** process on future plans for the estate.

Guiding Principles addressed within this Theme:									
1	2	3	4	5	6	7	8	9	10
				✓			✓	✓	



## Section 2

# Taking Stock: The Existing School Estate

### Theme A: The Quality Of Our Learning Environments

#### 2.1 Condition and Suitability

All of our school buildings are regularly surveyed, to assess both the physical condition of the buildings and also their suitability for delivering high quality learning and teaching. The relative accessibility of buildings is also considered, within the assessment of the building's suitability. Both condition and suitability are evaluated on a nationally agreed four-point scale, as follows:

- A – Good
- B – Satisfactory
- C – Poor
- D - Bad

As a result of recent investment in the school estate, including the construction of replacement buildings for some of the schools which were deemed to be in the poorest condition, all but one of our 61 school buildings (98%) are now considered to be in 'A - Good' or 'B - Satisfactory' condition. St Peter's RC School is the only school rated as 'C – Poor', and to address this, the school is expected to be relocated to an alternative building.

With regards to the suitability of our buildings, 35 schools (58%) are currently graded as 'A – Good' or 'B – Satisfactory' for suitability. The remaining buildings are graded as 'C – Poor'. Many of these are amongst the oldest buildings in the estate, including nine Victorian buildings, and the design and construction of these buildings can make it challenging to improve their suitability ratings, often because they cannot easily be made fully accessible for those with limited mobility, for example. None of our schools are rated as 'D - Bad'. These scores are based on suitability surveys undertaken in each school over the last five to seven years. All schools will be re-assessed for suitability by the end of December 2022.

In 2013 a Victorian Schools Programme was initiated, aimed at renovating and improving the condition and suitability of each of our Victorian school buildings. Plans for improving the buildings were drawn up, and improvements to some of the buildings have been carried out using funding from the Condition and Suitability programme. The review of the school estate has highlighted the challenges presented by the Victorian design and layout of some of our primary and secondary buildings. The Action Plan at section 4 of this report includes a specific recommendation to look again at potential further improvements to these buildings.

#### 2.2 Recent Investment in the School Estate

Over the last ten years, significant investment has been made in the school estate. Table 1 below details the projects which have been completed in this time period.

Table 1: School Estate Capital Investment : Completed Projects

Projects completed in the last 10 years	Details	Capital Investment (£,000s)
Milltimber School	Replacement of former building, provision of additional capacity to serve new housing development	21,500
Brimmond School	Merger of former Newhills and Bucksburn Schools to address poor condition of buildings	12,900

Greenbrae School Extension	Additional capacity created to serve new Dubford development	5,800
Orchard Brae School	Creation of new Centre of Excellence for additional support needs – merger of former Hazlewood, Woodlands and Marlpool Schools	18,500
Stoneywood School	Replacement of former building with poor condition rating, provision of additional capacity to serve new housing developments	14,300
Lochside Academy	Merger of former Torry Academy and Kincorth Academy, provision of additional capacity to serve new Loirston development	48,500
	<b>Total Investment</b>	<b>101,000</b>

In addition to the projects listed above, the Council regularly maintains and upgrades the existing school estate through its Condition and Suitability Programme. The amounts invested in the school estate through the Condition and Suitability Programme over the last five years are detailed below.

**Table 2: Condition and Suitability Investment in the School Estate**

Year	Primary Schools	Secondary Schools
2016/17	£2,807,615	£623,223
2017/18	£2,015,009	£905,613
2018/19	£3,063,804	£1,517,486
2019/20	£1,516,708	£410,959
2020/21	£589,718	£965,232

Projects funded through the Condition and Suitability Programme have included, for example, the refurbishment of pupil toilets on a rolling programme, window replacements, major roof repairs, upgrades to school security, and school kitchen refurbishments, amongst many others.

In addition to the above capital expenditure which focuses on maintaining and improving the long term condition and suitability of our schools, the Council's Repairs and Maintenance (R&M) budget is used to undertake routine inspection and maintenance and reactive repairs to properties. In 2021/22, the approximate spend from this budget on the maintenance of school buildings was **£1.93m**.

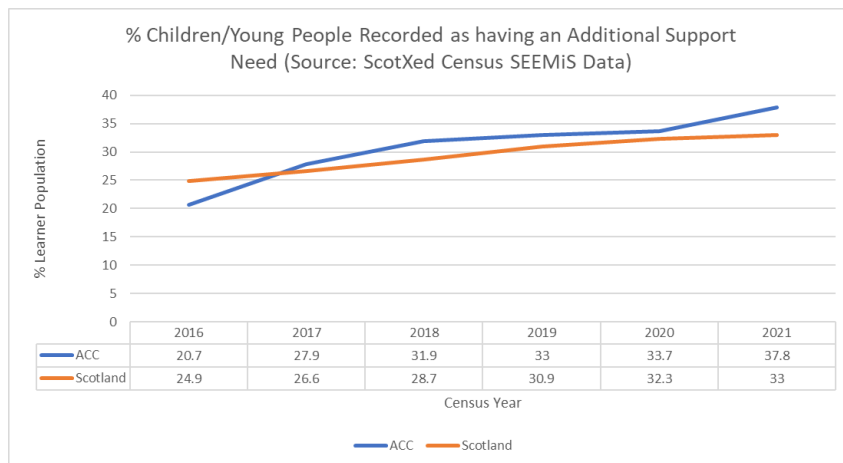
The above condition and suitability and R&M figures relate to the spend on non-3Rs schools only. Our ten 3Rs schools, built between 2009 and 2011 through a public-private partnership arrangement, are maintained by a facilities management company, and paid for separately by the Council through the 3Rs contract, which requires the schools to be maintained in 'A – Good' condition throughout their lifespan. The current annual spend on maintenance and lifecycle costs for the ten 3Rs schools is approximately **£6.7m**.

There is therefore a significant difference between the level of expenditure required to maintain our ten 3Rs schools, and the budget available for maintaining the remaining 51 school buildings. This creates a significant challenge in ensuring all of our schools remain in 'A – Good' or 'B – Satisfactory' condition.

With rising construction costs and an ageing school estate, and in the absence of any significant increase in ongoing funding for building maintenance, decisions will require to be made on reducing the size of the estate, with a focus where possible on disposing of the buildings which are the most costly to repair and run, if the estate is to continue to be maintained to an acceptable standard.

### **2.3 Accessibility and Additional Support Needs**

Significant investment has been made in more recent years in making adjustments to buildings to improve physical accessibility, and to ensure schools can meet the needs of individual pupils with additional support needs. For example, works have been undertaken in a number of school buildings to create fully accessible toilets, to install ramps and stair lifts, and to install additional fencing and door security in primary schools, to ensure children with specific needs are safe and secure within the building or within the playground. Requests for alterations to school buildings to improve physical accessibility, and the associated costs, are expected to continue to increase, and are likely to put additional pressure on available budgets. Although data for 2021/22 has yet to be validated, 37.58% of children and young people are identified as having an additional support. The chart below demonstrates the rise in the numbers of children having an additional support since 2016. The definition of additional support needs is a broad one, and the recent rise is thought to be a consequence of the experiences of our children and young people over the Covid-19 pandemic.



The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 requires all local authorities to prepare and keep under review an accessibility strategy, which sets out the strategy for:

- increasing the extent to which pupils with a disability can participate in the curriculum;
- improving the physical environment of schools for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education; and
- improving communication with pupils with a disability.

Aberdeen City Council's Schools Accessibility Plan 2020-2023 fulfils the above requirements, by setting out at a high level the range of documents and activity which are in place to support self evaluation and planning for improvement within these three important areas. The School Estate Plan is one such document, as it supports Aberdeen City Council's commitment to improving the physical environment of our school buildings and increasing the extent to which pupils with a disability can access education.

All newly constructed schools in Aberdeen City are designed to be fully wheelchair accessible, although within our existing estate, the design and construction of some older buildings, including our nine Victorian buildings for example, cannot easily be made fully accessible for those with limited mobility. Accessibility however is not limited to improving environments for those with a physical disability, and there is a need to assess and take action where necessary to improve accessibility for those with other disabilities, such as sensory impairments, and autism for example.

The accessibility of all of our school buildings, and the individual facilities within them, is regularly assessed as part of the schools suitability survey. The suitability survey considers a range of factors which contribute to the suitability of a school, and spaces within a school, for delivering quality learning and teaching, for all learners. This includes the importance of maintaining learning environments which are welcoming and accessible to learners with disabilities or with additional support needs.

The findings from the school suitability surveys are used to identify general longer term requirements and opportunities for improving the physical environment of schools and improving access to education for

pupils with a disability. Where necessary, required alterations and improvements to school buildings are then included within the Council's Condition and Suitability programme, so that capital funding can be secured to allow the necessary work to take place. The Council has also made a commitment through the Schools Accessibility Plan to improve signage in schools, to include augmentative and alternative signage where it is required, at learner appropriate height, and to ensure all accessible toilets are appropriately signposted, by June 2023.

A further commitment made within the Schools Accessibility Plan is to involve disabled children, parents, specialists and services in the development of the school estate. Detailed engagement and consultation with all stakeholders, including those mentioned specifically in the accessibility plan, will be a key part of the options appraisal process, as individual decisions on the options for schools within local communities are considered. Furthermore, proposals for any significant changes to the school estate, including the construction of new schools for example, are subject to statutory consultation, and stakeholders will have an opportunity to comment on these proposals. In this way stakeholders will be fully engaged with as the School Estate Plan is continually developed and implemented.

## **2.4 School security**

A rolling programme of security upgrades and improvements for schools has been in place since 2015, with funding allocated from the Condition and Suitability programme and supplemented by central revenue budgets, to support a number of projects each year aimed at ensuring each of our schools meets a minimum acceptable standard of security. Much of this work has focused on creating secure visitor waiting areas at school entrances, and on installing perimeter fencing to improve playground security.

All works are prioritised so that concerns which present the greatest risk to security are addressed first, and the programme is reviewed regularly to ensure any new concerns are considered appropriately. School suitability surveys, undertaken in every school on a five yearly cycle, include specific sections on school security, and these are used to identify any new security issues in specific buildings which need to be addressed.

## **2.5 Outdoor Learning**

High quality outdoor learning environments can support and enhance children's developing physical skills, creative thinking, improving behaviour and social skills, and provide opportunities for teacher free learning.

Our new schools programme has presented us with an opportunity to rethink how we design and create outdoor play and learning spaces, to ensure we focus on natural and sustainable elements for play and learning. Our approach to landscaping for new school buildings has evolved from delivering large play equipment and artificial surfacing in the past, to a complete focus on natural play items and a landscape that enhances biodiversity and sustainability to support our pupils' learning and play time.

Whilst the design of new buildings and school sites presents opportunities for innovation in creating new outdoor learning spaces, we need to continue to maintain and develop the outdoor facilities at our existing school sites, working within any constraints which are presented by the site and the available space.

## **2.6 Early Learning and Childcare**

The Children and Young People (Scotland) Act 2014 made 600 hours of free Early Learning and Childcare (ELC) available for all three and four year-olds and eligible two year-olds in Scotland from August 2014. From August 2021, the entitlement for free ELC increased from 600 to 1,140 hours per year.

All Local Authorities were asked to develop an ELC Delivery Plan to guide expansion plans. The Aberdeen City Plan highlights a focused on the provision of outdoor learning to support wellbeing, on accessibility to increase uptake, on delivery of Family Learning to fully capitalise on the expansion programme and on the provision of a 'localised offer' to meet the needs of families within each community.

The Delivery Plan resulted in the successful completion of projects on 27 sites across Aberdeen. This involved the construction of eight new standalone nursery facilities, including our first two outdoor nursery facilities at Duthie Park and Hazlehead Park, as well as the refurbishment and extension of existing buildings, to significantly improve the nursery facilities on those sites. All of the new nurseries are now open, providing an increased entitlement of early learning and childcare, along with improved flexibility and choice, to families across Aberdeen.

An [evaluation of the ELC expansion programme in Aberdeen](#) concluded that all eligible children were able to access the increased provision of 1140 hours from August 2021, and that the quality of the provision had been improved. 82.9% of parents and carers who responded to a survey were satisfied or very satisfied with the location of their ELC provision.

## Theme B: The Sufficiency And Efficiency Of Our Estate

Whilst the current school estate meets overall demand for pupil places in Aberdeen, changing demographics in the city mean that we no longer necessarily have schools in the right places. Schools in some areas where pupil populations are falling, are operating significantly under capacity, whilst in other parts of the city the demand for school places is rising, and schools are over-subscribed.

School roll forecast data indicates that this trend is set to continue, and the Council will therefore be required to make some key decisions in the coming months and years on the development of its school estate, to create new capacity where there is a need, and to reduce the over-provision of places where this exists.

Our school estate is diverse, with buildings dating from the mid-1800s through to or most recent building which was completed in 2022. Consequently the cost of running these buildings varies considerably. The Council's ambition to achieve net-zero carbon emissions for all of its assets and operations by 2045 will require action to be taken across all of our school buildings, to improve the efficiency and sustainability of the school estate as a whole.

### 2.7 School Capacity

The existing school estate in Aberdeen is made up of the following operational school buildings:

Table 3: Existing School Capacity

Sector	Number of Establishments	Current Pupil Capacity	Current Pupil Population (2021/22)	Current Occupancy (2021/22)
Early Learning & Childcare*	51	3,867	2,875	74%
Primary	48	17,364	14,085	81%
Secondary	11	11,510	10,048	87%
Additional Support Needs	1	104	122	117%

\*The figures presented for the Early Learning and Childcare sector include all nursery settings based within our primary schools, along with our standalone nursery buildings at The Links Nursery and Ashgrove Children's Centre, and our new outdoor nurseries at Duthie Park and Hazlehead Park.

The primary school pupil capacity and pupil population figures in the table are based on numbers of pupils in P1-P7 classes, and do not include the nurseries. Occupancy within our nursery settings is expected to gradually increase over the coming years, as families take up their increased entitlement of 1140 hours. An analysis of applications received to date suggests that occupancy in our nurseries will rise to approximately 85% in the school session 2022/23.

The occupancy figures for secondary schools are based on the school's functional capacity, which accounts for the level of available classroom space which is required to support schools in offering flexible curriculum choices.

Our primary school estate includes three Roman Catholic (RC) primary schools, offering denominational education for primary aged pupils in all areas of the city, and which have pupil catchment areas extending out into areas of Aberdeenshire.

The figures above indicate that, overall across the estate, there is currently sufficient pupil capacity in the primary and secondary sectors, with occupancy levels between 80% and 90% of the available capacity. This is an acceptable position, as it means there is sufficient available capacity to meet any short term increases in demand for places, whilst avoiding any excessive spare and under-utilised capacity.

However, when looking at the figures for individual buildings within each sector, we know that many schools have pupil numbers which are very close to, and in some cases significantly over, their stated pupil capacity, whilst there are other schools in the city which have occupancy levels which are well below 80% of their available capacity. The current capacity and occupancy figures for each establishment are presented within Annex A.

Where schools must operate over their stated capacity, rooms and spaces in the school which were intended to be used for other purposes often need to be used as classrooms, removing flexibility for teachers and creating challenges for the delivery of the curriculum. Conversely, where schools are operating well below their available capacity, the relative cost to operate and maintain the building can be much greater, compared with schools with higher occupancy levels.

To ensure that spaces in schools can be used flexibly and for their intended purpose to support curriculum delivery, whilst also avoiding unnecessarily high running costs associated with low occupancy, the optimum scenario is for all schools to operate between 80% and 95% of their available capacity. The recommendations presented within Section 4 of this plan are intended to assist in maintaining these levels of occupancy for all establishments within the school estate.

Many of our primary schools are two-stream schools, offering at least fourteen classrooms or teaching spaces, and giving them a minimum pupil capacity of 434. This means that the schools can run two full classes at each primary stage with teachers and pupils benefiting from collaborative working with their primary stage partner which aids the provision of quality experiences. Two stream schools are considered to be the most efficient and flexible model for running a primary school. The majority of our secondary schools offer a capacity of at least 1000 pupil places, which is also considered the minimum capacity required to run a secondary school with optimum efficiency and flexibility in the curriculum offer.

However, a significant proportion of our existing primary school buildings have fewer than fourteen teaching spaces, which means they cannot be run with two full streams, and three of our eleven secondary schools have a pupil capacity which is lower than 1000. School resources (staffing and finance) are largely allocated according to school roll in keeping with national guidance. Schools with smaller school rolls can be restricted by some of the economies of scale available to larger schools and this can negatively impact on the provision of courses and opportunities available to young people. It is recommended that all future new primary schools are designed with at least fourteen classrooms, and therefore with a minimum pupil capacity of 434, and all future new secondary schools are designed with a minimum pupil capacity of 1000. (Recommendation A2).

## **2.8 Pupil Capacity in Denominational Primary Schools**

There is currently an uneven distribution of pupils across the city's three RC primary schools. In 2021/22 St Joseph's RC School had a pupil roll of 351, whilst the roll at Holy Family RC School is expected to remain under 170 for at least the next seven years. Pupil numbers at St Peter's RC School were at 167 in 2021/22, although the roll is expected to increase gradually over the forecast period.

A decision was taken by the Education Operational Delivery Committee in September 2019 to relocate St Peter's RC School to the existing Riverbank School building, following completion of the planned new school building in Tillydrone. The relocation would take place after refurbishment work has been completed within the current Riverbank building. The refurbished Riverbank School building is expected to offer 434

pupil places, and so it is expected that there would be significant excess capacity at the school following the relocation.

The St Joseph's RC School building was leased from a third party until 2016, when it was purchased by the Council. Formed from three separate town houses, and with narrow corridors and stairwells and multiple changes in floor level from one end of the school to the other, the building presents some very significant challenges in terms of modern curriculum delivery, and in providing an accessible environment for all learners. More recently the building has suffered from significant issues with water ingress, which will require considerable investment to rectify permanently.

Consideration needs to be given to the future of the denominational education estate, to ensure the schools will continue to have access to suitable, sufficient and inclusive facilities which support high quality learning and teaching. Any proposals or recommendations will then be included within future updates of this document, for consideration by Committee.

## 2.9 Running Costs

With a diverse estate made up of buildings constructed in the Victorian era, through to our most recent schools conforming to modern environmental standards, the cost of running our buildings varies considerably.

Details of the efficiency of individual school buildings is provided within the ASG profiles at Annex A, where a 'cost per m<sup>2</sup>' figure is provided for each school, based on annual property costs, including energy and waste, maintenance and cleaning costs, and business rates.

Based on these figures, in 2021/22 the school estate as a whole cost the Council approximately **£27.1 million** to maintain and run. This figure does not include the capital investment in the estate to improve condition and suitability of buildings, which is provided at section 2.2 above.

## 2.10 Carbon Emissions

As the Council continues its transition to achieving net zero carbon emissions from its assets and operations, the current level of carbon emissions from our existing buildings must be a key consideration, when planning future development of the school estate. Carbon emission data for each individual school is therefore included within the ASG profiles at Annex A, to assist with the decision making process.

Based on these figures, the school estate emitted **11,161 tonnes of carbon dioxide equivalent (CO<sub>2</sub>e)** in 2020/21. This represents 43% of the Council's total CO<sub>2</sub>e emissions in that year.

More information on our net zero targets and how the development of the future school estate will contribute to this, is included in Section 3 below.

## Theme C: Working With And For Local Communities

### 2.11 Delivering Community Services

In many local communities, the school serves as a focal point, delivering not only education services for children, but providing additional services and support for their parents, and for members of the wider community. Nine of our school buildings incorporate community learning centres, providing a wide range of services to local communities, whilst Cults Academy and Lochside Academy also include a range of high-quality community sports facilities, operated by Sport Aberdeen for public use.

In addition, approximately 30 of our school buildings across all parts of the city are available for use by the public during evenings and weekends throughout the school year, through the letting of individual indoor

and outdoor spaces to external groups and individuals. These spaces are used for a variety of purposes, and for delivering high quality services and benefits to local communities, whilst also generating an income for the Council.

Plans for the future school estate will focus on harnessing and further developing the potential of schools to play a key role in delivering a wide range of services to their local communities, which will be done largely through the implementation of a Community Campus model where this is appropriate. More detail on this is provided in Section 3 below.

## **2.12 Community Engagement and Consultation**

All proposals to make significant changes to the school estate, such as the closure or relocation of a school, or changes to a school's catchment area for example, are subject to statutory public consultation, as required by the Schools (Consultation) (Scotland) Act 2010. Consulting on such changes involves the publication of a detailed proposal document, explaining the reasons for the proposals, the impact the changes would have on each of the schools involved, and the education benefits of the proposals. At least one public meeting is also held during each consultation, giving all stakeholders the opportunity to share their views and ask questions about the proposals.

Consultations must be open for at least six weeks during school term time, after which a report on the outcomes of the consultation, including all comments received by stakeholders, is presented to the relevant Council committee, which will then make a decision on whether to implement the proposed changes, based on the feedback received during the consultation and on recommendations from officers.

In addition to this formal consultation process, and where it is appropriate to do so, officers undertake informal engagement with stakeholders, to gather views about potential future developments to school buildings, prior to the formulation of preferred options and formal proposals.

As the recommendations within this School Estate Plan are taken forwards, informal engagement and formal consultation with the local communities who will be most affected by the proposed changes will be crucial. Details of how this will be undertaken as the future school estate develops, and as the School Estate Plan is implemented, are outlined in Section 4 below.



## Section 3

# Looking Forwards: The Future School Estate

### Theme A: The Quality Of Our Learning Environments

#### 3.1 Future Education

A document published in September 2020 by the Organisation for Economic Cooperation and Development (the OECD), called “Back to the Future of Education: Four OECD Scenarios for Schooling”, presents four hypothetical alternatives for how schooling may be organised in 2040, ranging from an extension and intensification of the existing ‘massive schooling’ model, with today’s structures and processes of schooling remaining in place, through to the end of school-based learning entirely, with the focus shifting to a ‘learn-as-you-go’ model where learning takes place everywhere, and where school buildings as we know them are no longer required. This was an international report which was not commissioned within Scotland, and it has not been used to directly influence the recommendations within this report; however it does help to provide an insight into current thinking internationally with regards to the long term future of education.

The diverse scenarios illustrated in the OECD report help demonstrate that long term planning for the school estate of the future can present a challenge, in that it is difficult, if not impossible, to accurately predict exactly how our education system will develop and evolve over the next twenty years and beyond, and consequently, how our school estate needs to adapt to support any changes.

The Covid-19 pandemic has in the very least highlighted the need for schools and teachers to be flexible and adaptable to change at relatively short notice, whilst also demonstrating the potential for modern technology to support quality learning and teaching, without necessarily requiring the learners and teachers to be physically present together in one building. Nevertheless, the OECD acknowledges that imagining a future where schools no longer exist at all can be difficult, because schools are a fundamental part of our society and our way of life.

When planning the future school estate we therefore need to maintain an awareness of how schooling and school buildings may need to adapt and change in the longer term, whilst also ensuring we are meeting the immediate needs of our children and young people and our communities in the short and medium term. Flexibility in the design of our new school buildings to support quality learning and teaching as it continues to evolve, and in the use of our existing spaces to ensure the estate is sufficient to accommodate Aberdeen’s changing population, whilst also promoting efficiency and eliminating wastage, will be key to this.

As described in Section 1 of this document, the Council’s Vision for the School Estate sets out the following objectives for maintaining the quality of our learning environments in the future:

Our School Estate will deliver our vision by ensuring:

- safe, nurturing and inclusive environments for all;
- stimulating and inspiring learning environments which encourage curiosity and a commitment to lifelong learning, where learning is enhanced and enriched through the effective use of digital technology;
- flexible and adaptable spaces which can respond to the changing needs of learners and communities, including learners with disabilities and/or additional support needs and families affected by poverty;
- outdoor learning can be utilised to support wellbeing;

#### 3.2 Maintaining Quality in our Existing Assets

Through the ongoing development of our school estate, we will continue to ensure that learners in all areas of the city can benefit from the highest quality learning environments, both indoors and out. This will require the continued maintenance of and investment in our existing assets, as well as the refurbishment of buildings and the construction of new facilities where these are required.

Priority will continue to be given to maintaining and improving the safety and security of our school buildings. The School Estate Team works closely with head teachers on an ongoing basis to identify areas for improvement, and resources are prioritised to ensure all occupants of our buildings continue to be safe and secure.

Our repairs and maintenance procedures and our planned investment programmes aim to address issues arising from wear and tear on our buildings and associated infrastructure over time. Our aim is for all buildings in the school estate to be rated 'A – Good' or 'B – Satisfactory' for Condition.

School buildings and learning environments should also be fit for purpose, and suited to the needs of all users. Our aim is for all buildings in the school estate to be rated 'A – Good' or 'B – Satisfactory' for Suitability wherever possible.

### **3.3 Delivering Quality and Innovation in our New School Buildings**

As the curriculum and delivery methods change and develop over time, then so too must the environments in which learning and teaching takes place. This requires planning and investment, not only within indoor classroom settings, but also to support the development of high-quality outdoor learning environments. Our new school buildings in the future will be designed to support excellent learning and teaching, and through these buildings we will explore opportunities to be innovative, creating spaces which support new and emerging approaches to curriculum delivery.

Through the use of our generic “new school brief” documents, which are used as a starting point for the beginning of any new school design before being tailored to suit the needs and objectives of the individual project, we aim to ensure that the above key principles are applied consistently to all new school builds.

The brief clearly sets out our aim to provide modern and efficient teaching facilities capable of promoting social inclusion by widening access to learning, and encouraging lifelong learning in the wider community. It includes a requirement for all new schools to be fully accessible to all learners, including those with additional support needs, and demands a high-quality design which inspires pupils, staff and the wider community, whilst also providing a safe and secure environment for building users.

All learning environments should benefit from appropriate digital technology, to support high quality learning and teaching. The aim to incorporate internet connectivity benefiting from potential speeds of at least 11 gigabytes per second in new schools (to comply with Learning Estate Investment Programme criteria) will strengthen and support flexible learning and economic opportunities for all users.

## **Theme B: The Sufficiency and Efficiency Of Our Estate**

The Council's Vision for the School Estate (as outlined in Section 1 above) sets out the following objectives for achieving sufficiency and efficiency:

Our School Estate will deliver our vision by ensuring:

- buildings which are environmentally and economically sustainable;
- Buildings in the right places, which adapt to serve the needs of local communities as their needs change
- An efficient estate, with over-provision and under-provision of school places kept to a minimum. To achieve this we will ensure that, where possible:

- New Secondary schools have a minimum roll of 1,000 pupils
- All new primary schools will be built to accommodate 2 streams although consideration will be given to 3 stream (maximum) where this would benefit the local community

To deliver on these objectives, a number of considerations need to be taken into account when planning our future school estate, and these are detailed below.

### 3.4 Changing Demographics in Aberdeen

The Council's [Population Needs Assessment 2021](#) indicates that, whilst the general population in Aberdeen is expected to increase marginally (by 1.1%) between 2018 and 2028, the population amongst the 0-15 years age group is in fact projected to decrease over that period, by 3.2%. The document also highlights a decrease in the number of births recorded in Aberdeen in 2019, which was 3.3% lower than the number of births recorded in 2018. The birth rate in Aberdeen is currently equal third lowest in Scotland.

Moreover, there is an uneven distribution of the school aged population across each of the neighbourhoods within the city. For example, in 2019, the largest proportion of children in the city (25.2%) were living in Middlefield, whilst Hanover had the smallest proportion of children residing within it, at 7.3%.

All of this has implications for school estate planning, as declining pupil numbers in some areas of the city has led to schools having excess unused capacity, whilst in other parts of the city where new housing is planned and where families are expected to move in, there may be a requirement to increase the available school capacity. Decisions therefore require to be taken on the future of our existing schools in all areas of the city, to ensure there are sufficient school places available in the communities where they are required, and to ensure that schools are operating as efficiently as possible, particularly where pupil populations are declining.

### 3.5 School Roll Forecasts

Recommendations within this document relating to pupil rolls and available capacity within the school estate, are based on the Council's school roll forecast document. Usually updated annually, the school roll forecast takes into account a range of contextual data, including:

- the most recently available actual pupil numbers for each school
- birth rate data from the NHS
- inward and outward migration to and from Aberdeen, based on historical trends
- trends in pupils' staying on rates in S5 and S6
- historical patterns of movement of pupils to schools outwith their catchment zones
- planned new housing in each area of the city, and the additional pupils these are likely to generate

The forecasts allow officers to identify at an early stage where there may be pressures on the number of available places at a school in the medium term, or where a school may be significantly under capacity in the future. Appropriate action can then be taken to address these issues in advance of them arising. As a general guide, to ensure schools are able to be run as efficiently as possible and deliver the highest quality learning and teaching outcomes, officers work to the principal that the occupancy level of all schools should be maintained at between 80% and 95% of their maximum available capacity.

A copy of the latest published school roll forecasts is available here:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/schools-and-education/schools-pupil-roll-forecasts>

The school roll forecast can only be an estimate of the number of pupils likely to be attending each school over the next seven years, and the figures cannot be expected to be 100% accurate. Pupil numbers can be affected by many factors, not all of which can be predicted within the forecasts.

This has been made particularly clear in the pupil numbers for the school session 2021/22, where for schools in some parts of the city, the actual number of pupils who were enrolled at the school from August 2021 was significantly higher than the number which had been predicted within the forecast. A similar situation is anticipated for the school session 2022/23.

Data obtained through the school applications process for 2022/23 suggests that these variances have been caused in part by factors which the forecasts could not have picked up, including for example an unexpected reduction in the number of families choosing to send their children to an independent school at the end of P7, and who have therefore applied for a place within a local authority secondary school instead. There also appears to have been an increase in the number of families moving home from one part of the city to another, and therefore requiring to move schools. In addition, there is evidence of a marked increase this year in the number of international students enrolling at the universities in the city, and who have moved to Aberdeen with their families, therefore requiring school places for their children. Recent increases in the numbers of international refugees being welcomed to Aberdeen has also impacted on pupil numbers in schools.

This shows that, whilst the school roll forecasts can be used to monitor trends in pupil numbers and to indicate where schools may be over or under capacity over the medium term, there is a need to build in some flexibility, to account for short term fluctuations in numbers and any unforeseen changes in capacity requirements. Our generic “new school brief” documents, for example, include a requirement for new school designs to incorporate flexibility, to accommodate potential future changes in use of spaces within the building, which may be brought about by changes in demand for places, or changes in curriculum approaches, policies, or technology.

In recognition of the fact that the school roll forecast cannot provide an entirely accurate picture of likely pupil numbers, particularly towards the end of the seven year forecast period, it is important to continually monitor pupil rolls at each school, using successive annual forecasts, and to build in flexibility to allow plans for the school estate to be adjusted where necessary, based on the most recently available data. It is therefore recommended that officers are instructed to present an annual update to the School Estate Plan to the relevant committee, where progress on implementation of the plan can be reported, and where any required adjustments to planned actions as a result of new data becoming available, can be agreed.

### 3.6 Future School Capacity

The table below shows the forecast primary and secondary pupil rolls for the city as a whole, in the context of the currently available capacity within the estate:

Table 4: Future School Capacity

	<b>Existing Capacity (2021/22)</b>	<b>Forecast Pupil Population (2027/28)</b>	<b>Forecast Occupancy (2027/28)</b>
<b>Primary Pupils</b>	17,364	16,659	96%
<b>Secondary Pupils</b>	11,510	11,888	103%

The table indicates that overall, pupil numbers in the city will be close to or will exceed the maximum capacity currently available within the school estate, by 2027/28. This is due largely to planned housing development in the future, which is expected to generate additional pupil numbers in some parts of the city. However, forecasts indicate that in other parts of the city, some schools will remain significantly below capacity for the foreseeable future.

It is recognised that additional school provision may be required to serve some of the larger new housing developments, and where this is likely, recommendations have been included within the action plan at Section 4 of this report. More information on planned housing developments is provided below.

Where the forecasts indicate ongoing excess capacity in individual schools, recommendations have been provided within the action plan to address this, in order to ensure that the estate can continue to be run as efficiently as possible.

### 3.7 New housing development

Aberdeen's Local Development Plan 2017 sets out the intended allocation of land within Aberdeen to help meet the City's development needs to 2026 and beyond, and establishes the planning policies which will be applied during this period to help promote growth in the city.

The Local Development Plan impacts directly on the school estate, as the local authority is obliged to ensure that adequate and appropriate primary and secondary school provision is in place to serve the needs of existing and new communities in the city. Development of the school estate, therefore, must take account of the expected growth in the city emerging from the Local Development Plan.

The Council's annual housing land audit, which shows the expected number of new houses to be constructed each year, is used to track the anticipated timescales for completion of new housing across all sites. This data is fed into the annual school roll forecasts, to assist in identifying where and when additional capacity is likely to be required, and when planned new projects need to be initiated. The housing land audit data also accounts for the Council's commitment to provide 2000 additional council homes.

Table 5: Significant housing development and its impact on the school estate

Site Locations (for developments with 100 remaining units or more)	Planned Remaining Housing Units	Current school catchment areas affected
Grandhome	4,547	Forehill School / Oldmachar Academy
Bucksburn / Newhills (Craibstone, Rowett South & Greenferns Landward)	3,154	Brimmond School / Bucksburn Academy
Countesswells	2,595	Countesswells School / Hazlehead Academy
Loirston	1,600	Charleston School / Kirkhill School / Lochside Academy
Greenferns	1,070	Westpark School / Northfield Academy
Maidencraig	706	Kingsford School / Fernielea School / Hazlehead Academy
Cloverhill, Bridge of Don	550	Scotstown School / Bridge of Don Academy
Former AECC	520	Scotstown School / Bridge of Don Academy
Oldfold	458	Milltimber School / Cults Academy
Former Summerhill Academy	311	Fernelea School / Hazlehead Academy
Wellheads Road	283	Dyce School / Dyce Academy
Davidson's Papermill	250	Stoneywood School / Bucksburn Academy
Pinewood / Hazeldene	247	Airyhall School / Hazlehead School / Hazlehead Academy
Former Kincorth Academy	212	Abbotswell School / Lochside Academy
St Machar Road	172	Riverbank School / St Machar Academy
Aberdeen College Gordon Centre	171	Scotstown School / Bridge of Don Academy
Balgownie Centre	171	Scotstown School / Bridge of Don Academy
Stationfields, Cove Bay	167	Loirston School / Lochside Academy
Former Tillydrone School	158	Riverbank School / St Machar Academy
Cornhill Hospital	143	Skene Square School / Aberdeen Grammar School
Froghall Terrace	128	Sunnybank School / St Machar Academy
Dunbar Halls of Residence	123	Seaton School / St Machar Academy
Former Fire Station	118	Fernelea School / Hazlehead Academy
Friarsfield	115	Cults School / Cults Academy
Former Millimber School	102	Milltimber School / Cults Academy
Burnside Gardens	101	Cornhill School / St Machar Academy

### 3.8 Impact of new housing on school capacity

The masterplans for the most significant housing developments in the city include provision for new school capacity, alongside the provision of other facilities to meet the needs of these future communities. The cost of providing any new school capacity would be met largely through financial contributions from the developers, which have been agreed in advance as part of the planning application process. The level of contribution from the developers is agreed based on the number of pupils likely to be generated by the development, and the amount of additional school capacity which is required to accommodate these pupils.

Currently, masterplans for the following developments in the city include provision for new school capacity:

- Grandhome: 2 primary schools & 1 secondary school
- Bucksburn / Newhills: 2 primary schools (additional secondary capacity to be provided through extension of the existing Bucksburn Academy)
- Countesswells: 2 primary schools (1 of which is under way) & 1 secondary school
- Loirston: 1 primary school

Whilst requirements for the above provision have been identified within the masterplans for these developments, the delivery of the new schools will be subject to the appropriate options appraisals, committee approvals and public consultation. Some of this work is included within the action plan at Section 4 of this report, whilst other activity will be taken forwards at the appropriate time as the housing developments continue to take shape.

In addition to the schools which are identified for future construction as part of the master planning for new housing developments, the Council agreed in March 2019 to take forwards plans for four further new primary schools, the first of which was the replacement Milltimber School, which opened to pupils on 24<sup>th</sup> May 2022, and provided a net additional capacity of 167 places. The remaining three schools will create further additional pupil capacity in the city:

Table 6: Planned New Schools

<b>Planned New School</b>	<b>Additional Places Provided</b>	<b>Construction Timescale</b>
Replacement Riverbank School	651 (Primary)	Under review
New Torry School	434 (Primary)	Winter 2023/24
New Countesswells School	434 (Primary)	Summer 2023

Section 42 of the Education (Scotland) Act 1980 sets out reasonable walking distances to school, which are defined as two miles for children aged under eight, and three miles for those aged over eight. Local authorities are obliged to provide free transport to school for any pupils living further than these distances from their school. As new housing in the city continues to be developed and as new communities are established, our challenge is to ensure that families within these communities continue to have access to school provision within easy reach of their homes, whilst minimising any over-provision of pupil places across the city as a whole.

The numbers of pupils expected to be generated by planned new housing in the city has been factored in to the school roll forecasts, upon which the recommendations within this document have been based. Whilst this allows us to predict the number of additional school places likely to be required in future within individual communities where the new housing is planned, it is more difficult to accurately predict the proportion of these additional pupils who will be arriving from schools outwith Aberdeen City, and how much of the pupil roll at the new school will be made up of pupils who have moved from other schools within the city.

Where pupils are moving to new areas of housing from other more established parts of the city, there will likely be a drop in demand for places at schools within these established communities, which is harder to

predict with accuracy. There is then a risk that schools in these areas will be required to run with sub-optimal occupancy levels, leading to inefficiencies within the estate as a whole.

### 3.9 Running costs

To ensure maximum value for money for the Council in the delivery of its services, future estate planning must take into account the relative cost of maintaining the existing estate, against the potential benefits of disposing of the most inefficient assets and providing services in different ways, through relocating or consolidating them in fewer, more efficient buildings for example.

When considering the construction of new schools to add to the overall estate, the ongoing running cost of the new building needs to be considered, alongside the initial capital cost to construct it. Based on averages taken from the overall 2021/22 running cost figures for schools provided in Section 2 and at Annex A (which exclude staffing costs), a new primary school would cost approximately **£270k per year** to run and maintain. A new secondary school would cost approximately **£700k** annually to run and maintain.

### 3.10 Carbon Emissions: Supporting A Net Zero-Carbon Approach

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.

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. A whole building approach towards achieving net zero carbon by 2045 will be developed for each school as part of the Local Heat and Energy Efficiency Strategy.

We will use smart energy modelling software and infrared survey techniques to better target resources, decisions, monitoring and analysis of energy use. We will also install new energy efficiency measures where appropriate, such as replacing windows, improving insulation and heating systems to meet with current and future building energy standards.

We aim to expand the use of low carbon technology and renewable energy where appropriate. For example at appropriate sites we plan to install further renewables, such as heat pumps and solar panels. Suitable schools will be connected to onsite Combined Heat and Power (CHP) energy centres, and existing and proposed district heating networks. The expansion of the district heating network in the city will also consider the use of low carbon fuels and renewables such as heat pumps and hydrogen to replace fossil fuels. Schools in Torry will benefit from connecting to the Energy from Waste heat network which will provide locally generated low carbon heat.

The Council intends to introduce Carbon Budgeting, which will focus on operational carbon emissions from buildings including schools. This will emphasise the importance of building users' actions to reduce carbon emissions.

To minimise embodied construction carbon emissions, it is recommended that the Council takes an 'only build new as a last resort' approach, and consider all other options first. This is in line with the Scottish Government's proposed investment hierarchy, set out within "[Scotland's Infrastructure Investment Plan 2021/22 to 2025/26](#)", which favours the improvement and repurposing of existing assets, over the creation of new ones. This would mean that options for creating new space would be considered in the following order:

1. *Determine future need*
2. *Maximise use of existing assets*
3. *Repurpose and co-locate*
4. *Only build new as last resort*

Where it is deemed necessary and appropriate to construct new school buildings, and also when carrying out major refurbishments of existing buildings, it is recommended that these buildings should, as a minimum, meet the standards set out within the Learning Estate Investment Programme (LEIP). For any project to be considered for LEIP funding, they must initially demonstrate how they will contribute to net-zero carbon emissions targets. Only zero direct emission heating will be allowed for projects to be funded in the forthcoming Phase 3 of the LEIP programme, and a new construction embodied carbon target is also required to be met.

In addition to this, and where it is appropriate to so, we will trial new Net Zero Public Sector Building Standards. This will include design calculations for measuring embodied construction carbon emissions and operational carbon emissions, along with establishing target emissions for the buildings. Our generic 'new school brief' documents will be updated to reflect this approach, and to ensure that our new schools adhere to the principles of the National Learning Estate Strategy, in particular the requirement for new buildings to be "greener, more sustainable, (and to) allow safe and accessible routes for walking, cycling and wheeling".

It should be noted that a recent feasibility study for one of our existing primary school buildings which appraised a comprehensive retrofit of the existing building, and taking a "fabric first" approach, versus an option for constructing an entirely new building, highlighted only a small cost differentiation between these two options. Future cost calculations are likely to vary depending on the nature of works proposed and the type of school building. When considering refurbishment of existing operational buildings, there is also a requirement to consider the options for decanting the building occupants whilst the work is carried out, and the cost implications of doing this.

## Theme C: Working With And For Local Communities

The Council's Vision for the School Estate (as outlined in Section 1 above) states that:

Learning takes place within families, at school and in our communities. As such we need to take a broader view and consider how our school buildings can better serve communities as part of a community campus model.

- [Through this we can ensure] an estate able to meet the wider learning and wellbeing needs of the community with consideration of appropriate co-location of services to meet local need.

When developing our existing school estate and when designing new schools in the future, we will take a Place Based Planning approach, undertaking collaborative working with communities and with public sector partners to review local needs and to focus on improving local outcomes, targeting actions that will contribute and create sustainable, self-sufficient communities.

This approach will also support a move towards **20 minute neighbourhoods**, which give people the ability to meet most of their needs nearby, within a safe walking / wheeling / cycling distance from their homes. Incorporating a range of community services within local school buildings can provide easier access to essential services, whilst reducing reliance on public transport and private car use.

### 3.11 The Community Campus Model

The Community Campus approach supports the delivery of multi-agency spaces alongside school spaces, driving efficiency through the co-location of services and supporting the needs of the local community. It has the potential to maximise the benefits of early intervention, in keeping with the Local Outcome Improvement Plan. Adopting a collaborative approach to the provision of public services across the city, identifying the shared needs, ambitions and opportunities for Aberdeen City Council, NHS Grampian, Police Scotland and other key partners is key to developing successful and prosperous communities of the future.



The community campus model is intended to be used flexibly, to meet the individual needs of communities. In some instances this may involve the creation of new, '3-18' campuses providing nursery, primary and secondary education and other targeted services on the same site, whilst in other areas the focus may be on using existing buildings and facilities to bring together schools and community services to share resources, and in so doing better meet the needs of the community. The key principles of the Community Campus model are:

- A 'One Campus' approach with spaces designed to support the 3-18 learning journey, breaking down traditional age/stage ownership of spaces and enabling staff skills and specialisms to be shared across the campus;
- Creating sustainable and future-ready flexible and adaptable spaces for learners to access a full range of academic and vocational activities;
- Putting equity, inclusion and support at the heart of the campus;
- A shared multi-disciplinary approach to facilitate collaborative and integrated transformational service delivery to support resilient communities;
- Contribution to ACC's Net Zero Carbon commitments through a "fabric first" approach with high environmental performance standards and a highly efficient building form;
- An efficient organisational model, achieving more for less;
- A place-based approach that is community led to ensure appropriateness and relevance of meeting a need;
- Taking a human centred approach to design that enhances health and wellbeing and maximises access to the use of outdoor space for learning and leisure;
- Making a wide range of spaces available for community use with only those that have specific health and safety, or specialist equipment considerations being excluded;
- Shared spaces which can be used flexibly and easily by the school and community and which will vary depending on time of day and activities being undertaken;
- A shared vision adopting strategic/smart objectives which will be place-specific;
- A delivery framework for targeted supply of new infrastructure within master planned developments and improved service delivery and efficiency within existing assets.

At its meeting of 25 November 2021, the Education Operational Delivery Committee agreed to approve the principles of the new Community Campus model, for future education provision within the city, and instructed officers to ensure that these principles were reflected in the School Estate Plan. Officers were also instructed to indicate within the Plan a preferred site for Aberdeen's first Community Campus.

The first stage of identifying a suitable site for the model is to carry out a place-based review to ensure local need and outcomes are addressed, and efficient and collaborative service delivery requirements can be designed in from the outset. This will ensure that future demand is reduced whilst also providing the opportunity for reduced expenditure and increased prioritised investment. It may be possible to incorporate the principles of the community campus model within an existing school estate, by considering how existing spaces could be used to better serve the needs of local communities, and so the establishment of a community campus may not necessarily require the construction of an entirely new building.

Should any of the feasibility studies which are recommended within this report result in a decision to create new school capacity, then place-based reviews will be carried out to determine whether these sites are suitable for the community campus model to be applied, and the outcomes of these reviews will be reported in future annual updates to the School Estate Plan.

## **Section 4: Action Plan and Implementation**

This section sets out the proposed practical actions which need to be taken to deliver the desired outcomes outlined in section 3 above, whilst considering the findings from the detailed analysis of the existing school estate, as set out in Section 2 and in Annex A. The action plan identifies the key objectives for each of our assets in order to support the overall aspirations for the future school estate, with the proposed actions presented as recommendations for committee consideration.

Following the action plan, detail is provided on the arrangements and procedures which will be followed in implementing the plan, and in carrying out the approved actions.

## 4.1 Objectives & Recommendations

It is recommended that the following actions are undertaken, in order to address the issues which were identified from the review of the school estate. A summary of the findings of the school estate review, updated as appropriate using latest available data, is provided at Annex A.

Area / ASG / School	Issue	Objective	Proposed Action	Resource Requirement	Priority
	<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there?</i> <b>It is recommended that the Committee:</b>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
City-wide Strategic Priorities	<b>A1:</b> There is a requirement to reduce carbon emissions from the school estate	Net zero carbon emissions through the Council's assets and operations by 2045	Instructs the Chief Officer – Corporate Landlord to adopt an approach which favours the improvement and repurposing of existing assets, over the construction of new school buildings, where this is appropriate, and to ensure that where new school buildings are required, these are designed from the outset, to comply with the low carbon criteria set out within the Learning Estate Investment Programme, and where appropriate, with the Net Zero Public Sector Buildings Standard. <b>(Recommendation A1)</b>	No additional resource required	Ongoing
	<b>A2:</b> We need an efficient estate, with over-provision and under-provision of school places kept to a minimum	All new primary schools to be constructed with a minimum pupil capacity of 434, and all new secondary schools to be constructed with a minimum pupil capacity of 1000	Instructs the Chief Officer – Corporate Landlord to ensure that all new primary schools are designed with a minimum pupil capacity of 434, and all new secondary schools are designed with a minimum pupil capacity in order to support high quality learning and teaching. <b>(Recommendation A2)</b>	No additional resource required	Ongoing
	<b>A3:</b> Some existing schools are operating	Future capacity of all operational schools to	Notes that potential changes in pupil population across the city are likely	No additional resource required	Ongoing

Area / ASG / School	Issue	Objective	Proposed Action	Resource Requirement	Priority
	<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there?</i> <b>It is recommended that the Committee:</b>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
	significantly under capacity, and are forecast to remain under capacity, due to population changes over time	be managed, with a target to maintain occupancy levels at a minimum of 80% of available capacity, to ensure the efficiency and sustainability of the school estate	to require a reduction in the number of operational schools over the next 10 years, and that within this and future editions of the School Estate Plan, officers will bring forward specific options and recommendations for making changes to the school estate to ensure optimum efficiency and sustainability of the estate as a whole. <b>(Recommendation A3)</b>		
	<b>A4:</b> Where there is spare capacity within schools, in the short to medium term this may be better utilised by other appropriate services	Short to medium term spare capacity within schools to be used flexibly and creatively to ensure efficiency and sustainability of the estate, where appropriate to do so	Notes that where appropriate, officers will seek opportunities to make use of available capacity within schools for other purposes, including the delivery of additional services, in order to make efficient use of available space within the estate which also benefits local communities. <b>(Recommendation A4)</b>	No additional resource required	Ongoing
	<b>A5:</b> the Council has made a commitment through the Schools Accessibility Plan, to improve signage in schools	Augmentative and alternative signage to be provided in all schools where required	Instructs the Chief Officer – Corporate Landlord to carry out a review of signage in all schools and upgrade / replace signage where required to improve accessibility for all users and agrees to refer this to the budget process. <b>(Recommendation A5)</b>	Budget requirement for additional signage (costs to be identified)	Immediate (0-1 years)
	<b>A6:</b> Plans for the school estate need to be continually reviewed using the latest available data	The School Estate Plan to be updated regularly based on the latest available school roll forecast and other key data	Instructs the Chief Officer – Corporate Landlord to present a delivery plan for implementing the agreed actions in this report to the next meeting of the Education and Children’s Services Committee, and	No additional resource required	Ongoing (annually)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
				thereafter, to present an annual update to the School Estate Plan to the Education and Children's Services Committee, commencing from September 2023, to report on progress with the agreed actions and to update these as appropriate, in light of the most recently available data. <b>(Recommendation A6)</b>		
<b>City-wide Priorities: Denominational Primary Schools</b>	St Peter's RC School, St Joseph's RC School and Holy Family RC School	<b>RC1:</b> Poor suitability and lack of capacity at St Joseph's RC School, and forecast excess capacity at St Peter's School and Holy Family School	Ensure sufficient and sustainable long term denominational primary school provision for the city	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate and sustainable long term denominational primary school provision for the city to meet forecast demand, and report back to the Education and Children's Services Committee with recommendations. <b>(Recommendation RC1)</b>	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Short Term (1-2 yrs)
<b>North Area Priorities</b>	Grandhome / Oldmachar / Bridge of Don Bucksburn / Dyce	<b>NA1:</b> Requirement for secondary school provision for Grandhome / potential over supply of places across Grandhome, Oldmachar and Bridge of Don	Reduce the predicted long term excess secondary school capacity in Grandhome, Oldmachar and Bridge of Don	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the predicted long term excess secondary school capacity in Grandhome, Oldmachar and Bridge of Don, and report back with an outline business case for consideration by the Education and	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Long Term (5-10 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
				Children's Services Committee. <b>(Recommendation NA1)</b>		
		<b>NA2:</b> Forecast long term lack of capacity at Bucksburn Academy / low pupil numbers at Dyce Academy	Ensure sufficient and sustainable long term secondary school provision for Bucksburn and Dyce	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate long term secondary school provision for Bucksburn and Dyce, and report back with an outline business case for consideration by the Education and Children's Services Committee. <b>(Recommendation NA2)</b>	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Long Term (5-10 yrs)
<b>Central Area Priorities</b>	Victorian School buildings	<b>CA1:</b> Issues with suitability and capacity of Victorian School buildings	Ensure sufficient school places are available within city centre schools and improve the suitability of Victorian school buildings	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and options appraisal to improve the suitability, accessibility and capacity levels of Victorian schools within Aberdeen City, and to report back to the Education and Children's Services Committee with recommendations and estimated costs. <b>(Recommendation CA1)</b>	Budget requirement for feasibility study	Medium Term (3-5 yrs)
<b>Bucksburn ASG Priorities</b>	Bucksburn Academy	<b>B1:</b> Requirement to increase capacity at Bucksburn Academy in the medium term	Ensure sufficient capacity at Bucksburn Academy in the medium term	Notes that officers have completed a feasibility study on the proposed permanent extension to Bucksburn Academy, and instructs the Chief Officer – Corporate Landlord to report back to the Finance and Resources Committee with an outline business case for	No additional resource required	Medium Term (3-5 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
				consideration. <b>(Recommendation B1)</b>		
	Brimmond School	<b>B2:</b> Additional primary school provision likely to be required for Bucksburn / Newhills	Ensure sufficient primary school places will be available to serve the new communities in Bucksburn / Newhills	Instructs the Chief Officer – Corporate Landlord to engage with developers to track progress with the Bucksburn / Newhills developments, in order to determine options and appropriate timing for new primary school provision to serve the new housing developments, and to report back to the City Growth & Resources Committee with an outline business case. <b>(Recommendation B2)</b>	Additional staffing resource to manage community engagement	Short Term (1-2 yrs)
Oldmachar ASG Priorities	New Grandhome primary provision	<b>O1:</b> New primary school provision may be required to meet forecast demand from new Grandhome community	Ensure sufficient and sustainable primary school places will be available to serve the new Grandhome community	Notes that officers are currently engaging with developers to track progress with the Grandhome development, to determine any requirements for new primary school provision and to relieve forecast pressure on pupil numbers at Forehill School. <b>(Recommendation O1)</b>	No additional resource required	Medium Term (3-4 yrs)
	Greenbrae School	<b>O2:</b> Forecast lack of capacity at Greenbrae School	Ensure sufficient and sustainable primary school provision across the Oldmachar ASG	Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to re-align primary school zone boundaries within the Oldmachar ASG, to relieve future pressure on pupil numbers at Greenbrae School, and to report back to the Education and Children’s Services Committee with the outcomes of the consultation and recommendations	Additional staffing resource to manage community engagement	Immediate (0-1 years)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
				as appropriate. <b>(Recommendation O2)</b>		
	Danestone School / Glashieburn School / Middleton Park School	<b>O3:</b> Forecast combined over-provision of pupil places at Danestone School, Glashieburn School and Middleton Park School	Reduce predicted excess capacity in primary schools in the Oldmachar ASG	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Oldmachar ASG, in order to minimise potential excess pupil capacity, and to report back to the Education and Children’s Services Committee as appropriate. <b>(Recommendation O3)</b>	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Medium Term (3-5 yrs)
<b>Bridge of Don ASG Priorities</b>	Scotstown School / Braehead School	<b>BD1:</b> Short term excess capacity at Scotstown School and lack of capacity at Braehead School	Ensure appropriate balance of provision across Scotstown School and Braehead School	Notes that officers will continue to monitor forecast rolls at Braehead School and Scotstown School, and that any required actions will be reported in future updates to the School Estate Plan. <b>(Recommendation BD1)</b>	No additional resource required	Short Term (1-2 yrs)
<b>St Machar ASG Priorities</b>	Riverbank School	<b>S1:</b> New school building at Tillydrone under way to replace Riverbank School, which will provide additional pupil capacity which is no longer required by Riverbank School.	Consider options to avoid potential excess capacity at the new school	Instructs the Chief Officer – Corporate Landlord to carry out an options appraisal on potential uses of the additional capacity to be provided by the new school at Tillydrone, and to report back to the Education and Children’s Services Committee with recommendations as appropriate. <b>(Recommendation S1)</b>	Additional staffing resource to manage community engagement	Short Term (1-2 yrs)
	Sunnybank School	<b>S2:</b> Forecast lack of capacity at Sunnybank School	Ensure sufficient capacity is available at	Instructs the Chief Officer – Corporate Landlord to consider the options for relocating other services	No additional resource required	Medium Term (3-4 yrs)



Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
			Sunnybank School for rising pupil numbers	accommodated within the Sunnybank School building, and to report back to the Education and Children's Services Committee with recommendations. <b>(Recommendation S2)</b>		
	St Machar Academy	<b>S3:</b> Requirement for investment in outdoor space at St Machar Academy	Ensure there is sufficient and good quality outdoor space available at St Machar Academy	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to consider the options for the removal of unused modular classroom buildings at St Machar Academy, and for carrying out general improvements to the outdoor space at the school, and to present a costed outline business case to the Finance and Resources Committee for consideration. <b>(Recommendation S3)</b>	Budget requirement for feasibility study	Short Term (1-2 yrs)
Northfield ASG Priorities	Westpark School and Heathryburn School	<b>N1:</b> Forecast lack of capacity at Heathryburn School and over-provision of places at Westpark School in the short to medium term	Ensure appropriate balance of provision across Westpark School and Heathryburn School in the short to medium term and in the longer term to accommodate pupils generated by the planned Greenferns development	Notes that officers will continue to monitor pupil numbers at Westpark School and Heathryburn School, considering the likely long term impact of the planned new Greenferns development, and that recommendations as required will be included in future updates to the School Estate Plan. <b>(Recommendation N1)</b>	No37ddition required	Short Term (1-2 yrs)
	All Northfield primary schools	<b>N2:</b> Forecast combined over-provision of pupil places at primary schools in Northfield	Reduce predicted excess capacity in primary schools in Northfield ASG	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for	Budget requirement for feasibility study. Additional staffing resource to	Medium Term (3-5 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
				reducing the number of primary schools in the Northfield ASG, in order to minimise excess pupil capacity, and to report back to the Education and Children's Services Committee with recommendations as appropriate. <b>(Recommendation N2)</b>	manage community engagement	
Hazelehead ASG Priorities	Hazelehead Academy / Countesswells secondary provision	<b>HH1:</b> Concerns about condition and suitability of Hazelehead Academy building / requirement for new secondary school provision to serve Countesswells	Improve the condition and suitability of the Hazelehead Academy building and ensure there is sufficient secondary school provision to serve Hazelehead and Countesswells	Instructs the Chief Officer – Corporate Landlord to assess the feasibility of creating new secondary school provision to serve the communities of Hazelehead and Countesswells, to put this forward to the Scottish Government as a priority project for funding in Phase 3 of the Learning Estate Investment Programme, and to report back to the Education and Children's Services Committee with an update on the outcomes of the funding bid and recommendations on next steps. <b>(Recommendation HH1)</b>	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Medium Term (3-5 yrs)
	Countesswells School	<b>HH2:</b> Additional pupil capacity may be required in the future to accommodate pupils from the new Countesswells development.	Ensure there is sufficient school capacity available to accommodate future pupil numbers likely to be generated by the Countesswells development	Notes that officers will continue to monitor the situation with the housing development at Countesswells and will bring forward recommendations as appropriate regarding requirements for additional primary school capacity to serve the development, in future annual updates to the School Estate Plan <b>(Recommendation HH2)</b>	No additional resource required	Medium Term (3-5 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
	Hazlehead School	<b>HH3:</b> Possible increase in pupil numbers which may result in Hazlehead School exceeding its available pupil capacity	Ensure there will be sufficient capacity at Hazlehead School to accommodate pupil numbers	Notes that officers will continue to monitor pupil numbers at Hazlehead School and will include any required recommendations for action in future updates to the School Estate Plan. <b>(Recommendation HH3)</b>	No additional resource required	Short Term (1-2 yrs)
	Hazlehead Academy (Gaelic Medium Education)	<b>HH4:</b> Following consultation in 2021 on proposals to establish a catchment area for Gaelic Medium Education provision, officers were instructed to further engage with stakeholders.	Establish an appropriate catchment area for Gaelic Medium Education provision at Hazlehead Academy.	Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Hazlehead Academy. <b>(Recommendation HH4)</b>	No additional resource required	Immediate (0-1 yrs)
Aberdeen Grammar ASG Priorities	Aberdeen Grammar School	<b>AG1:</b> Possible further additional capacity requirements at Aberdeen Grammar School	Ensure there will be sufficient capacity at Aberdeen Grammar School to accommodate pupil numbers	Notes that officers will continue to monitor pupil numbers at Aberdeen Grammar School and will include any required recommendations for action in future updates to the School Estate Plan. <b>(Recommendation AG1)</b>	No additional resource required	Short Term (1-2 yrs)
	Mile End School	<b>AG2:</b> Pupil numbers at Mile End School are over the school's stated capacity and are likely to rise again from August 2022.	Ensure there is sufficient capacity at Mile End School to accommodate pupil numbers	Notes that officers will continue to monitor pupil numbers at Mile End School, and include any required recommendations in future annual updates to the School Estate Plan. <b>(Recommendation AG2)</b>	No additional resource required	Short Term (1-2 yrs)
	Gilcomstoun School (Gaelic Medium Education)	<b>AG3:</b> Following consultation in 2021 on proposals to establish a catchment area for Gaelic Medium Education provision, officers were instructed	Establish an appropriate catchment area for Gaelic Medium Education provision at Gilcomstoun School.	Instructs the Chief Officer – Corporate Landlord to carry out a further statutory consultation on the creation of a school catchment zone for Gaelic Medium Education provision at Gilcomstoun School. <b>(Recommendation AG3)</b>	No additional resource required	Short Term (1-2 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
		to further engage with stakeholders.				
Harlaw ASG Priorities	Harlaw Academy	<b>H1:</b> Lack of PE and dining space at Harlaw Academy	Identify space for off-site PE provision and free up space on site to provide additional dining capacity	Notes that officers are progressing plans to commission a review of sports facilities at Harlaw Road and Rubislaw, to allow Harlaw Academy to use the facilities for its off-site PE provision, and that the outcomes of this review with any relevant recommendations will be reported in future updates to the School Estate Plan. <b>(Recommendation H1)</b>	Budget requirement for review of sports facilities	Short Term (1-2 years)
		<b>H2:</b> Harlaw Academy is expected to exceed its capacity, and the age and layout of the building present challenges for effective curriculum delivery	Identify costed options for future improvements to the suitability of the Harlaw Academy building and to ensure the school will have sufficient capacity to accommodate future pupil numbers	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential future options for improving the condition and suitability of the Harlaw Academy building, and to report back to the Education and Children’s Services Committee with recommendations and costs. <b>(Recommendation H2)</b>	Budget requirement for options appraisal	Short Term (1-2 years)
	Ferryhill School	<b>H3:</b> Insufficient dining space and issues with building layout creates difficulties for ELC provision, flow of pupils and supervision of children	Ensure there is sufficient dining capacity, appropriate ELC facilities, and that the layout of the building is suitable	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential options for improving the dining capacity, layout and ELC facilities at Ferryhill School, and to report back to the Education and Children’s Services Committee with recommendations and costs. <b>(Recommendation H3)</b>	Budget requirement for options appraisal	Medium Term (3-5 years)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
Cults ASG Priorities	Cults Academy	<b>C1:</b> Possible further additional capacity requirements at Cults Academy	Ensure there will be sufficient capacity at Cults Academy to accommodate pupil numbers	Notes that officers will continue to monitor pupil numbers at Cults Academy, and include any required recommendations in future annual updates to the School Estate Plan. <b>(Recommendation C1)</b>	No additional resource required	Short Term (1-2 yrs)
	Culter School	<b>C2:</b> Forecast over-provision of places at Culter School	Ensure sufficient and sustainable primary school provision for the Peterculter community	Notes that officers will monitor pupil numbers and use of space at Culter School, and consider options for alternative use of any available space, with any recommendations to be included in future updates to the School Estate Plan as appropriate. <b>(Recommendation C2)</b>	No additional resource required	Medium Term (3-5 yrs)
Lochside ASG Priorities	Loirston Loch	<b>L1:</b> New primary school places required to serve new housing at Loirston Loch	Ensure sufficient and sustainable primary school places are available to serve the new Loirston Loch development	Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for creating the required additional school capacity to serve the planned Loirston Loch development, and report back to the Education and Children’s Services Committee with recommendations as appropriate. <b>(Recommendation L1)</b>	Budget requirement for feasibility study. Additional staffing resource to manage community engagement	Medium Term (3-5 yrs)
	Walker Road School	<b>L2:</b> Victorian design, layout and size of the current Walker Road School site create challenges for effective curriculum delivery; forecast over-provision of	Ensure appropriate, sufficient and sustainable provision of primary school places to serve the Torry community	Instructs the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to relocate Walker Road School to the new primary school building in Torry, following its completion, and to report back to the Education and Children’s Services Committee with	Additional staffing resource to manage community engagement	Immediate (0-1 yrs)

Area / ASG / School		Issue	Objective	Proposed Action	Resource Requirement	Priority
		<i>Where are we now?</i>	<i>Where do we want to be?</i>	<i>How do we get there? It is recommended that the Committee:</i>	<i>What additional resource is needed to carry out the proposed action?</i>	<i>How soon does the Objective need to be fully realised?</i>
		primary school places in Torry.		the outcomes of the consultation and recommendations as appropriate. ( <b>Recommendation L2</b> )		
	Tullos Playing Fields	<b>L3:</b> Pavilion building no longer required	Consider options for alternative use or disposal	Notes that the Tullos Playing Fields Pavilion building will be declared surplus to requirement within the school estate, to allow options for its future use or disposal to be considered, under standard vacant property procedures. ( <b>Recommendation L3</b> )	No additional resource required	Short Term (1-2 yrs)

## 4.2 Implementing the Plan

### *Consultation & Engagement*

The Community Empowerment (Scotland) Act 2015 provides a mechanism for communities to take a more proactive role in having their voices heard in making decisions regarding how services are planned and delivered. It places a duty on the Council to engage with local people and encourage them to participate in making decisions that impact them.

The Schools (Consultation) (Scotland) Act 2010 also requires local authorities to formally consult communities and stakeholders on proposed changes to schools, including closing, relocating or opening new schools.

Engagement with stakeholders, including children and other members of their communities who are served by schools, will therefore be fundamental to the identification of options for the future development of our ASGs and individual schools.

By engaging with stakeholders from a very early stage, officers can better understand the requirements and aspirations of the community, which in turn will assist with developing proposals for formal consultation which will better reflect their needs. Methods of engagement with communities and stakeholders will need to be proportionate and appropriate to the timescales in which priorities need to be addressed, and to the level of resource available within the Council to undertake engagement activity. Approaches to be taken will likely include:

- Online consultation (formal and informal), using the Council's Consultation Hub
- Social media notices and updates
- Direct written communication to parents via schools and nurseries
- Officers' attendance at parent council meetings, community council meetings or other community groups as appropriate, for informal discussion and feedback
- Formal public engagement and consultation meetings / events

Ongoing stakeholder engagement will also inform the continual development of the School Estate Plan, allowing it to accurately and continually reflect the needs of individual school communities and ASGs.

### *Project Timescales*

The Action Plan above includes recommendations for potentially making significant changes to the school estate, over the next ten years and beyond. If the recommended actions are approved by committee, then each will become a substantial project in its own right, requiring resources to be identified, including officer time to lead and deliver the projects, as well as potential major capital investment in some cases.

A typical project timeline is provided at Annex B, to give an illustration of the likely activities, processes and timescales which would be required when implementing the more significant proposals listed within the action plan, should these be approved. Projects requiring community engagement and statutory consultation may take up to 14 months for these processes to be completed, whilst those which result in a decision to construct a new building, for example, would require a further 12 months or more to complete detailed design work, followed by a construction period of two or more years, depending on the scale of the project.

### *Resource Implications*

For each of the recommendations within the Action Plan above, an indication of the resources likely to be required to implement them has been provided. The most resource intensive actions will include those which involve detailed feasibility studies to identify options and costs, as these will require input from

officers with the appropriate technical expertise to ensure the information provided for each option is as accurate as possible, to aid decision making.

Staff resources within the Council’s Design Team are already fully committed on existing projects, and so where this type of technical input is required, additional technical resource will require to be identified, to support the implementation of the plan.

Actions involving stakeholder engagement and statutory consultation will also be resource intensive, in terms of the time required by officers in the School Estate Team to plan, carry out, evaluate and report back on these activities. The School Estate Team is currently made up of three permanent Assets and Estates Officers, and two part-time Support Officers, along with the Estates Programme Manager and the Service Manager. The team is responsible for managing all aspects of the school estate, including planning, specifying and managing aspects of new build schools projects, as well as supporting the head teachers of all existing schools to operate, maintain and develop their buildings. The staff resource within the team is fully committed in undertaking these activities, so without any additional resource, the capacity to progress the more significant projects identified through the School Estate Plan will be limited.

With the current staffing resource, it is estimated that no more than two of these significant projects could be progressed each year, and so it is likely that it would take at least six years to implement all of the recommendations listed within the action plan, should these be agreed. Identifying additional resources would allow the delivery of the action plan to be completed more quickly. The table below provides a summary of the likely timescales which could be achieved in implementing the plan, should additional resources be identified:

**Table 7: Resource Requirements**

Time required to fully complete all actions (following resources being secured)	Technical Input – estimated budget requirement (per year)	School Estate Team additional staffing cost estimate (per year)	Estimated total cost of implementation
6 years	£74k	£0	<b>£444k</b>
4 years	£110k	£37k	<b>£588k</b>
2 years	£220k	£73k	<b>£586k</b>

The above timescales are intended to be indicative only and may be subject to change, should priorities require to be changed or should new actions require to be added in future updates to the School Estate Plan. The figures in the table relate only to the estimated cost of carrying out feasibility studies and stakeholder engagement; there would be additional costs involved in carrying out any required changes to the estate.

### **4.3 Reviewing and Monitoring the School Estate Plan**

Rather than being seen as a static document, the intention is for the School Estate Plan to continually evolve, with updates to be provided annually, ensuring that over time the priorities and recommendations identified within the document continue to reflect as widely as possible the developing needs of the communities and citizens of Aberdeen.

Regular updates to the document will also allow for the most recently available data to be used for forward planning, and to ensure that the estate can operate as efficiently and effectively as possible.

This continuous planning approach will help facilitate a renewed emphasis on engaging with and working alongside local communities, to jointly identify with relevant stakeholders the priorities and actions which require to be taken in individual localities, and in turn to develop and improve the school estate in a way which best meets the needs of the people it is there to serve.





## Annex A –School Estate Review

Following the detailed review of the school estate carried out in 2018/19, priorities for the future development of the estate were identified. The following pages set out the main findings from the review, and the identified actions and recommendations for individual schools, associated schools groups (ASGs), and wider areas of the city. Where appropriate, the data used to identify the priorities have been updated, using latest available figures.

### Priorities for the North of Aberdeen

- The masterplan for the new Grandhome community in the north of the city includes provision for a new secondary school (and up to two new primary schools). An agreement is in place with the housing developers who are required to provide funding to assist with the cost of any new school provision which is required as a result of the development. Grandhome is in close proximity to the existing Oldmachar Academy and Bridge of Don Academy.

Forecasts indicate that from 2028, secondary pupil numbers in all three of these areas are likely to total approximately 2,135. The maximum total capacity of the existing schools at Bridge of Don and Oldmachar is only 1,972, which would be insufficient to accommodate the number of secondary pupils forecast from 2028, so additional school capacity is likely to be required. However, adding a new secondary school to serve the Grandhome community is likely to result in an overprovision of places overall for this part of the city. A third secondary school with 1000 places would result in an average pupil roll of approximately 700 across each of the three schools. This would not be in keeping with the long term vision of maintaining school occupancy rates of at least 80%, in order to ensure efficient and effective curriculum delivery.

Options for the long term provision of secondary school places in this area of the city, to jointly serve Bridge of Don, Oldmachar and Grandhome, should therefore be considered in detail, to ensure sufficient and sustainable long term secondary school provision and avoid any under or over-provision of places in the future. (Priority NA1)

- The limited size of Dyce Academy (capacity 699) presents challenges for efficient and effective curriculum delivery. Whilst school roll forecasts indicate that pupil numbers at the school will gradually increase over the next seven years, the pupil roll is expected to remain below 630. Approximately 40% of primary school pupils moving to Dyce Academy are from Newmachar School in Aberdeenshire.

In contrast, pupil numbers at Bucksburn Academy are rising, mainly due to planned new housing development in the Bucksburn / Newhills area of the city. The school is already exceeding its functional pupil capacity, and numbers are forecast to continue to grow over the next seven years. The need for a significant permanent extension to the school has been identified and planning for this is under way. There may also be opportunities to balance numbers across Dyce Academy and Bucksburn Academy, although the limited size of the Dyce Academy building would present a challenge. Further work is required to identify options for the future of secondary education provision at Bucksburn and Dyce. (Priority NA2)

### Priorities for Central Aberdeen

- Within the central area of the city there is a higher concentration of older school buildings, many of which are Victorian. This creates challenges in maintaining the condition of the buildings and also in ensuring they are accessible and suitable for modern curriculum delivery. The two secondary schools and many of the primary schools within the city centre are close to full pupil capacity, and due to the limited size of many of the school sites and their Victorian designs, creating additional school capacity within the city centre presents a significant challenge. There is therefore a requirement to explore the options for improving the suitability and capacity of our Victorian school buildings. (Priority CA1)

## Priorities for the South of Aberdeen

- There is currently a significant amount of housing expansion taking place in, or planned for, the south area of the city, including major developments at Countesswells, Loirston Loch, Friarsfield and Oldfold Farm. All of these developments have impacted on or are expected to impact on the capacity of the schools which serve these areas.
- This area of the city benefits from a high proportion of newer school buildings, compared with other parts of the city. These include Cults Academy, Lochside Academy, and Milltimber School, and planned new primary schools at Countesswells and Torry.
- No area-wide priorities for the South of Aberdeen have been identified. Specific priorities for individual schools or ASGs within the South of Aberdeen are included within the ASG Priorities section below.

## ASG Priorities

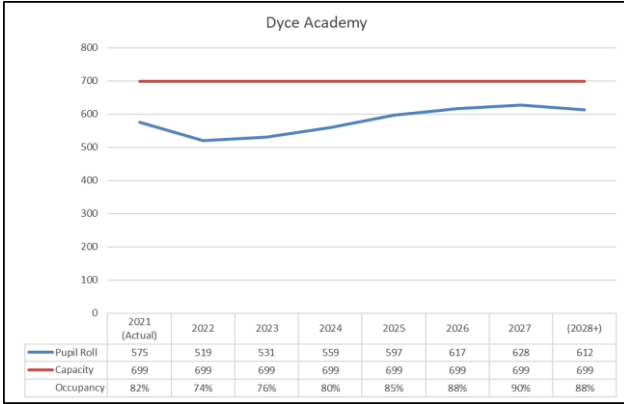
The following pages include a profile for each ASG, showing the school roll forecasts, condition and suitability ratings, cost-per-pupil and CO2e emissions data for the individual schools within each ASG. Brief commentary on this data is provided, followed by the identified priorities, and the actions which are recommended to be taken forward as part of the School Estate Plan. A profile for our three denominational primary schools is also included.

As discussed within the main body of this report, planned new housing will have a significant impact on future pupil numbers within schools. Planned housing figures are taken from the 2020 housing land audit, which provides an estimate of the number of housing units to be completed within each development site each year until 2027. Any remaining units expected to be built after 2027 are included in the housing land audit as a single figure, although in reality these may be spread over a number of years from 2028 onwards. The figures in the final column of the school roll forecast tables below therefore do not necessarily represent the number of pupils who will be attending the school in 2028; the figure is instead intended to give an indication only of the likely direction of travel in pupil numbers after 2027. Any increases may in fact be spread over a number of years from 2028, depending on build rates within each housing development.

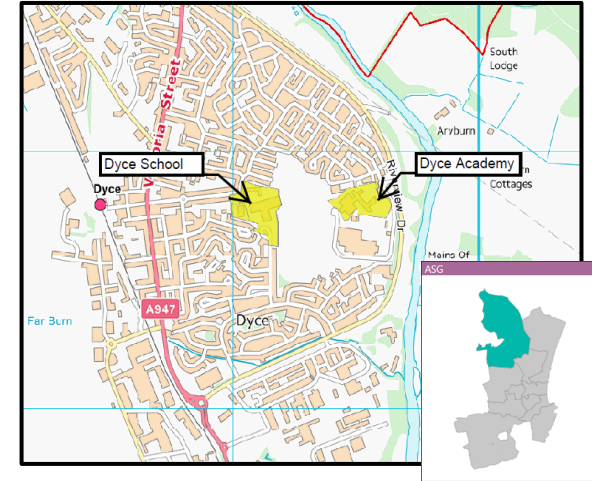
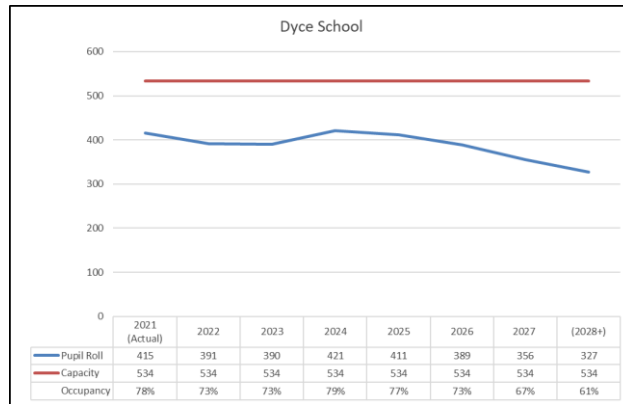
Condition and suitability surveys are first carried out approximately five years after a new school building has opened. Our newest school buildings, therefore, have not yet been surveyed for condition or suitability; however, given that they are new buildings, it is assumed that they would be rated as A (Good) for both condition and suitability. Where the scores for new schools have been assumed, rather than having been based on a completed survey, this is indicated within the profile.

# Dyce ASG – Profile

Condition: B - Suitability: C

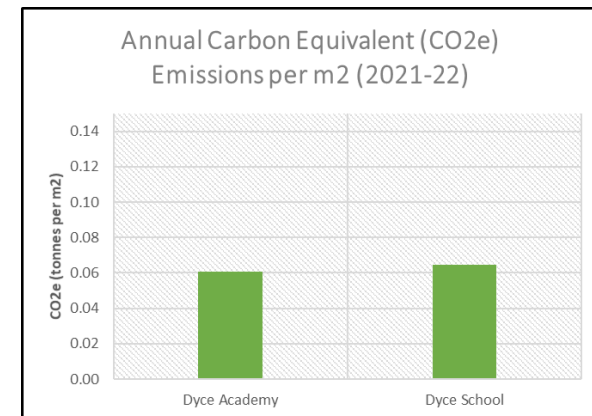
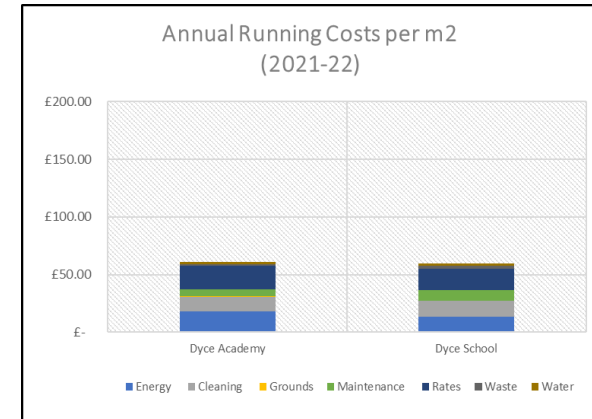


Condition: B - Suitability: B

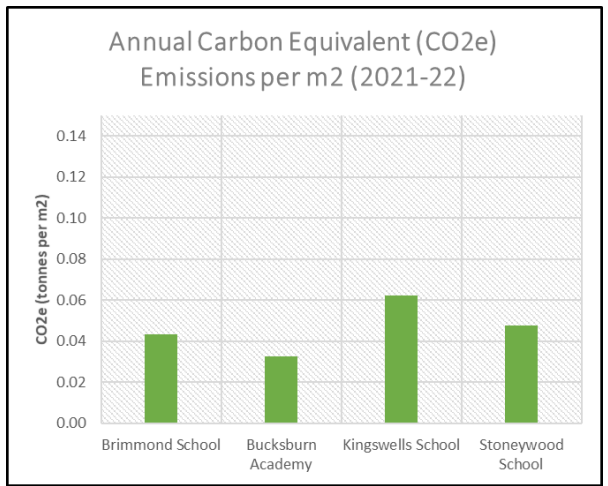
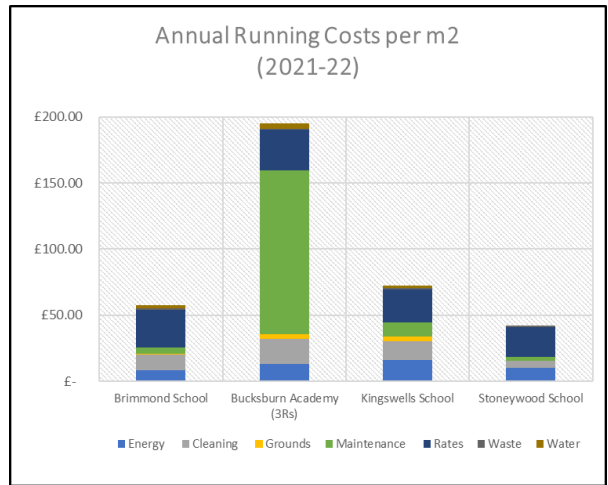
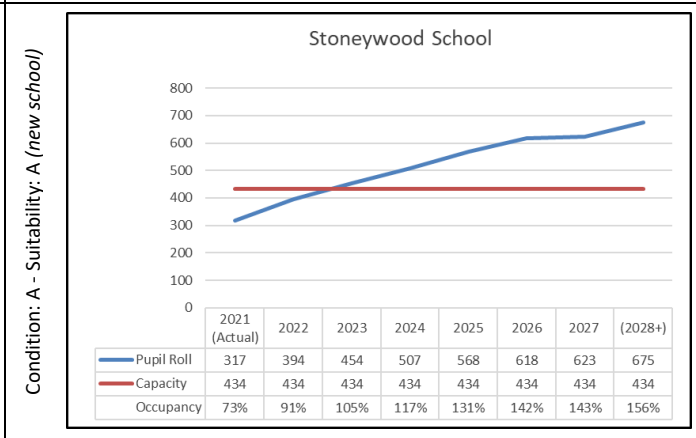
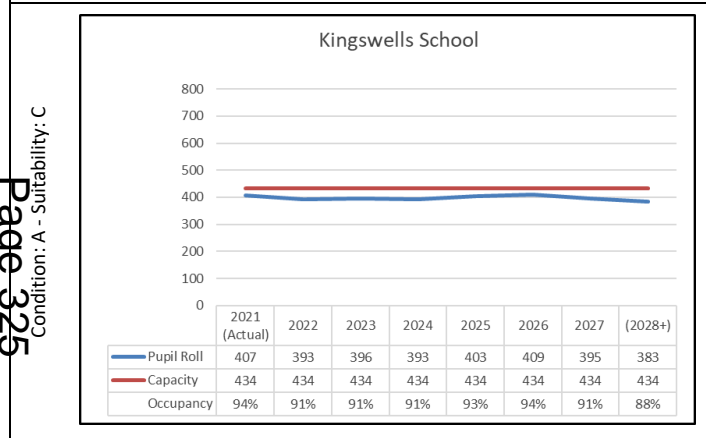
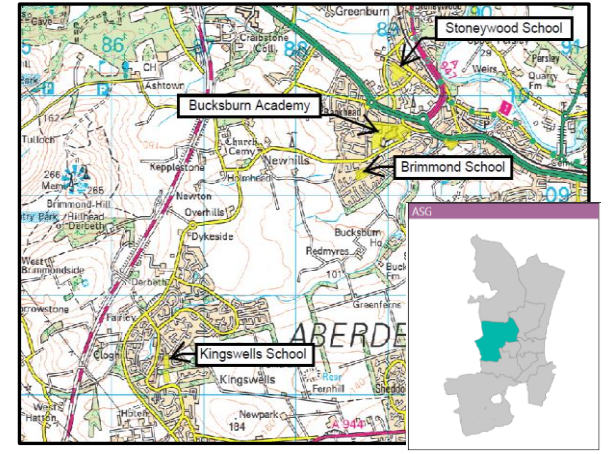
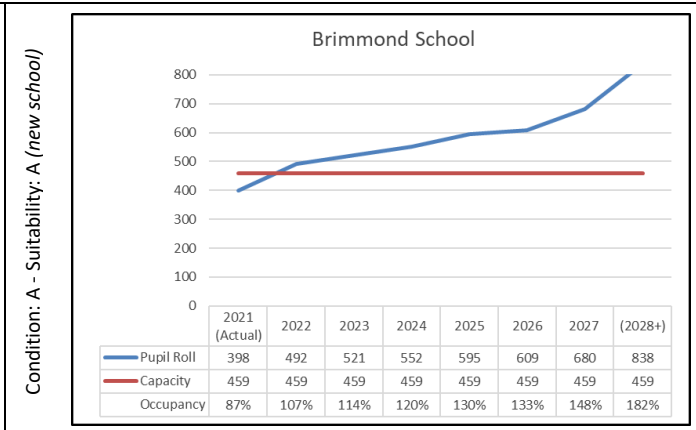
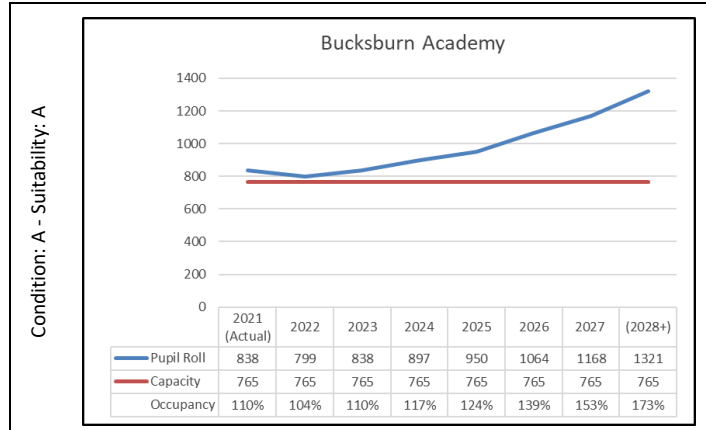


Page 324

- The limited size of Dyce Academy (capacity 699) presents challenges for efficient and effective curriculum delivery. As detailed above under Priorities for the North of Aberdeen, further work is required to identify options for the future of secondary education provision in Dyce. (Priority NA2)
- The pupil roll at Dyce School is expected to decrease over the next seven years, falling from 415 this year to 327 by 2028. This is likely to result in lower pupil numbers at Dyce Academy in the period beyond 2028, as primary pupils move through to the secondary school. This situation will continue to be monitored through successive school roll forecasts, and any required actions will be noted in future updates to the School Estate Plan.



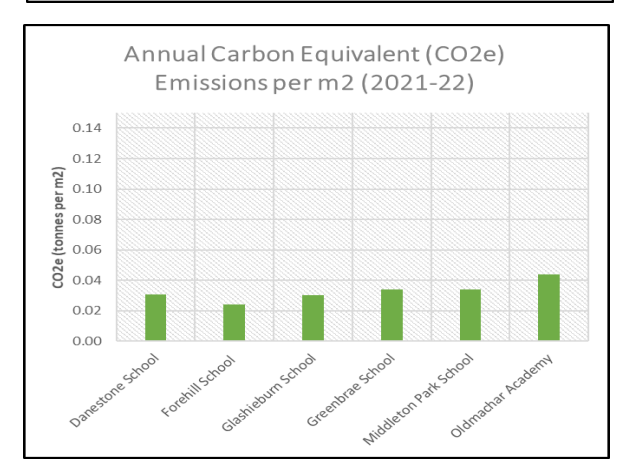
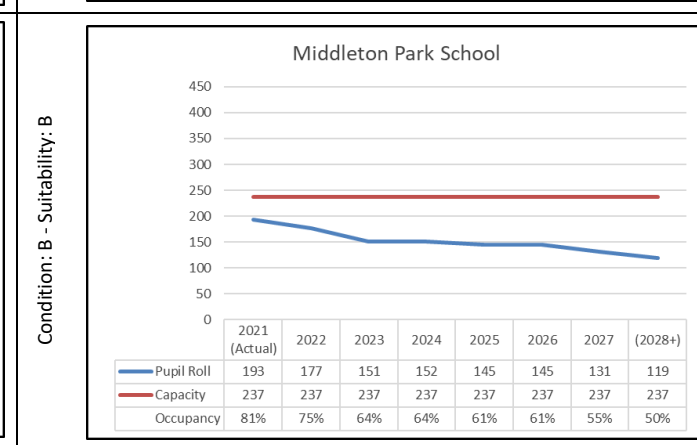
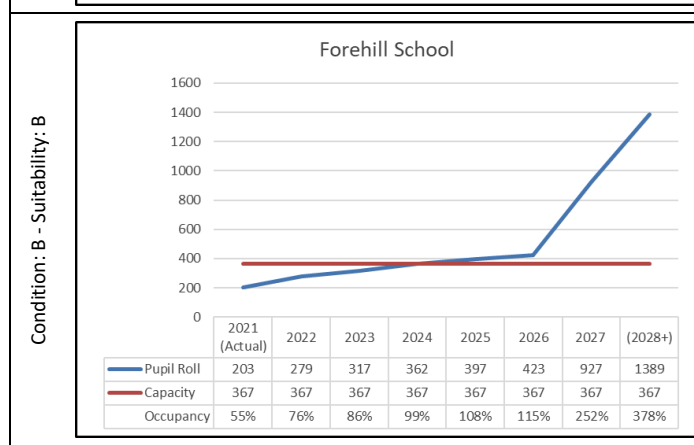
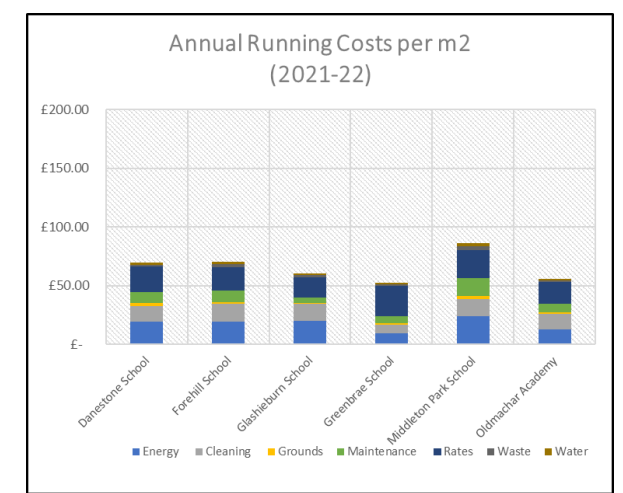
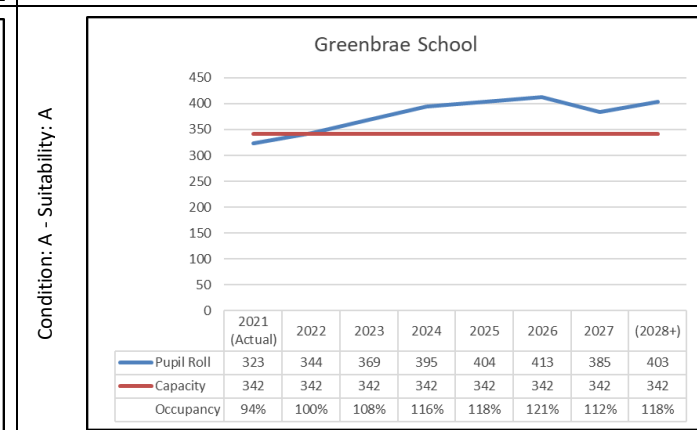
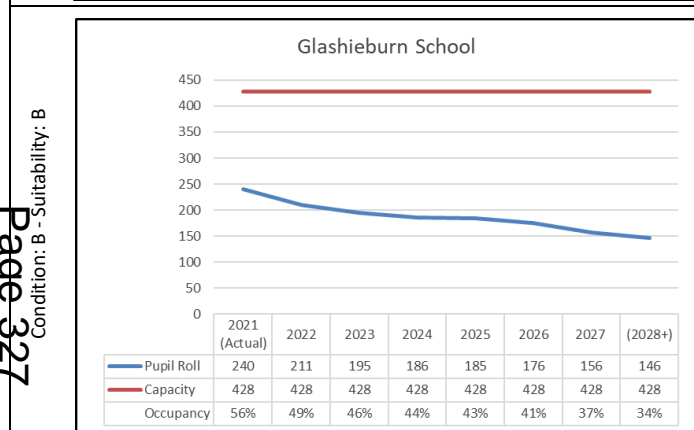
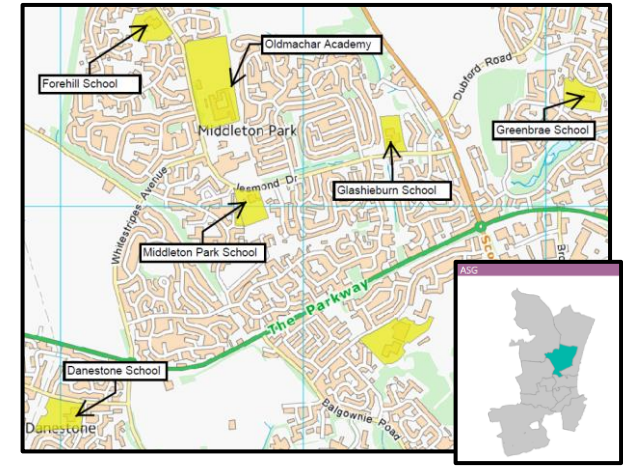
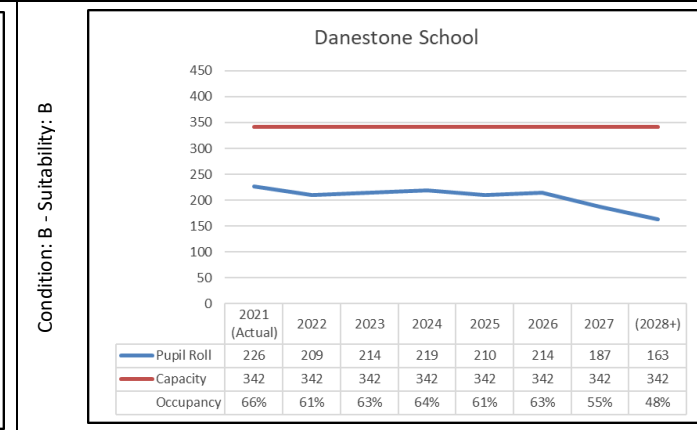
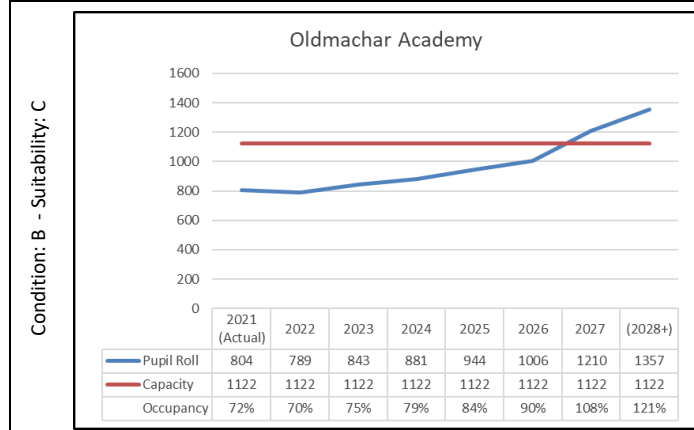
# Bucksburn ASG – Profile



Page 325

- New housing developments within the Bucksburn area (Craibstone, Rowett South and Greenferns Landward) will impact on the available capacity at Bucksburn Academy. The school roll is currently over its functional pupil capacity, and the forecast indicates that the pupil roll will continue to increase significantly until at least 2028. Work is under way to provide additional temporary accommodation at the school to meet short term capacity requirements, and a feasibility study has been undertaken to identify options for a permanent extension of the school. It is recommended that officers are now instructed to take forwards an outline business case to progress detailed designs and costings for the extension. (Priority B1)
- Whilst a permanent extension is likely to meet Bucksburn Academy's capacity requirements in the medium term, given the predicted sharp rise in pupil numbers from 2028, there may be a need to consider additional measures for balancing pupil numbers in the long term between the Bucksburn and Dyce ASGs. This is detailed above under North Area priorities. (Priority NA2)
- The recent and planned new housing developments in this area of the city will result in a significant increase in primary pupil population. The new developments currently fall within the catchment areas for Stonewood School, and Brimmond School, which are expected to exceed their capacity as a result. There is therefore a requirement to consider the options for additional primary school provision, in order to maintain primary schools with sustainable pupil numbers in this area of the city. (Priority B2)

# Oldmachar ASG – Profile



- Pupil roll forecasts indicate an expected rise in pupil numbers at Oldmachar Academy. This is largely due to the planned new housing at Grandhome, which is currently zoned to Oldmachar Academy, prior to any new secondary school provision being put in place to serve the Grandhome community. Any new provision at Grandhome would therefore result in pupil numbers at Oldmachar Academy levelling out, and the school would remain under capacity. As discussed above under North of Aberdeen priorities, it is considered that a review of long term secondary school provision for Bridge of Don, Oldmachar and Grandhome is required, to avoid any over-provision of places and/or unsustainably low pupil rolls. (Priority NA1)
- For primary school provision, Grandhome is currently zoned to Forehill School. Consequently, pupil numbers at Forehill School are forecast to continue rising over the next seven years, with the school likely to exceed its pupil capacity from 2025. There may be a requirement for additional primary school provision to serve the new Grandhome community, and an agreement is in place to access developer contributions for this. (Priority O1)
- Pupil numbers at Greenbrae School are also expected to continue to grow over the next seven years, reaching 413 (71 pupils over capacity) by 2028. In contrast, pupil numbers at Danestone School, Glashieburn School and Middleton Park School are well below the available capacity at these schools, and the forecast indicates that numbers will continue to fall significantly over the next seven years, potentially leading to significant excess capacity, making them inefficient to run. Forehill School, Glashieburn School and Middleton Park School are located within a one mile stretch of Jesmond Drive in Bridge of Don, providing a high concentration of primary school places within a small geographical area.

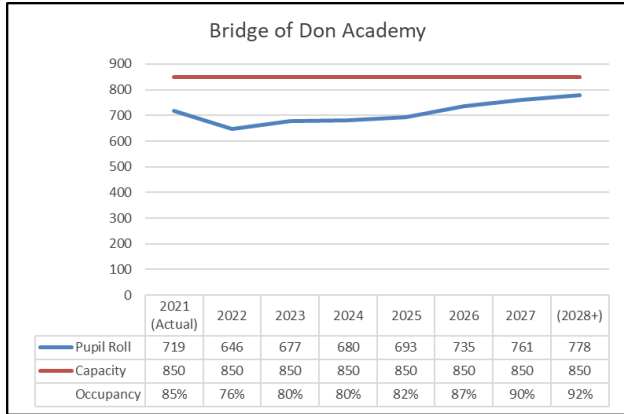
Officers have identified a need to re-align zone boundaries within the Oldmachar ASG, to avoid Greenbrae School becoming further over-subscribed, and to make use of the available capacity within other schools in this part of the city. (Priority O2)

- If the above proposed rezoning for the Oldmachar primary schools is ultimately agreed and implemented, the school roll forecasts indicate the possibility that there may still be significant excess primary school capacity available within Oldmachar ASG over the longer term. There is therefore a requirement to engage with stakeholders and consider the options for future primary school provision for Grandhome and the Oldmachar ASG, to help ensure that pupil rolls at the schools in this area can be maintained at sustainable levels in the medium to long term. (Priority O3)
- Any decision or recommendation to create additional primary school capacity for the Grandhome community (Priority O1) would be dependent on the outcomes of the proposed review of school zoning in the rest of the Oldmachar ASG (Priority O2), to avoid any over-provision of places across the area as a whole.

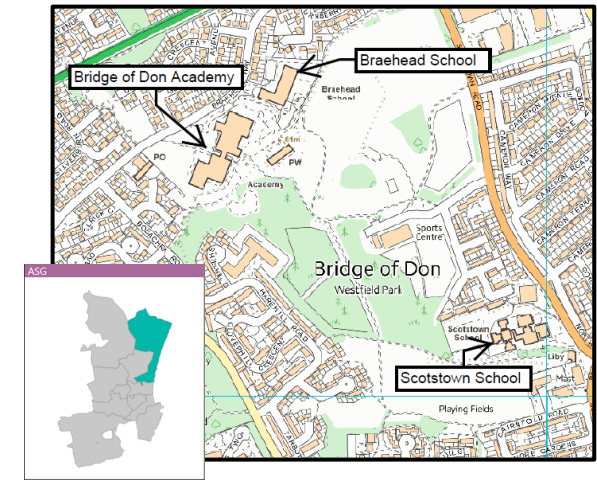
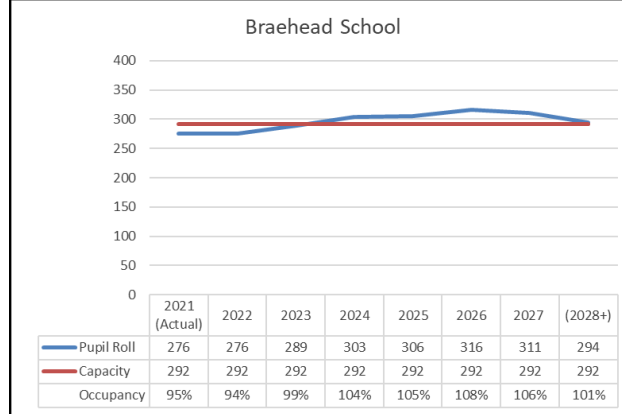


# Bridge of Don ASG – Profile

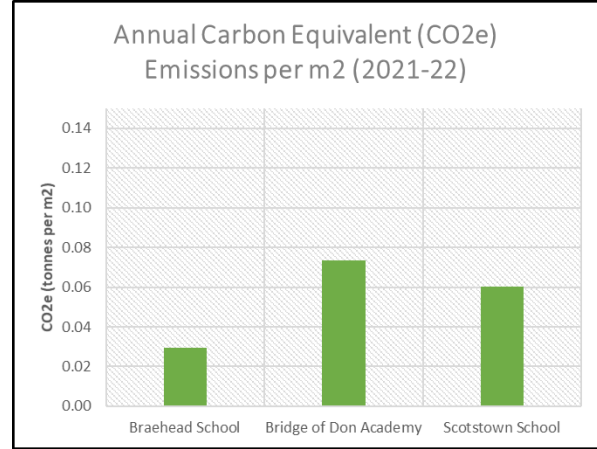
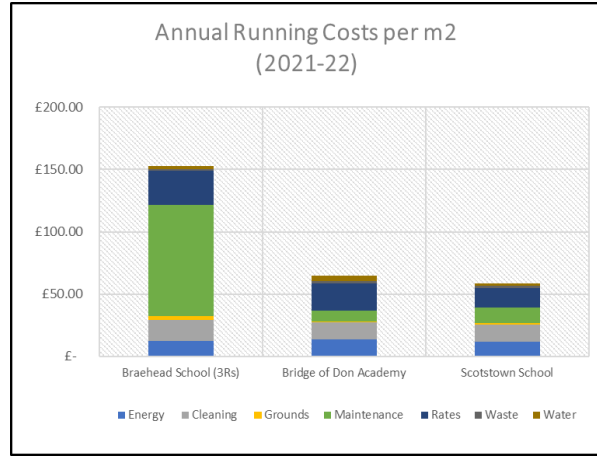
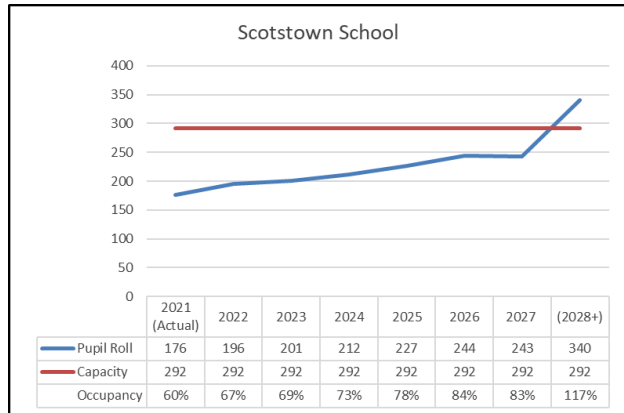
Condition: B - Suitability: B



Condition: A - Suitability: A



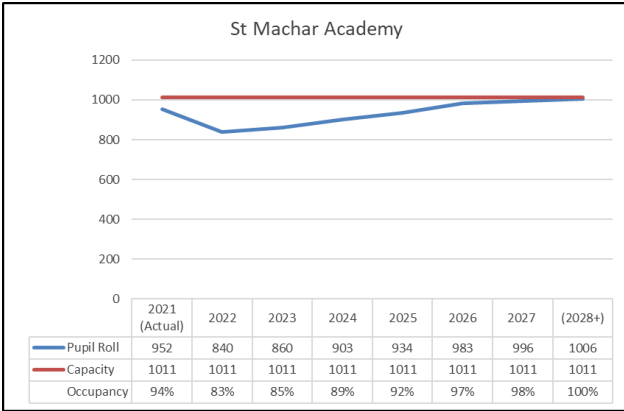
Condition: B - Suitability: B



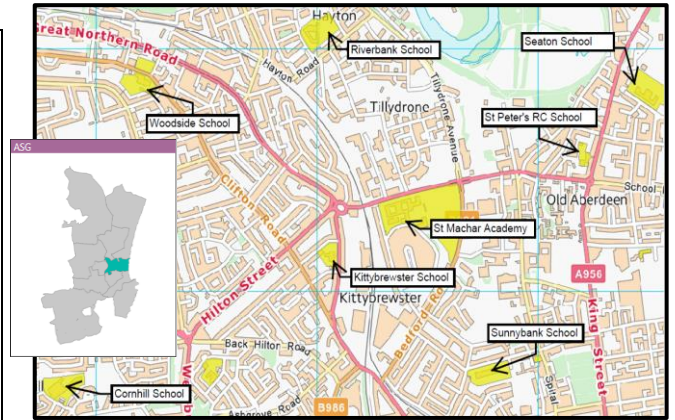
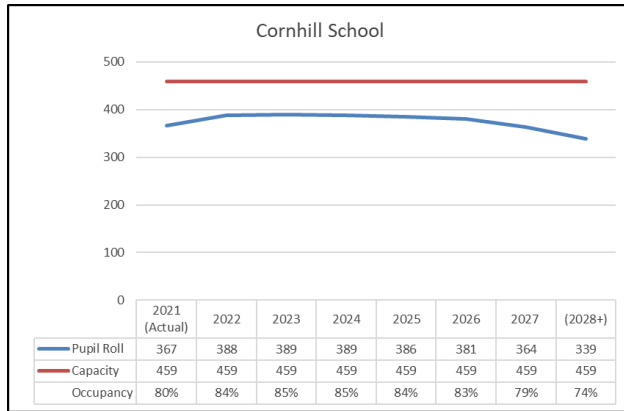
- Bridge of Don Academy receives approximately 41% of its S1 pupils from Balmedie in Aberdeenshire. As discussed above under North of Aberdeen priorities, it is considered that a review of long term secondary school provision for Bridge of Don and Grandhome is required, to avoid any over-provision of places and/or unsustainably low pupil rolls. (Priority NA3)
- As illustrated in the charts above, current school roll forecasts suggest that pupil numbers at Scotstown School will remain below capacity until 2028, after which pupil numbers are forecast to rise sharply, as a result of planned new housing development within the school's catchment zone. During this period, Braehead School is expected to be close to or slightly over its pupil capacity, although the forecast indicates that numbers may start to fall again from 2027. There will be a need to continue to monitor the situation at both schools, as successive school roll forecasts become available, to ensure there is an appropriate balance of primary pupil numbers across the ASG. Should forecasts indicate that action is required, then appropriate recommendations will be included within future updates to the School Estate Plan. (Priority BD1)

# St Machar ASG – Profile

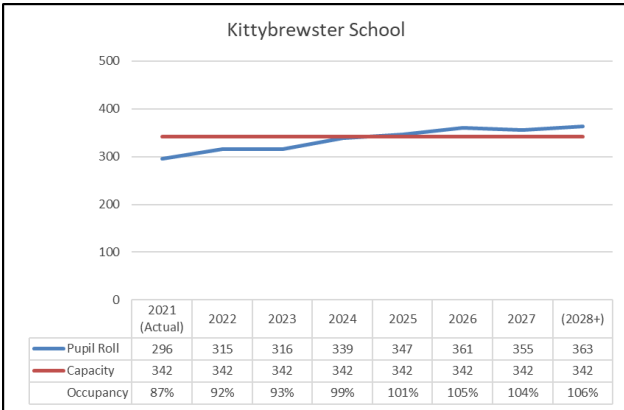
Condition: B – Suitability - C



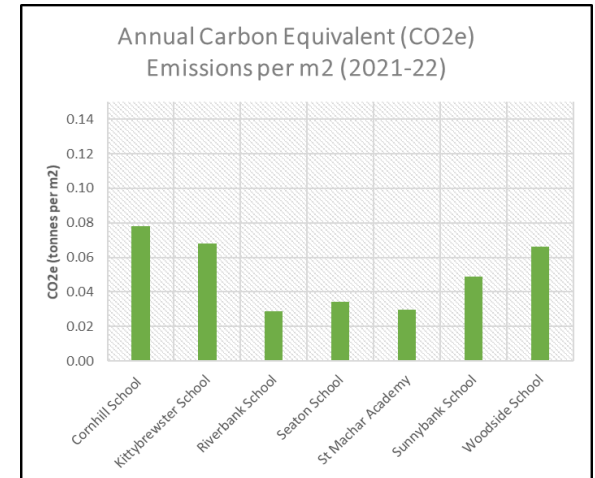
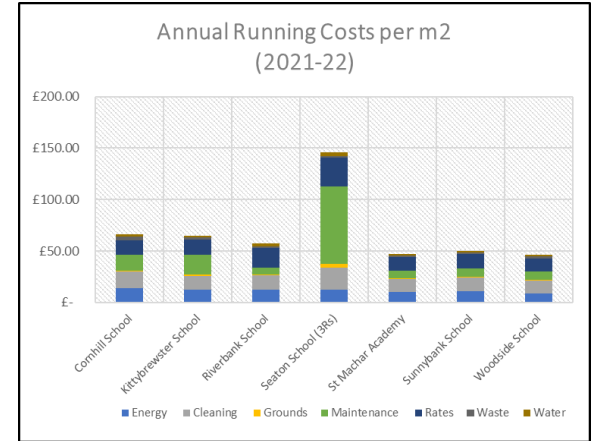
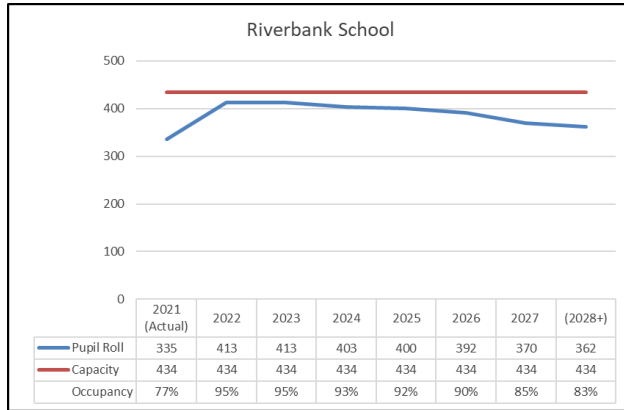
Condition: B - Suitability: C



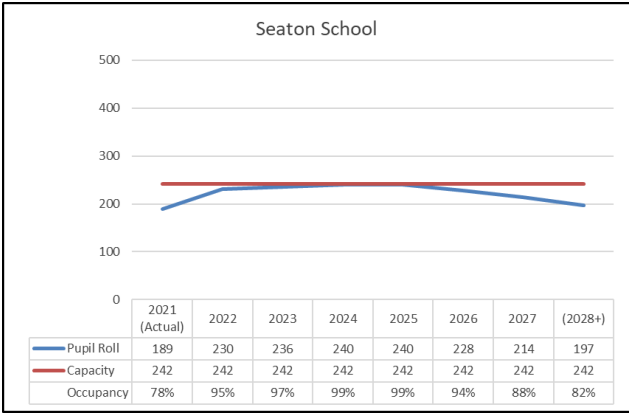
Condition: B - Suitability: C



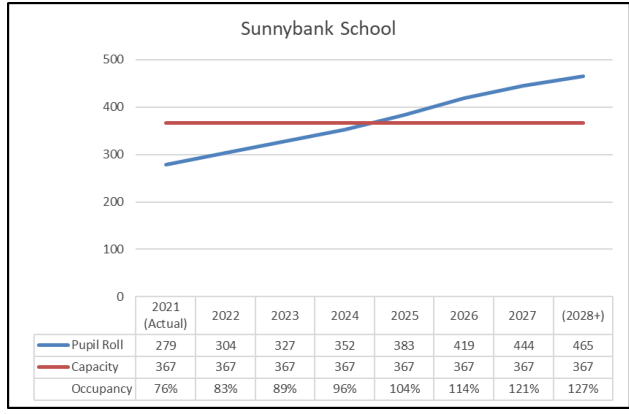
Condition: B - Suitability: B



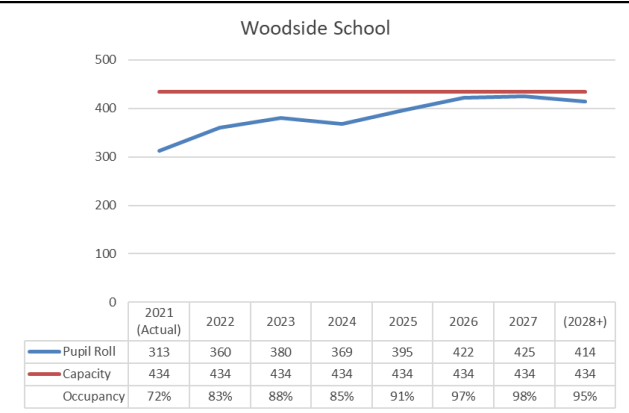
Condition: A - Suitability: A



Condition: B - Suitability: C



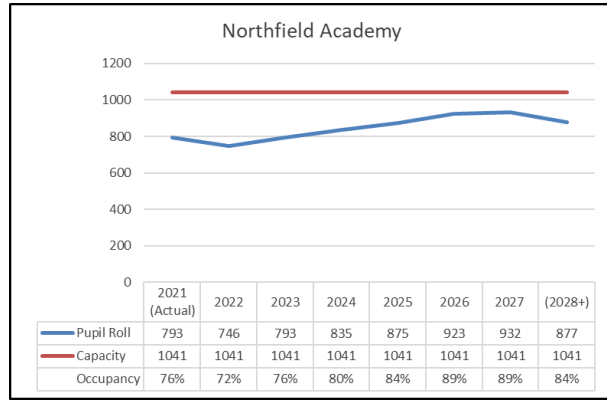
Condition: B - Suitability: C



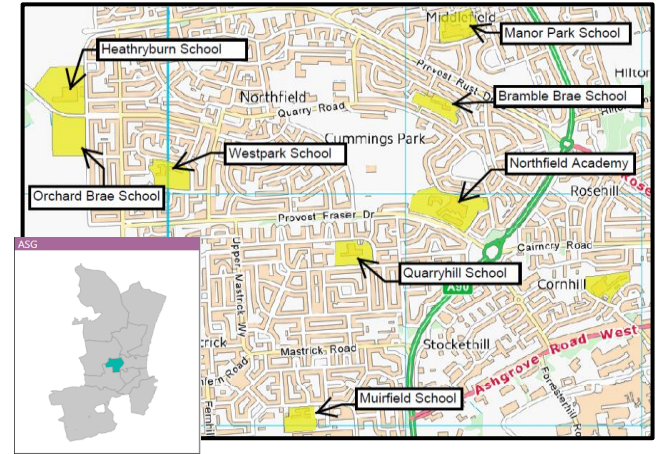
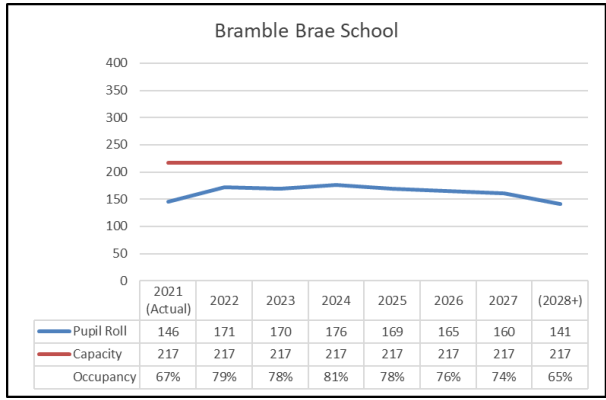
- Work is under way to design and construct a new primary school building in Tillydrone. This is intended to be used as a replacement building for the existing Riverbank School. When the new building was first proposed in 2016/17, pupil roll forecasts indicated that additional capacity was required to meet demand for places at Riverbank School, and so the new building has been designed to provide 651 pupil places, increasing the capacity of the school, which currently has 434 places. However, the latest school roll forecasts indicate that pupil numbers at the school will not exceed 413, which means the additional capacity to be provided within the new building will no longer be required by Riverbank School. There is therefore a requirement to consider the options for making best use of the excess capacity which will be provided by the new school building. (Priority S1)
- Pupil numbers at Sunnybank School are expected to continue to rise over the next seven years, and the pupil roll is likely to exceed the school's current capacity from 2025. The Sunnybank School building is currently also used to accommodate Aberdeen School for the Deaf, and the English as an Additional Language (EAL) Service. There may be a requirement in the longer term to consider the relocation of the additional services at Sunnybank School to an alternative building where there is available space, in order to create the additional pupil capacity required for Sunnybank School. (Priority S2)
- St Machar Academy, Kittybrewster School, Seaton School and Woodside School are expected to reach or exceed 95% occupancy over the next seven years. Officers will continue to monitor numbers at these schools as successive school roll forecasts become available, and will report any necessary actions and recommendations in future updates to the School Estate Plan, in order to avoid schools significantly exceeding their availability capacity in future.
- The size of the pupil roll at St Machar Academy is placing pressure on the school and its ability to use space flexibly. This includes its outdoor space, which is limited, partly due to the space being taken up by a number of modular classroom buildings which are no longer fit for purpose and therefore not in use. The outdoor space at the school generally is also in need for some improvement. There is therefore a requirement for investment at the school, to allow the unused modular classrooms to be removed, and to develop and improve the outdoor environment at the school. (Priority S3)

# Northfield ASG – Profile

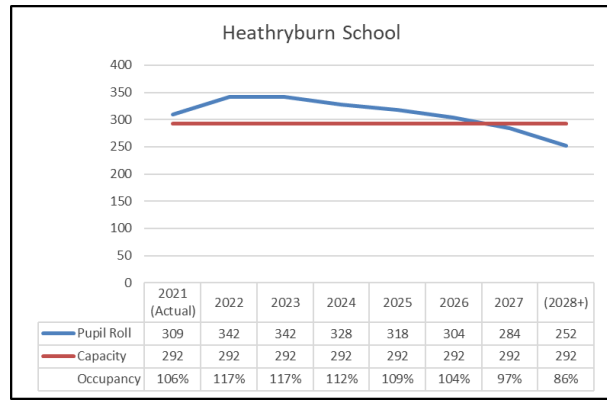
Condition: B - Suitability: C



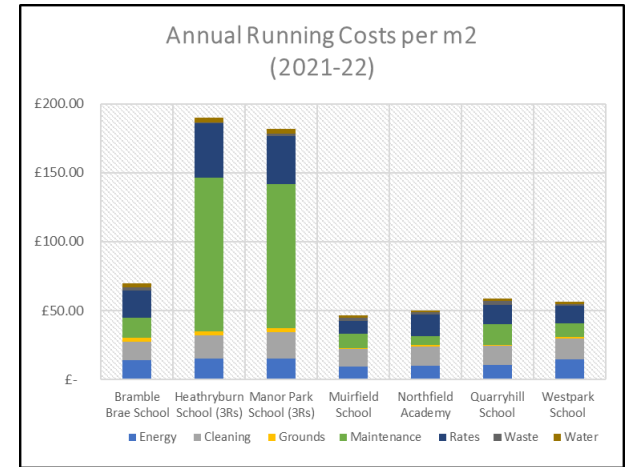
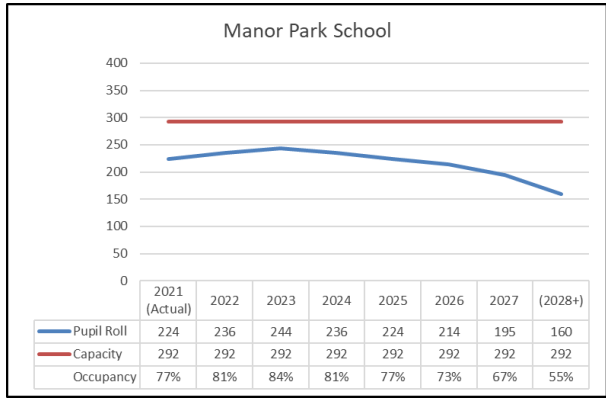
Condition: B - Suitability: B



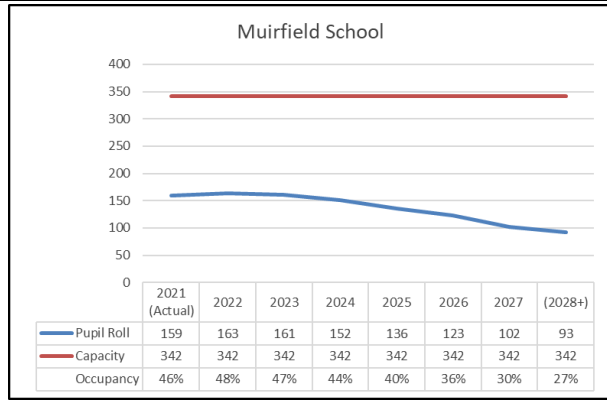
Condition: A - Suitability: A



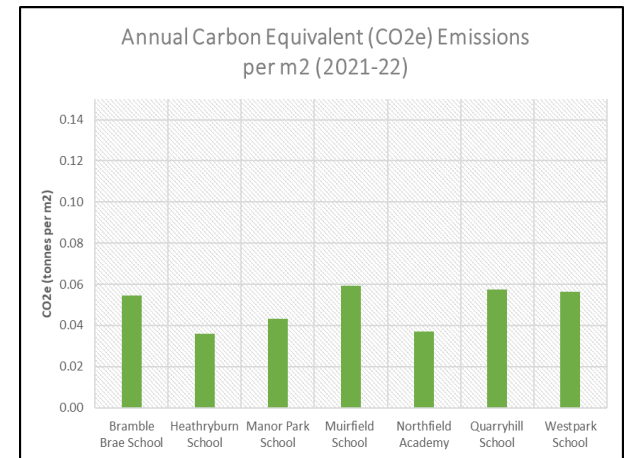
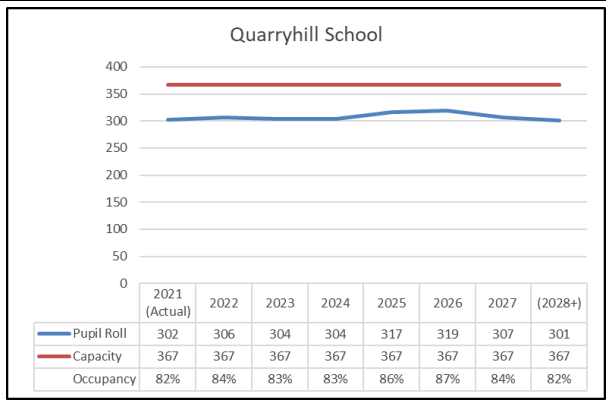
Condition: A - Suitability: A

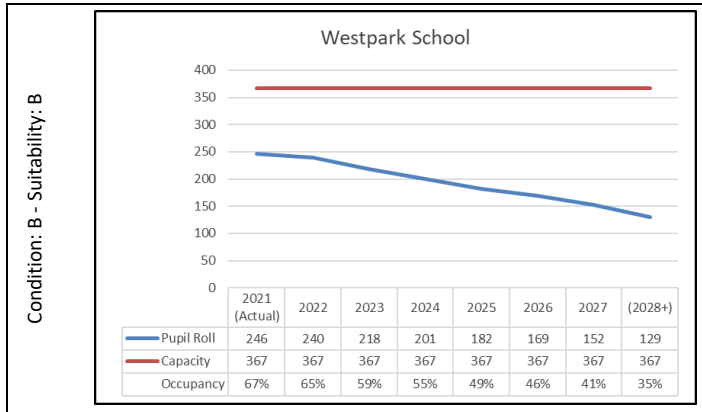


Condition: B - Suitability: B



Condition: B - Suitability: B





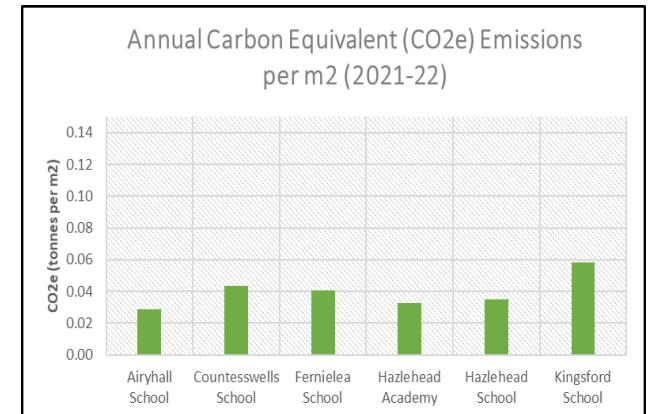
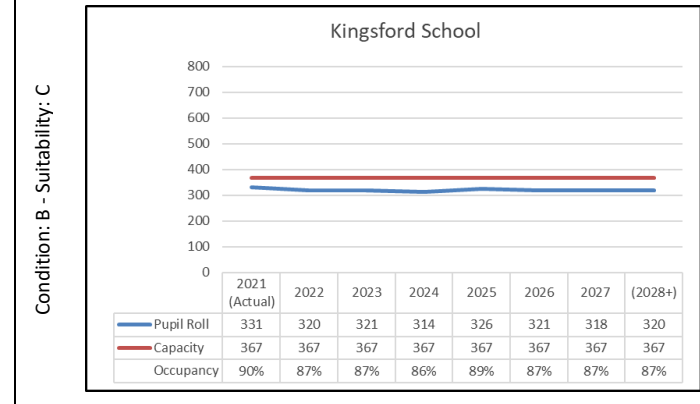
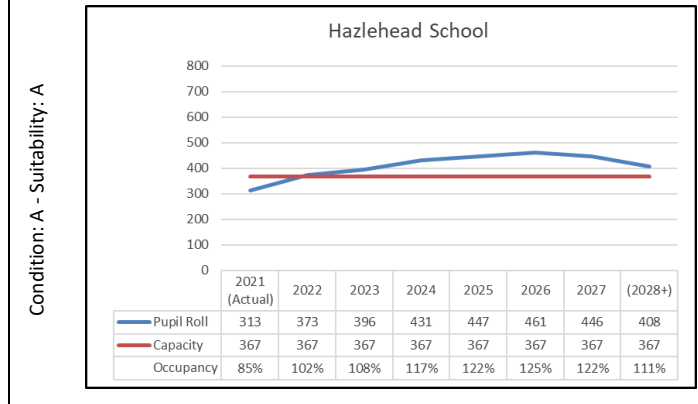
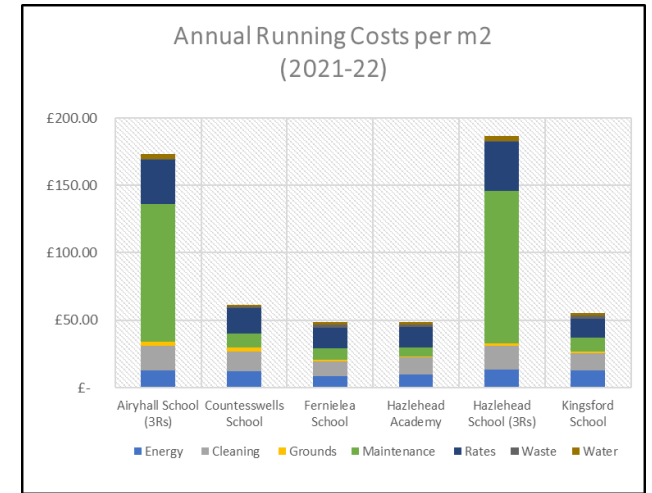
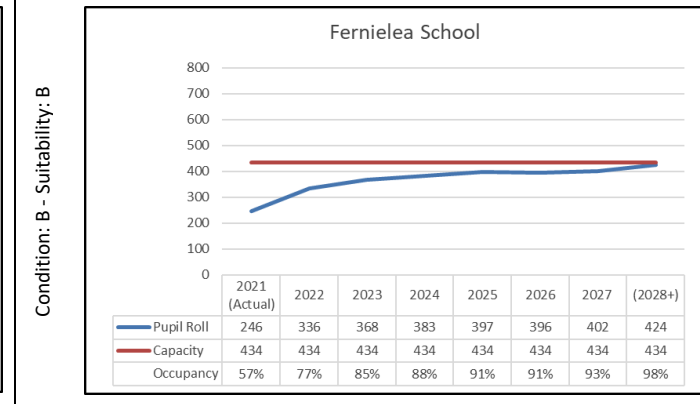
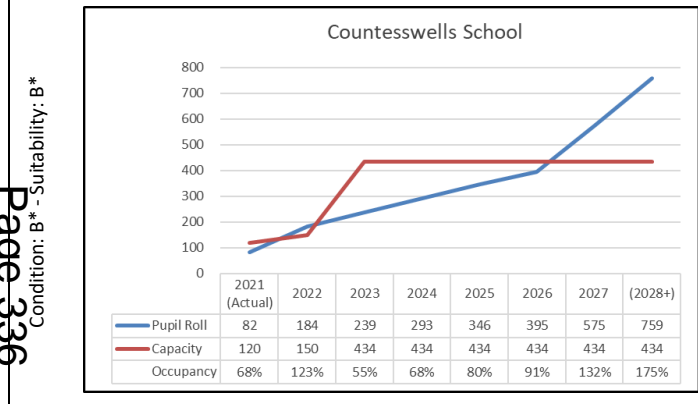
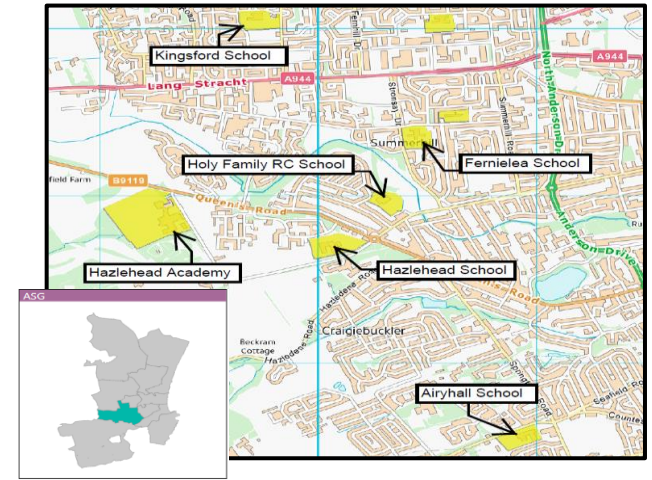
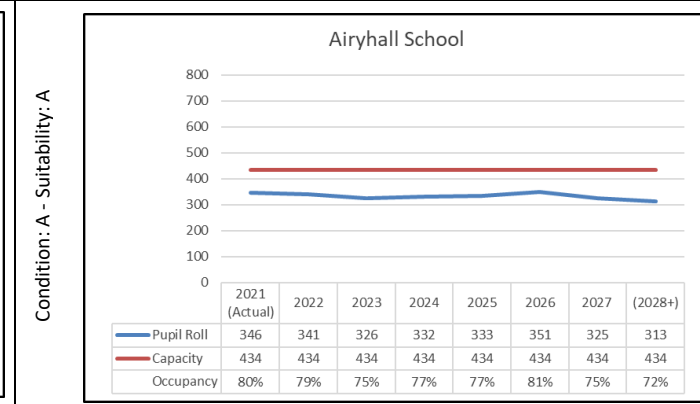
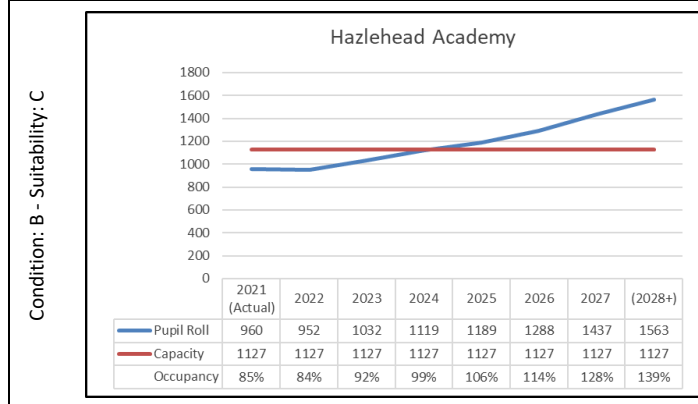
- Pupil numbers at Westpark School are currently significantly below the pupil capacity of the school, and are expected to fall below 40% of capacity within the next seven years, although in the longer term (beyond 2028), it is likely that pupil numbers will increase again as a result of planned new housing development at Greenferns, which falls within the catchment area for this school. In contrast to this, Heathryburn School is currently operating at over 100% occupancy, and is forecast to remain over capacity until 2027.

Whilst rezoning may be beneficial in rebalancing pupil numbers between the two schools, given that they are located in close proximity to each other, there is a need to consider the likely long term impact of the planned Greenferns development, as significant capacity at Westpark School will be required to accommodate pupils from this development. Further monitoring of pupil numbers and forecasts at these schools is required, to assess whether any further action is required to balance pupil numbers. (Priority N1)

- Certain schools within the Northfield ASG are located in close proximity to each other, including Bramble Brae and Manor Park Schools, which are less than one mile apart. Whilst the Bramble Brae building is rated as 'B – Satisfactory' for condition and suitability, there are specific elements of the building, including very limited dining and assembly space for example, which create significant challenges for the school. Pupil numbers at the school are also expected to fall to 65% of its capacity from 2028, whilst the occupancy level at Manor Park School is expected to fall to 55% within that timescale. The 2013 primary school estate report recommended that Bramble Brae and Quarryhill Schools should be amalgamated to create a new school on the Quarryhill site. However following public consultation on this proposal, a decision was taken in January 2014 by the Education, Culture and Sport Committee not to proceed with this recommendation.

In light of the forecast decline in pupil numbers at these schools, there is a requirement to again consider the options for future primary education provision in the Northfield ASG, and to make recommendations as appropriate in due course, to ensure that sustainable pupil numbers can be maintained within this area of the city. (Priority N2)

# Hazlehead ASG – Profile



\*The Condition and Suitability gradings and running cost and emissions data for Countesswells School in these charts relate to the Hazlewood building, which is currently being used to accommodate the school.



- Whilst the overall condition of the Hazlehead Academy building is rated as “B – Good”, there are specific elements of the building which in isolation would receive a lower rating, and which require to be addressed. Overall, the school is considered by officers to be the poorest quality building within the secondary school estate. There are also a number of issues with the suitability of the building which need to be considered. The school is a Performance School for the Scottish Football Association, and there are concerns about the diminishing quality of the outdoor sports facilities on the site, whilst a decision is required on the future of the swimming pool building which has been closed for a number of years.

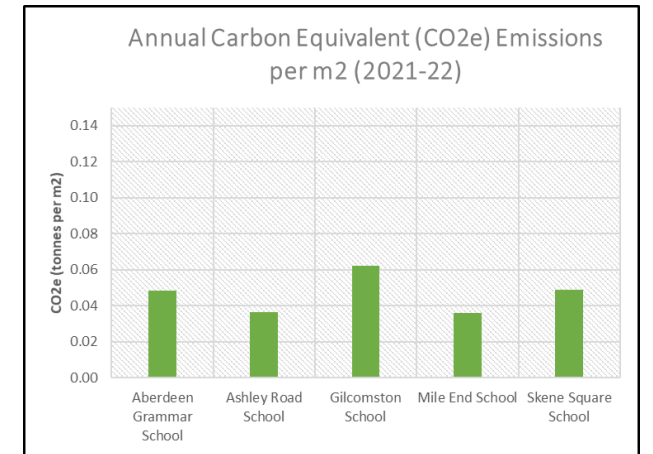
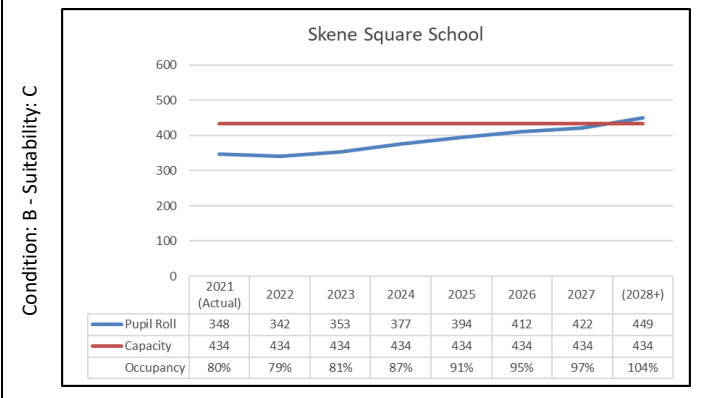
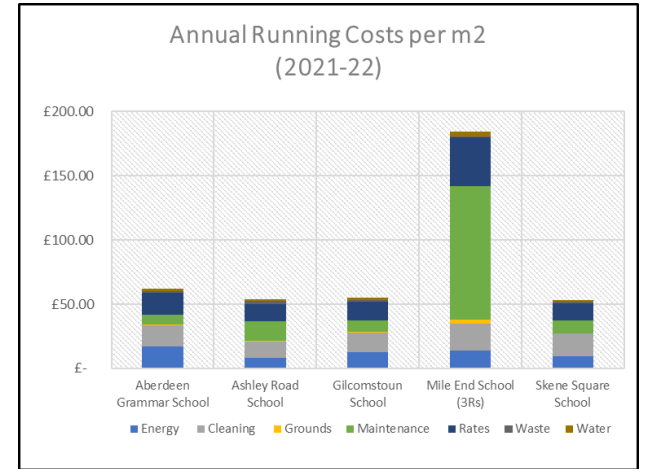
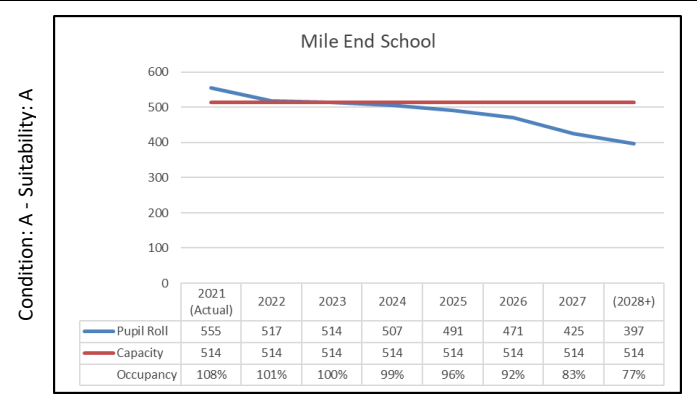
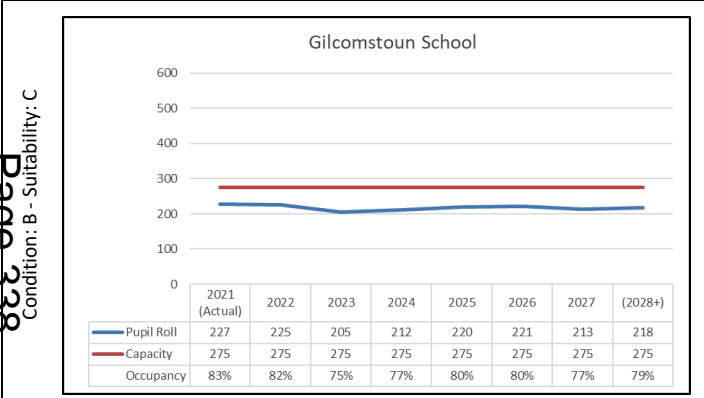
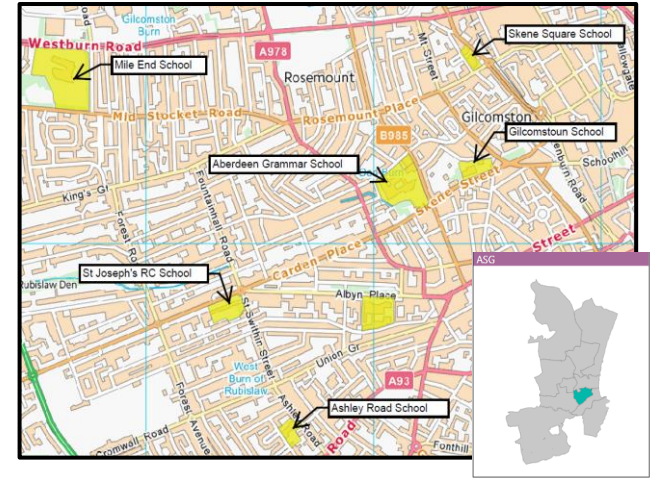
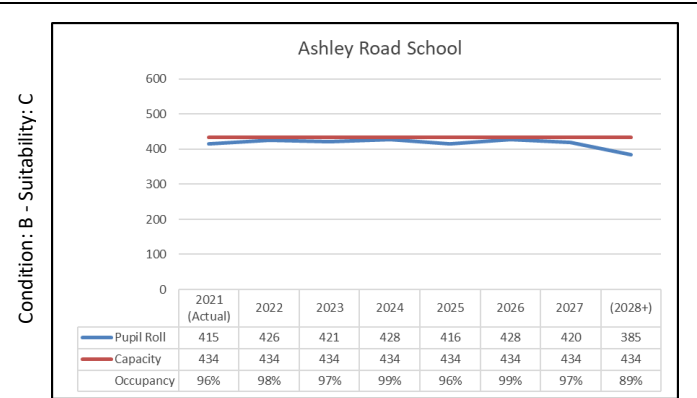
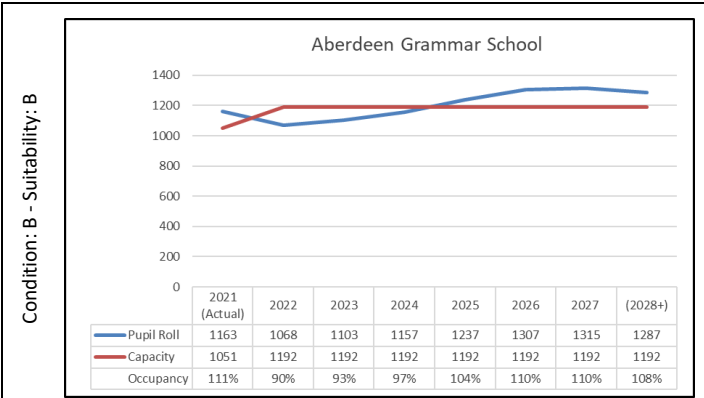
The pupil roll forecast for Hazlehead Academy indicates that pupil numbers will exceed the capacity of the existing school building from 2025, with numbers rising to 1563 (139% occupancy) from 2028. This is mainly because the new Countesswells development is currently included within the Hazlehead Academy catchment zone, and so the number of pupils expected to be generated by the development have been included in the forecast for Hazlehead Academy. There is, therefore, a requirement for additional secondary school capacity to be created, to provide sufficient and suitable accommodation for pupils within the communities of Countesswells and Hazlehead. There is an opportunity for the Council to bid for funding within Phase 3 of the Learning Estate Investment Programme, in order to support this project. (Priority HH1)

- A new Countesswells Primary School was established in 2017. The school is currently accommodated within the former Hazlewood School building, which is a temporary arrangement prior to construction of a new primary school building being completed at Countesswells. Minor building alterations for the Hazlewood building were carried out in Summer 2022, to increase the capacity of the building from 120 to 150, to accommodate the number of pupils expected to be enrolled at the school from August 2022. The new Countesswells school building is expected to be completed in Summer 2023, at which point the capacity of the school will increase to 434. The forecasts indicate that this will be sufficient to accommodate primary pupils at Countesswells until at least 2027. Beyond this, further primary school capacity may be required to serve the growing community at Countesswells.

Actual build out rates for the new housing at Countesswells will determine the number of new pupils likely to be generated by the development and the timing of any further new primary school provision. Officers will continue to monitor the situation with the development and will bring forward recommendations as appropriate regarding any requirements for additional primary school capacity to serve the development, in future annual updates to the School Estate Plan. (Priority HH2)

- New classrooms have been created at Fernielea School in recent years, by reconfiguring ancillary spaces within the existing building, to create additional capacity which will be required over the next seven years as a result of planned housing development in the area. This has resulted in the school operating at 57% occupancy in 2021, and this will increase gradually to 92% occupancy from 2027.
- The pupil roll forecast for Hazlehead School indicates that the pupil capacity of the school may be exceeded from August 2022 onwards. However, recent data on admissions applications for this year indicate that actual pupil numbers at the school will remain within its available capacity, and so no immediate action is required. Officers will continue to monitor numbers at the school and will bring forward any recommendations for action as required within future updates to the School Estate Plan. (Priority HH3)
- The capacity and forecast pupil roll figures presented in the profile for Hazlehead Academy includes the Gaelic Medium Education (GME) provision which is incorporated within the school, and which provides capacity for up to 30 pupils. Following a public consultation in 2021 on proposals to introduce a school catchment area for GME provision at the school, the Education Operational Delivery Committee agreed in January 2022 to “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.” It is therefore proposed that this further consultation with stakeholders is undertaken as part of the implementation of the School Estate Plan. (Priority HH4)

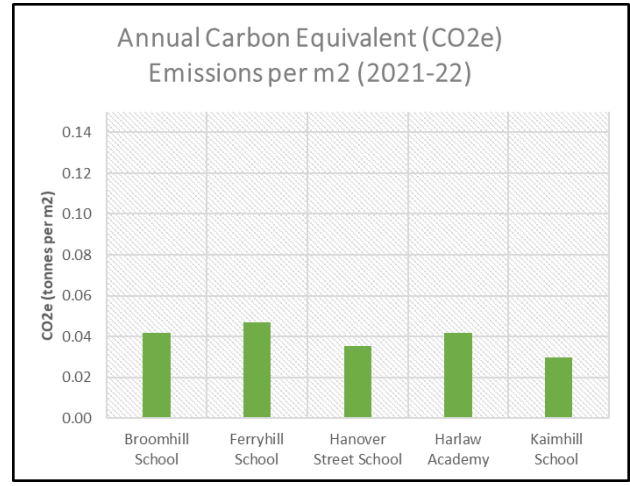
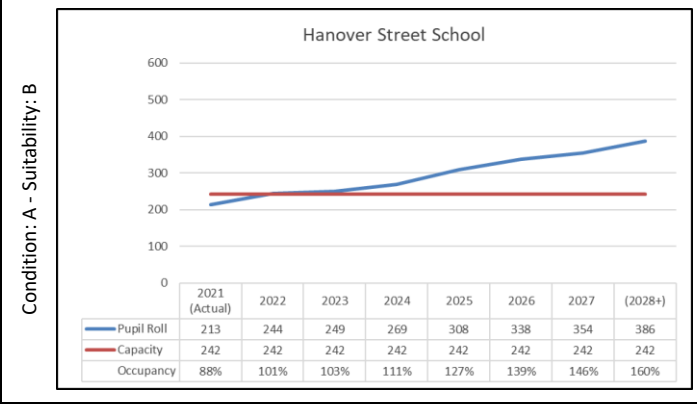
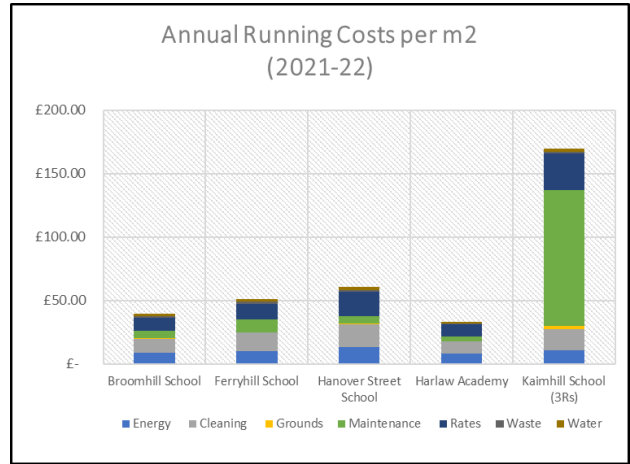
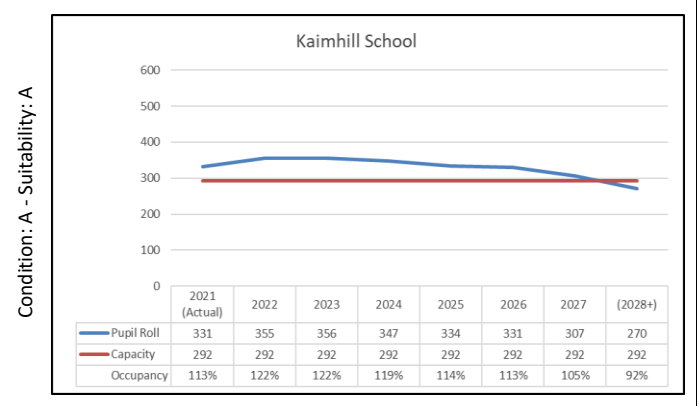
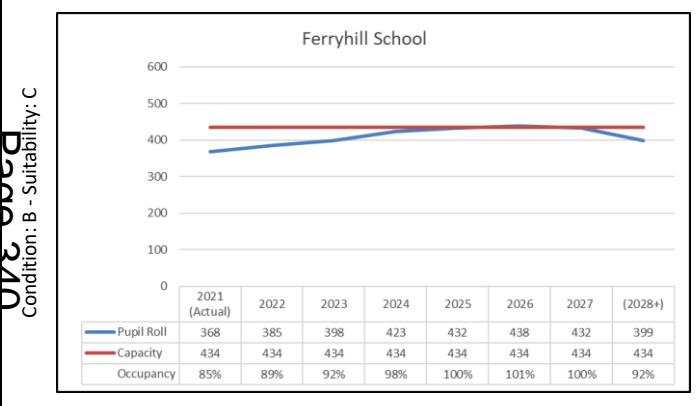
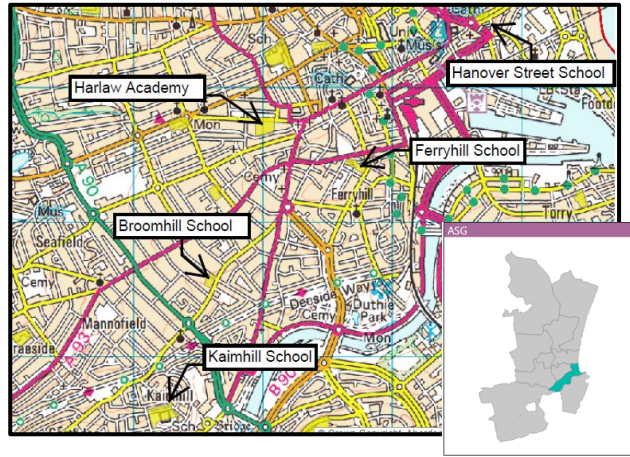
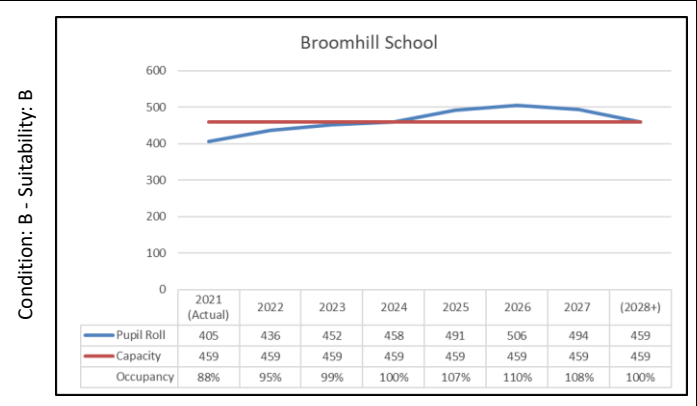
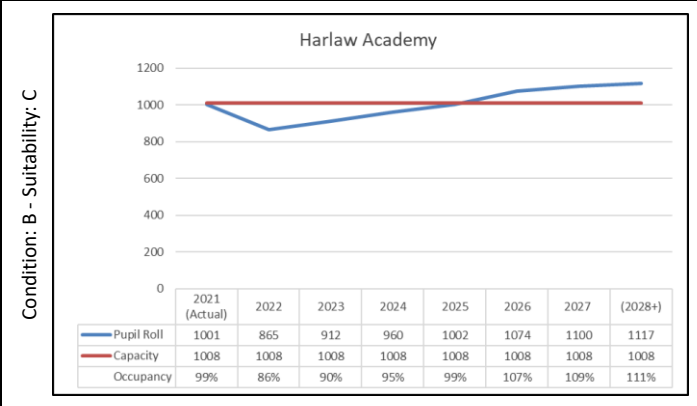
# Aberdeen Grammar School ASG – Profile



Page 338

- The ASG profile indicates that, as highlighted under the Central Area priorities above, the city centre primary schools which are part of the Aberdeen Grammar ASG, are mostly at or close to full pupil capacity, and due to the limited size of many of the school sites, and also the Victorian design and layouts at Ashley Road School, Gilcomstoun School and Skene Square School, creating additional school capacity within these schools presents a significant challenge. There is therefore a requirement to undertake a detailed study to fully explore the options for improving the suitability and capacity of our Victorian school buildings. (Priority CA1)
- In order to address capacity issues at Aberdeen Grammar School, the former French School building which is located on the same site as Aberdeen Grammar School and which became vacant in 2020, was put into use in Spring 2022, to provide additional classroom space for the school. This required the reconfiguration of some spaces in the building to create rooms large enough to accommodate full secondary classes, and increased the school's capacity from 1051 to 1192. The school roll forecast indicates that pupil numbers at Aberdeen Grammar School will continue to grow, and that its capacity may be exceeded again from 2025. Officers will continue to monitor pupil numbers at the school using successive school roll forecasts, and will include any required recommendations for action in future updates to the School Estate Plan. (Priority AG1)
- Pupil numbers at Mile End School are currently over its stated pupil capacity. Whilst the school roll forecast indicates that numbers were expected to fall slightly from August 2022, data received from the school applications process this year indicates that this would not be the case, and that there will be a further increase in numbers in the new school session. Officers will continue to closely monitor pupil numbers at the school, and will include any required recommendations in future annual updates to the School Estate Plan. (Priority AG2)
- The capacity and forecast pupil roll figures presented in the profile for Gilcomstoun School includes the two Gaelic Medium Education (GME) classrooms which are incorporated within the school, and which provide capacity for up to 50 pupils. Following a public consultation in 2021 on proposals to introduce a school catchment area for GME provision at the school, the Education Operational Delivery Committee agreed in January 2022 to "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." It is therefore proposed that this further consultation with stakeholders is undertaken as part of the implementation of the School Estate Plan. (Priority AG3)

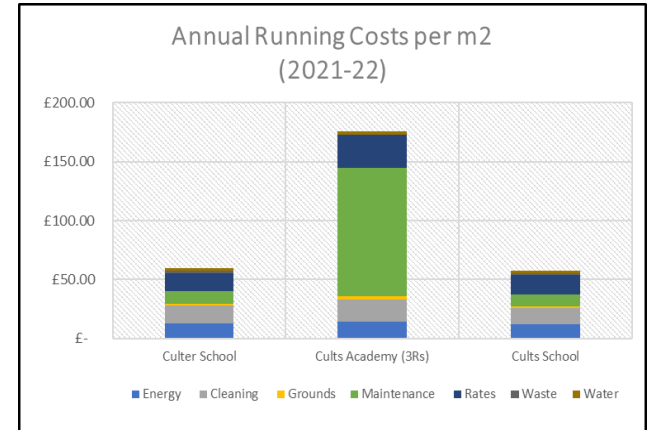
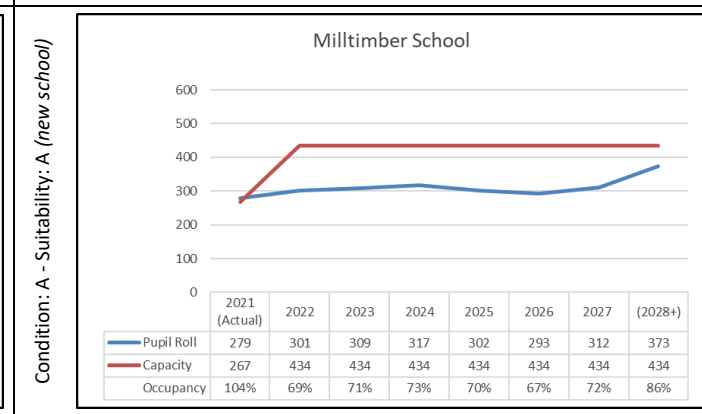
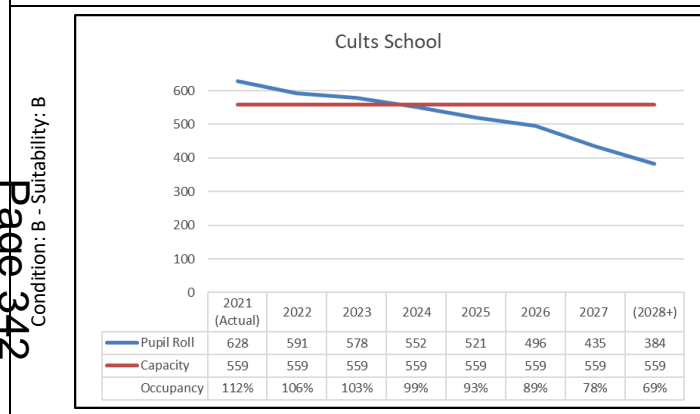
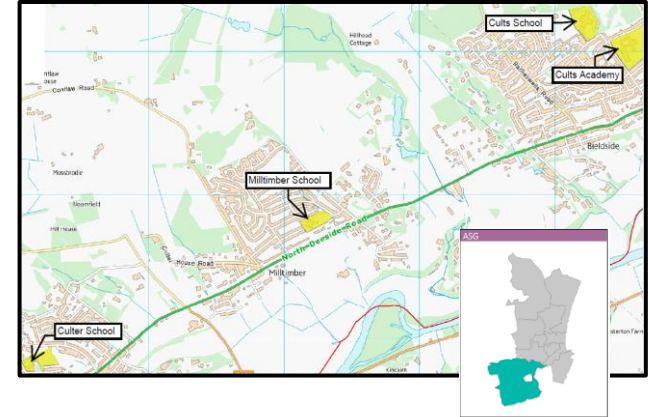
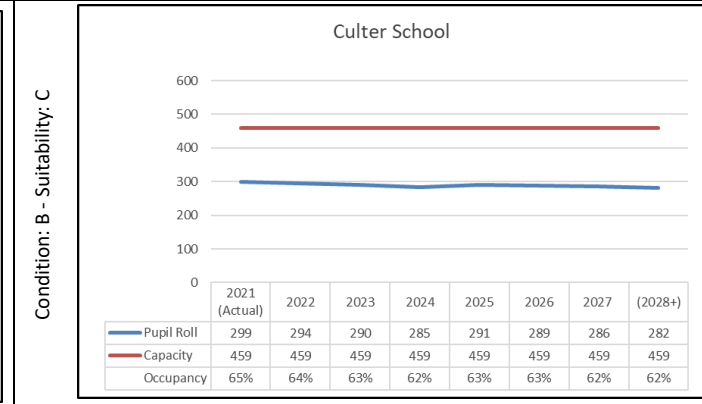
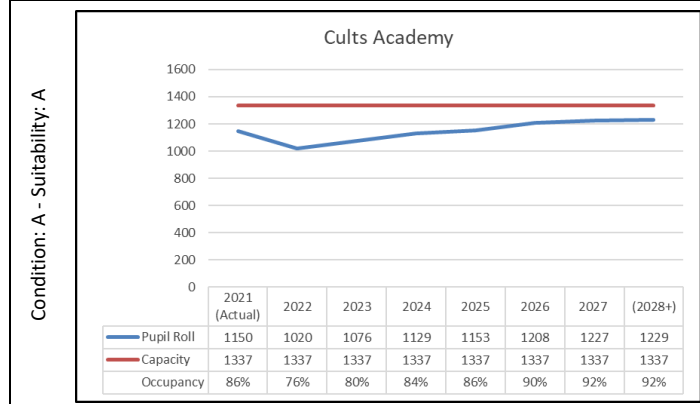
# Harlaw ASG – Profile



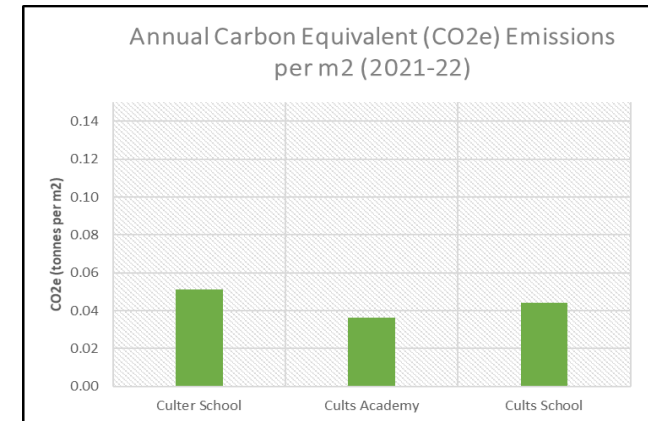
Page 340 of 340

- The ASG profile indicates that, as highlighted under the Central Area Priorities above, the city centre primary schools which are part of the Harlaw ASG, are mostly close to or over full pupil capacity, and due to the limited size of many of the school sites, and also the Victorian design and layouts at Broomhill School, Ferryhill School, and parts of Hanover Street School, creating additional school capacity within these schools presents a significant challenge. Hanover Street School in particular is forecast to significantly exceed its currently available pupil capacity over the next seven years. There is therefore a requirement to undertake a detailed study to fully explore the options for improving the suitability and capacity of our Victorian school buildings. (Priority CA1)
- Pupil numbers at Harlaw Academy are currently close to the school's functional pupil capacity. Whilst the school roll forecast indicates that numbers may fall slightly in school session 2022/23, overall they are expected to climb above the school's capacity by 2026. There is limited scope within the existing site to extend the school or create additional capacity, and the school is already experiencing a lack of space within its PE and dining facilities in particular. Opportunities for improving dining provision at the school have been identified, although this will require improvements to be made to the school's off-site PE provision, in order to free up the space required for additional dining facilities. Officers are progressing plans to commission a review of the nearby sports facilities at Harlaw Road and Rubislaw, to determine whether these facilities could be used by the school for PE curriculum delivery, which would allow space at the school to be used to provide the required additional dining capacity. (Priority H1)
- The age and layout of the Harlaw Academy building also presents significant challenges for curriculum delivery (the school is rated as 'C – Poor' for suitability), and officers consider that significant investment may be required in the medium to long term, to ensure that pupils at the school continue to have access to high quality learning environments. (Priority H2)
- Pupil numbers at Kaimhill School are currently above the school's stated capacity, and temporary arrangements have been made to create additional classroom space at the school to accommodate current numbers as well as those expected to be attending the school from August 2022. The forecast indicates that the school roll will gradually fall over the next seven years, and officers will continue to monitor this.
- The current design and layout of Ferryhill School is causing significant difficulties for the school. There is very limited space within the dining hall to accommodate the number of pupils attending the school. A link corridor between the main building and the gym hall and senior classrooms splits the playground in half, creating problems with the flow of pupils around the site and the supervision of children at break times. The nursery classrooms are also detached from the outdoor nursery play space, creating challenges for supporting free-flow from the inside to the outside, which is a key element of Early Learning and Childcare (ELC) provision. There is a requirement for significant investment to reconfigure the building, to ensure it is suitable, safe and sufficient. (Priority H3)

# Cults ASG – Profile



Running cost and CO2e emissions data for the new Milltimber School building, which opened in May 2022, are not yet available.



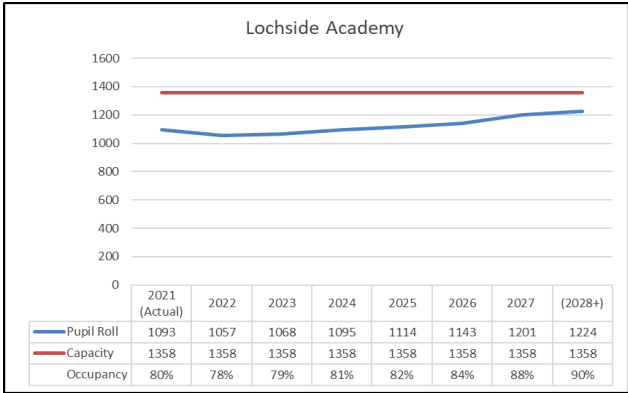
- The pupil roll at Cults Academy in August 2021 was 1150. This is significantly higher than the number predicted in the school roll forecast for 2021, which was 1018, although the figure is still below the school's overall functional capacity of 1337. The forecast figures displayed in the profile above, therefore, may also be underestimating the actual numbers of pupils likely to be attending the school in future years, and given that numbers appear to be increasing year on year, there is a risk that the school could exceed its available capacity in the future. As explained in Section 3 of this report, the discrepancy in the school roll forecasts appears to be the result of a change in trends over the last two years which could not have been predicted by the forecasts. For example officers are aware of a marked reduction in the number of pupils moving to an independent secondary school after leaving their primary school, and enrolling at a local authority secondary school instead. The school roll forecast accounts for a certain number of pupils moving to independent schools each year based on historical trends, but the number of pupils doing this in the last two years appears to be well below the trend, and the forecast has not reflected this.

There is therefore a requirement for officers to closely monitor pupil numbers at Cults Academy, and to ensure that successive school roll forecasts are able to reflect recent changes in trends which impact on actual pupil numbers, and to include recommendations for any required actions in future updates to the School Estate Plan. (Priority C1)

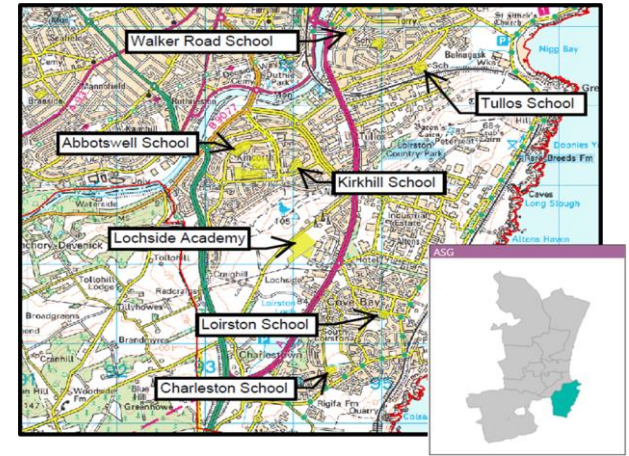
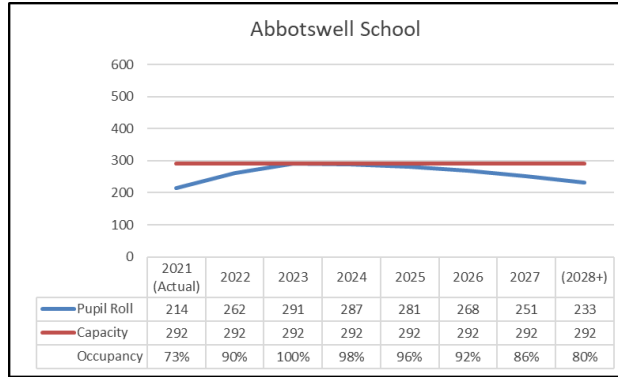
- Cults Primary School, currently the city's largest primary school, was operating at 112% occupancy in 2021/22. Work at the school was carried out in 2018/19, including the installation of a new modular classroom unit, to provide additional pupil space at the school. Further internal alterations to provide additional dining space, utilising developer contributions, was carried out in 2021. Forecasts indicate that pupil numbers will begin to reduce over the next seven years, and that the school roll will be within the capacity of the building again from 2024.
- The new Milltimber School became operational in May 2022. The new school provides an increase in capacity from 267 to 434, and this will make it possible to accommodate additional pupil numbers likely to be generated by the new housing development at Oldfold. As this is a new school building, data on running costs and carbon equivalent emissions for the school are not yet available, and are therefore not included in the ASG profile above.
- Pupil numbers at Culter School are expected to remain well below the school's capacity over the next seven years, reaching 62% of the school's current capacity from 2028. Due to the school's location on the outskirts of the city, making adjustments to school zone boundaries to re-balance pupil numbers across the ASG may be problematic, as this is likely to result in pupils living further than 2 miles' safe walking distance from their school, which would require the Council to cover the costs for transporting them to school. There is therefore a requirement to continue monitoring pupil numbers and the use of space at Culter School, and to consider options for making use of any available unused space for other purposes. (Priority C2)

# Lochside ASG – Profile

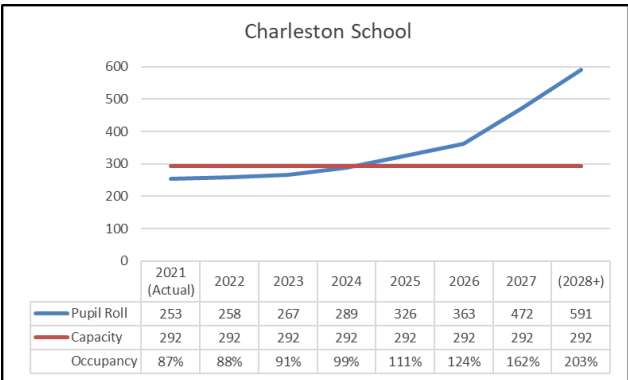
Condition: A - Suitability: A (new school)



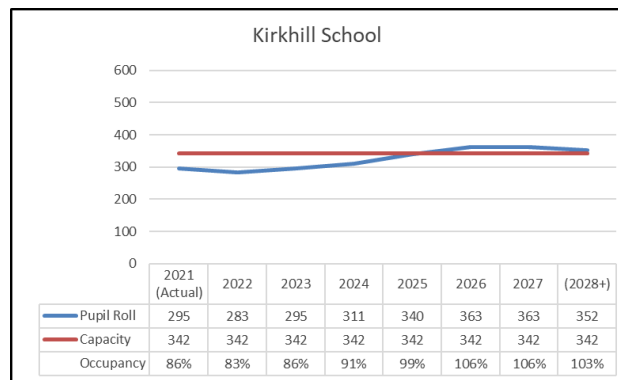
Condition: B - Suitability: C



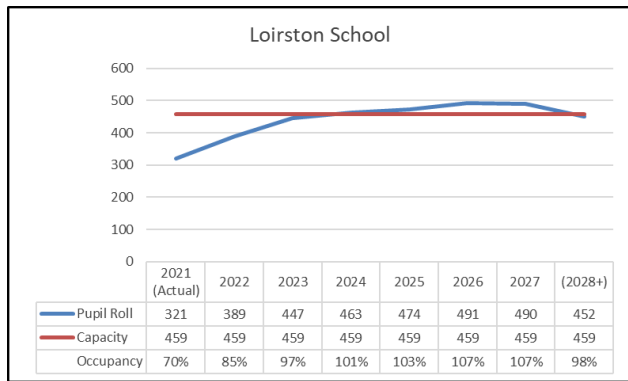
Condition: B - Suitability: C



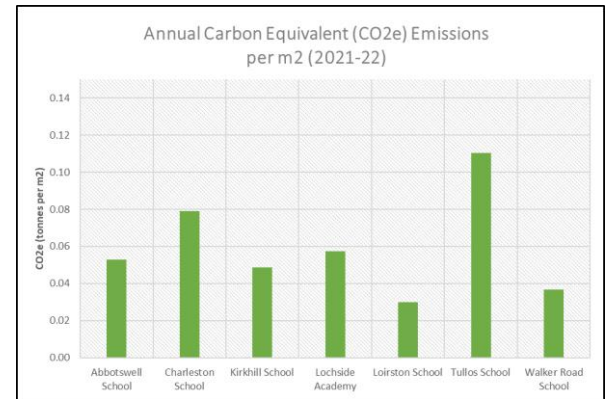
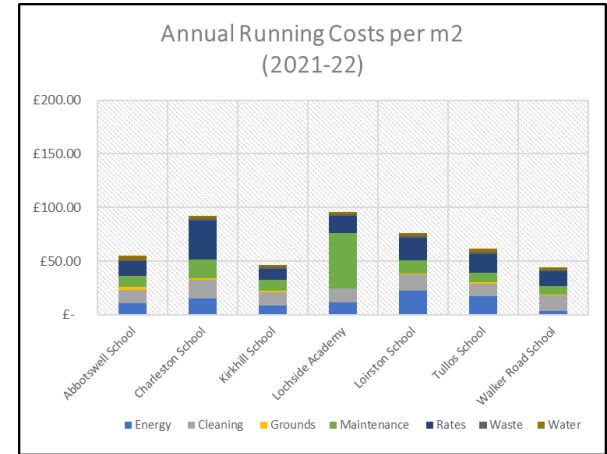
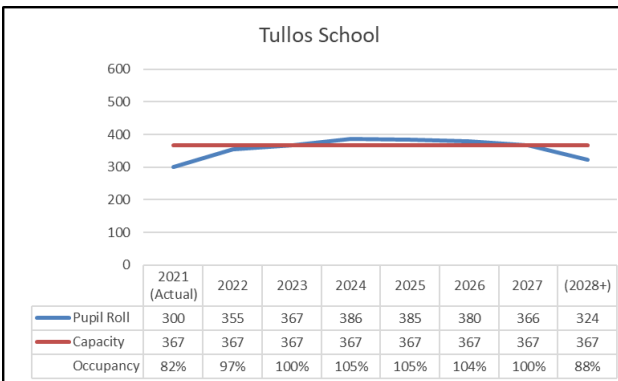
Condition: B - Suitability: C



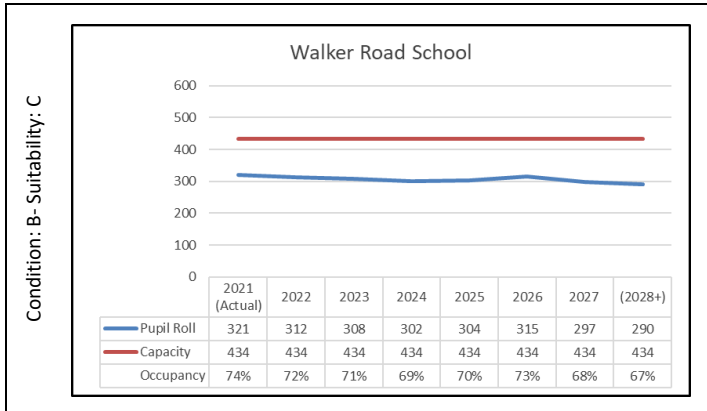
Condition: B - Suitability: B



Condition: B - Suitability: C







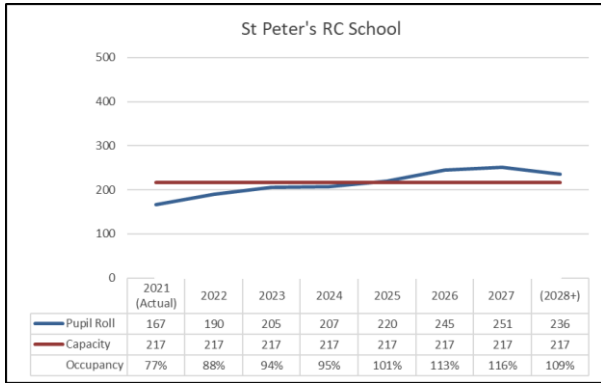
- Lochside Academy, formed from the merger of the former Torry Academy and former Kincorth Academy, opened on a new site in August 2018. The school provides sufficient capacity to meet anticipated demand for secondary pupil places in this area of the city, including from planned new housing development at Loirston Loch.
- The primary schools in the Lochside ASG are largely operating close to their available capacity. Forecasts indicate that the pupil roll at Charleston School would exceed its capacity from 2025; this is because pupils expected to be generated by the Loirston Loch development are currently included within the forecast for Charleston School. There is therefore a requirement for additional pupil capacity to meet demand from this new development, and an agreement is in place to secure developer contributions to assist with the cost of any new provision. (Priority L1)
- Officers were instructed by the Education and Children's Services Committee in March 2017 to commence design work for a new primary school and community hub, to be constructed on the site of the former Torry Academy. Work on this project is under way, and a catchment zone for the new primary school was created, which resulted in the catchment zones for the two existing primary schools in Torry being reduced. Construction of the new school is expected to be completed in Winter 2023/24.
- The Walker Road School building was constructed in 1896, and its Victorian design and layout present challenges for effective modern curriculum delivery. The school site is also limited in size, and so space for outdoor learning is restricted. Pupil numbers at the school are now expected to remain below 75% of the school's available capacity over the next seven years.

The combined primary pupil roll in Torry in 2028 is expected to be 614, which could be accommodated within two school buildings, indicating that the additional capacity to be provided by the new school currently under construction is no longer required. In light of the fall in forecast pupil numbers, officers now consider that it may be appropriate for Walker Road School to be relocated to the new primary school and community hub in Torry, following its completion. It is therefore recommended that a formal consultation is carried out on the proposal to relocate the school. (Priority L2)

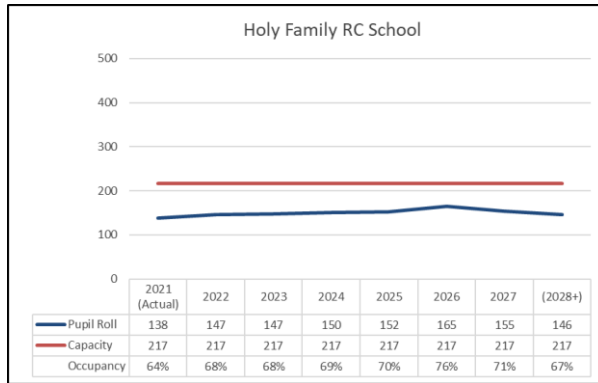
- The Tullos School site includes a pavilion building on the adjacent playing fields, which were used by staff and pupils at the former Torry Academy. The building is no longer in use and its condition is deteriorating. Given that it is no longer required as part of the school estate, there is a need to consider the options for any potential alternative use, or for disposal of the asset. Declaring the asset surplus to requirement will allow for this assessment to be carried out. (Priority L3)

# Denominational Primary Schools – Profile

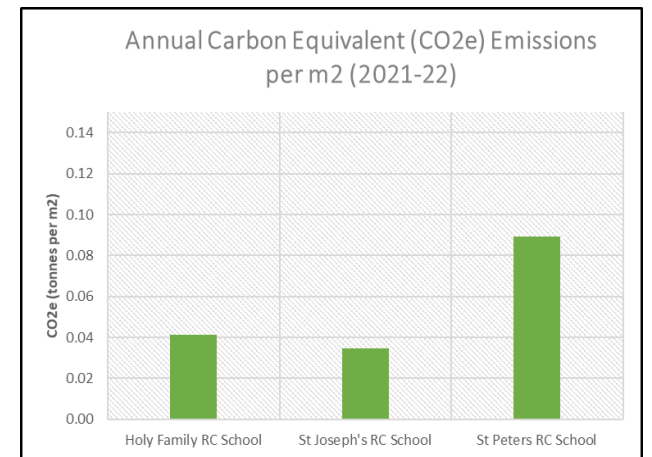
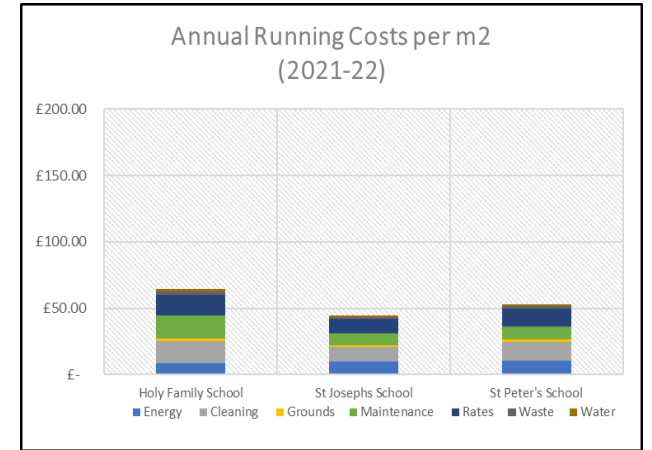
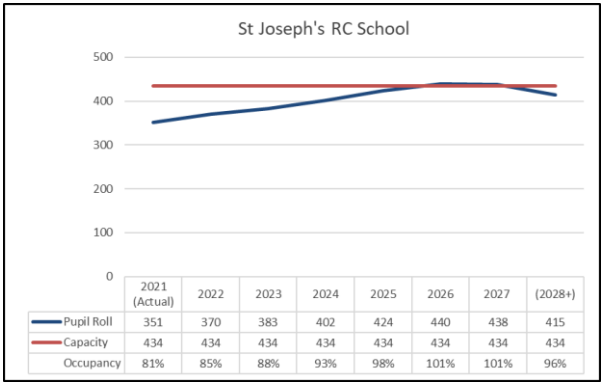
Condition: C - Suitability: C



Condition: B - Suitability: B



Condition: B - Suitability: C



- St Peter's RC School provides denominational primary education for the north area of Aberdeen and parts of Aberdeenshire, and is the only school within the estate which has a condition rating as 'C – Poor'. To address issues with condition, suitability and capacity at the school, the Education Operational Delivery Committee agreed in September 2019 to relocate St Peter's School to the current Riverbank School site, following the completion of a planned new primary school at Tillydrone, and following refurbishment work to be carried out on the Riverbank site. The refurbished Riverbank School building is expected to offer 434 pupil places, and so it is expected that there would be significant excess capacity at the school following the relocation.
- The catchment area for St Joseph's RC School covers the south of Aberdeen and parts of Aberdeenshire. The school site was leased by the Council from a third party until 2016, when the Council purchased the site. The building was not originally designed as a school, and is rated as "C – Poor" for suitability, as there are some significant accessibility issues, and whilst its condition is graded as "B – Satisfactory", there are individual elements of the building which in isolation would receive a lower score. The school is also expected to reach or exceed its available capacity within the next seven years.
- In contrast, Holy Family RC School, which serves central areas of Aberdeen and parts of Aberdeenshire, has a limited maximum capacity of 217 pupils, and the pupil roll at the school is forecast to reach no higher than 165 (76% occupancy) over the next seven years.
- There is a need to consider the options for addressing the projected excess capacity at St Peter's School, the expected lack of capacity at St Joseph's School, and also the limited pupil numbers at Holy Family School, to ensure that there is appropriate and sustainable long term provision for denominational primary education in Aberdeen, which meets forecast demand and which avoids excess unused capacity. (Priority RC1)

## Annex B – Typical Project Timeline

<u>Activity</u>	<u>Indicative Timescale</u>
<p><b><u>1. Develop Strategic Outline Case (SOC) (Project Review Gate 1)</u></b></p> <p><b>Purpose:</b> Generate initial options to be considered, in order to deliver on the objectives identified within the School Estate Plan.</p> <p><b>Desired Outcome</b> - Capital Board to approve the SOC, and instruct officers to proceed with stakeholder engagement, to gather views on identified options, and to develop an Outline Business Case.</p>	1 month
<p><b><u>2. Feasibility Study and Stakeholder Engagement</u></b></p> <p><b>Purpose:</b> Undertake feasibility study to add further detail to each option. Invite stakeholders to comment on the identified options, and if necessary generate any additional options, through online surveys and public meetings as appropriate.</p> <p><b>Desired Outcome:</b> Feasibility Study report presenting options in detail and summary report on the findings from stakeholder engagement, to be used to inform the Outline Business Case.</p>	2-3 months
<p><b><u>3. Develop Outline Business Case (OBC) (Project Review Gate 2)</u></b></p> <p><b>Purpose:</b>, Identify a preferred option, based on feasibility and feedback from stakeholder engagement. Submit OBC for committee approval.</p> <p><b>Desired Outcome</b> – Education and Children’s Services (ECS) Committee to instruct officers to proceed with statutory consultation on preferred option. Capital Board and Finance and Resources (F&amp;R) Committee to approve OBC, and an indicative budget subject to outcomes of consultation, and instruct officers to proceed with Full Business Case, subject to outcomes of consultation.</p>	2-3 months + 1 Committee Cycle
<p><b><u>4. Statutory Consultation</u></b></p> <p><b>Purpose:</b> Invite stakeholders to comment formally on the preferred option (the Proposal), through online surveys and public meeting(s). Education Scotland required to comment on educational benefits of the Proposal.</p> <p><b>Desired Outcome</b> – Consultation report submitted to ECS Committee, leading to instruction from ECS Committee to implement the Proposal, subject to approval of the Full Business Case.</p>	4-6 months
<p><b><u>5. Submit Full Business Case (FBC) (Project Review Gate 3)</u></b></p> <p><b>Purpose:</b> Add further detail and tender cost for the preferred option. Submit FBC for committee approval.</p> <p><b>Desired Outcome</b> - Capital Board and F&amp;R Committee to approve FBC and instruct officers to proceed with the project and implement the proposal, including the awarding of contracts where required, subject to final budget approval.</p>	6-12 months (depending on scale of project) + 1 committee cycle
<p><b><u>6. Obtain approval of capital funding for project (if required)</u></b></p> <p><b>Purpose</b> – Submit detailed breakdown of project costs and size of budget required for completion of project to Council Budget Meeting for approval.</p> <p><b>Desired Outcome</b> - Obtain approval of capital budget to allow the project to proceed to completion.</p>	Annual Council Budget Meeting

This page is intentionally left blank